



IO2. Training Course

The most common eLearning platforms and tools

Prepared by UNIVERSITY OF VILNIUS

Project Information

Project Title	A practical toolkit for integrating elearning in Higher Education Curricula
Project acronym	OnlineHE
Project number	2020-1-RO01-KA226-HE-095434
Beneficiary organization (Project Coordinator)	RO01 Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale

1. Learning Outcomes Matrix

On successful completion of the Training Course, Higher Education staff, researchers, practitioners, adult educators, learning designers, and university support staff will be able to:

Learning Outcomes Axes	Knowledge	Skills	Attitudes
Axis 3: The most common eLearning platforms and tools	K3.1. Identify platforms and tools used in HEIs for eLearning purposes	S3.1. Select appropriate tools and implement pedagogical models of learning	A.3.1. Collaborate with colleagues to share best practices and experiences
	K3.2. Explain the principles and features of technologies used in higher education	S3.2. Apply tools and platforms for the delivery of eLearning content	A.3.2. Independently define criteria to help find, evaluate and apply appropriate educational technology
	K3.3. Explain the criteria used to select platforms and tools for the development, deliver, and maintenance of the course	S3.3. Assess and improve digital competences	A.3.3. Share their digital competences with colleagues

Organisation/Partner: Vilnius University	
Thematic axes (1-7)	3: The most common eLearning platforms and tools
Training time required	60 minutes
Contents	Topic 1: The meaning of technology in education Topic 2: Categories of eLearning technologies Topic 3: Selection of tools and platforms
Synopsis of the content	The module will introduce learners to the concept and use of technology used to design, develop and manage digital and innovative courses. The explanation and meaning of technologies, that include tools, platforms and systems, will be provided in the first topic. The second topic covers the presentation of the common technologies used in higher education institutions by categorizing them according the selected criteria. In the third topic, participants will explain what tools are used in practice and for what purpose, and explore the advantages and disadvantages of these technologies.
Presentation teaching resources (pptx)	ONLINEHE_IO2_Axis3_Presentation.pptx used during the training ONLINEHE_Axis3_Worksheet1.docx used for group work
Learning outcomes matrix	K3.1. Identify platforms and tools used in HEIs for eLearning purposes K3.2. Explain the principles and features of technologies used in higher education K3.3. Explain the criteria used to select platforms and tools for the development, deliver, and maintenance of the course S3.1. Select appropriate tools and implement pedagogical models of learning S3.2. Apply tools and platforms for the delivery of eLearning content S3.3. Assess and improve digital competences A.3.1. Collaborate with colleagues to share best practices and experiences A.3.2. Independently define criteria to help find, evaluate and apply appropriate educational technology A.3.3. Share their digital competences with colleagues
Proposed trainer	-
Learning activities, material, and digital resources	<p>Introduction (2') – slides 1-3 The trainer explains objectives, outcomes and process of the lecture.</p> <p>Topic 1: The meaning of technology in education (7') – slides 4-7 The trainer explains three basic concepts (educational technology, instructional technology, eLearning technology) that are commonly used when it concerns tools and platforms used in education. In addition, the trainer clarifies the importance of choosing the appropriate license for the tool/platform used for education, provide examples and introduces the key criteria for selecting tools/platforms.</p> <p>Topic 2: Categories of eLearning technologies (15') – slides 8-16 The trainer introduces categories of technologies by purpose of use, functionality, provide examples of popular tools/platforms. To engage participants in the content of the lecture, during the presentation the trainer asks them to answer the following questions (share their experiences): What is your view of tools in education? How should they be chosen? Why are they important? For what purpose do you use them? Which ones do you choose most often? How does technology affect learners' learning outcomes?</p> <p>Topic 2: Categories of eLearning technologies (10') – slide 17 The trainer provides the example of the most popular virtual learning environment, demonstrates video https://www.youtube.com/watch?v=3ORsUGVNxGs (<i>Creative Commons license</i>), engages students in a discussion by asking them the following questions: Do you know more examples of virtual learning environments? What are their advantages and disadvantages? Which virtual environment tools do you use most and why?</p> <p>Topic 2: Categories of eLearning technologies (10') – slide 18 1) The trainer continues the lecture by explaining the variety of ICT and asks the participants to brainstorm which tool is most useful to promote student interest in the course content? 2) The trainer asks participants to think about and demonstrate what they think is the best example of how to use a particular tool to present learning material or communicate/collaborate with students or assess their achievements.</p>

