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*Institution:* **Comrat State University (CSU)**

Course Description

Module Handbook

**TITLE OF THE COURSE:** **E-TEACHING**

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# Course description:  E-teaching

| Overview of the course | |
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| **Aims and Learning Outcomes:** | In a society with dynamically changing social and economic relations, universal informatization and computerization, teachers should constantly learn, develop, and improve themselves. Thanks to the "E-teaching" course the trainees will be empowered to review the educational trajectory, to learn to create and use effective learning materials in the educational process. By the end of the course the trainees will be able to effectively apply modern tools in the professional activity, as well as the software and various information communication technologies for solving varied pedagogical tasks. <br><br> *The aim* of the E-teaching course is to enable the trainees to independently design, develop, conduct and evaluate their individual pedagogical scenarios in any learning environment (traditional lesson, mixed learning format, virtual) using ICT. <br><br> *By the end* of the course trainees will learn more about the way the digital technologies may be used to complete and enhance their learning as well as their interaction with learners. More specifically, they will: <br><br> &ndash; understand current trends in E-teaching; <br> &ndash; know the types of educational scenarios; <br> &ndash; use the module related terminology; <br> &ndash; choose tools for a specific pedagogical scenario; <br> &ndash; design an individual pedagogical scenario; <br> &ndash; develop learning resources with ICT; <br> &ndash; possess practical skills in applying information technologies in the educational process; <br> &ndash; effectively organize training in any learning environment (traditional, blended, or virtual learning) using ICT; <br> &ndash; evaluate own individual pedagogical scenarios. <br><br> **General and cross-cultural objectives of the course:** <br> The course is aimed at forming the following competences: <br> &bull; *Knowledge and understanding* <br> to know the current state and trend in the development of information technologies and software tools for designing pedagogical scenarios; <br> to analyze the software used for designing pedagogical scenarios; <br> to know the fundamentals of modern information and mobile technologies and the importance of using them in education; <br> to know the way the applied educational