	<p>Note. The trainer asks one or two learners to demonstrate the example to a whole audience.</p> <p>Topic 2: Categories of eLearning technologies (5') – slide 19 The trainer briefly explains the relevance of publishing and sharing tools for learning. The trainer asks participants: What tools are used in your practice? What is the result of their use?</p> <p>Topic 3: Selection of tools and platforms (15'): group work- slides 21-22 The aim of this part is to share experiences and practices, summarize what has already been discussed. The trainer divides the participants into groups to discuss the following questions: 1. Which information and communication technologies (ICT) are used in teaching in your institution? 2. What tools and platforms do you use in your practice? 3. How do you apply these tools and platforms? 4. Which category do you think the tools, platforms used in your practice can be placed in and why? 5. What do you see as the advantages and disadvantages of the technologies used in your practice?</p> <p>The trainer supports, guides and moderates the learners.</p> <p>Answers are filled in the ONLINEHE_Axis3_Worksheet1.docx</p> <p>When participants have completed the worksheet, the trainer asks them to review answers and select 3 most important words that describe their experience: 1) tool or platform, 2) course content, 3) competence.</p> <p>The selection of words is provided here: https://padlet.com/linavinikiene/4qwprw95c8esrj</p> <p>Note. Some participants may have difficulty in answering because they use many tools in their education.</p> <p>The trainer and participants discuss the results. In conclusion, the trainer should point out that the choice and use of tools has an impact on the development of digital competence.</p> <p>Summary – slides 23-24 The trainer summarizes the content of the lecture and the results of the activities.</p>
Web Link and Apps	<p>OnlineHE Toolkit</p> <p>https://padlet.com/linavinikiene/4qwprw95c8esrj</p> <p>https://www.youtube.com/watch?v=3ORsUGVNxGs (<i>Creative Commons license</i>)</p>
References/ online sources	<p>Aguilar-Peña, J.D., Rus-Casas, C., Eliche-Quesada, D., Muñoz-Rodríguez, F.J., La Rubia, M.D. (2022). Content Curation in E-Learning: A Case of Study with Spanish Engineering Students. <i>Appl. Sci.</i> 12, 3188. https://doi.org/10.3390/app12063188</p> <p>Al-Ajlan, A.S (2012). A Comparative Study Between E-Learning Features.</p> <p>Alkhateeb, F. (2011). E-learning Tools and Technologies in Education: A Perspective.</p> <p>Bates, A., Sangrà, A. (2011). <i>Managing Technology in Higher Education: Strategies for Transforming Teaching and Learning</i>. San Francisco: Jossey-Bass/John Wiley & Co.</p> <p>Cabaleiro-Cerviño, G., & Vera, C. (2020). The Impact of Educational Technologies in Higher Education. <i>GIST – Education and Learning Research Journal</i>.</p> <p>Craig, A., Coldwell-Nelson, J., Goold, A., & Beekhuyzen, J.P. (2012). A Review of E-Technologies: Challenges and Opportunities for Teaching and Learning Online. <i>CSEDU 2012</i>.</p> <p>Coman, C., Țiru, L.G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M.C. (2020). Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective. <i>Sustainability</i>, 12, 10367.</p>

	<p>Cueva, A., & Inga, E. (2022). Information and Communication Technologies for Education Considering the Flipped Learning Model. <i>Education Sciences</i>.</p> <p>Edelhauser, E., & Lupu-Dima, L. (2020). Is Romania Prepared for eLearning during the COVID-19 Pandemic? <i>Sustainability</i>, 12, 5438.</p> <p>Gamage, S.H., Ayres, J.R., & Behrend, M.B. (2022). A systematic review on trends in using Moodle for teaching and learning. <i>International Journal of Stem Education</i>, 9.</p> <p>Ivanova, M. (2020). eLearning Informatics: From Automation of Educational Activities to Intelligent Solutions Building. <i>Informatics Educ.</i>, 19, 257-282.</p> <p>Kabashi, F., Dika, Z., Shkurti, L., Sofiu, V. (2021). E-learning Technology in Higher Education: A Review. <i>International Journal of Applied Sciences and Computational Engineering</i>. Vol 1 (1).</p> <p>Pinto, M., & Leite, C. (2020). Digital technologies in support of students learning in Higher Education: literature review. <i>Digital Education Review</i>, 343-360.</p> <p>Richey, R.C. (2008). Reflections on the 2008 AECT Definitions of the Field. <i>TechTrends</i>, 52, 24-25.</p> <p>Targamadze, A. (2011). Technologijomis grįsto mokymosi priemonės ir sistemos</p> <p>Wang, X., Chen, W., Qiu, H., Eldurssi, A., Xie, F., & Shen, J. (2020). A Survey on the E-learning platforms used during COVID-19. 2020 11th IEEE Annual Information Technology, Electronics and Mobile Communication Conference (IEMCON), 0808-0814.</p>
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1.1. Scenario

Organisation/Partner: Vilnius University	
Good practice supports	Digital & Online tools/software
Scientific field	All disciplines
The Audience Profile	Higher education faculty and instructors Policymakers and university leadership teams Learning designers, educational technologists, and support staff Higher education students
Learning Needs - Cognitive objectives	Participants will know examples of technologies that can improve teaching and learning and be able to apply them.
Synopsis of the content	<p>During the practical part participants will develop online material by selecting appropriate tools/platform in order to present the material in the innovative and digital way. In pairs, participants discuss the content and the possibilities of its presentation. The participants create online content together.</p> <p>The aim of this part is to explore the variety of tools used in practice and to know how they are used in order to motivate the student to learn and continue to analyze the material by encouraging their creativity.</p> <p>The participants demonstrate final results and explain which technologies they have chosen for the development of online material and why, what advantages and disadvantages they have found.</p> <p>Moderated by the trainer, all participants share their insights.</p>
Teaching material (the required material and infrastructure)	<p>Internet Connection, paper, pens, PC/Laptop</p> <p>ONLINEHE_IO2_Axis3_Presentation.pptx (slides 25-28) [used only by the trainer]</p> <p>ONLINEHE_Axis3_Worksheet2.docx</p> <p>The tool(-s) or platform chosen by the participants to perform the task.</p>
Learning outcomes matrix	<p>K3.1. Identify platforms and tools used in HEIs for eLearning purposes</p> <p>K3.2. Explain the principles and features of technologies used in higher education</p> <p>K3.3. Explain the criteria used to select platforms and tools for the development, deliver, and maintenance of the course</p> <p>S3.1. Select appropriate tools and implement pedagogical models of learning</p> <p>S3.2. Apply tools and platforms for the delivery of eLearning content</p> <p>S3.3. Assess and improve digital competences</p> <p>A.3.1. Collaborate with colleagues to share best practices and experiences</p> <p>A.3.2. Independently define criteria to help find, evaluate and apply appropriate educational technology</p> <p>A.3.3. Share their digital competences with colleagues</p>
Proposed trainer	-

<p>Description of learning activities - The approach and the structure of the scenarios</p>	<p>Participants divide into pairs. The trainer shares a worksheet containing an extract of the text and participants are involved to do the following tasks:</p> <ol style="list-style-type: none"> a) Participants select tools/platform to design and develop the material (text) with a view to providing digital and innovative content that encourages students to be active, to think deeply and to continue their learning. In pairs, participants discuss which tools to choose and why. b) Participants work in pairs in order to design material (design provided text online in the attractive way). c) In pairs, participants discuss the challenges they have faced. d) Participants present the results of their work in pairs. <p>At the end of presentations, participants discuss what they have observed and discovered.</p> <p>The trainer moderates the work in pairs, discussions and provides the necessary support and constructive feedback.</p> <p>At the end of the session, the trainer summarizes the results.</p>
<p>Web Link and Apps</p>	<p>Tools and platforms chosen by participants</p>
<p>Assessment</p>	<p>The most important is to participate, get involved and share experience. The successful implementation of the activities is achieved through the tasks and results demonstrated by the participants. The assessment of participants' knowledge:</p> <ol style="list-style-type: none"> A) Assess their ideas on involving relevant tools in their practice. B) Assess the variety of tools they use and effectiveness of tools by implementing pedagogical models of learning.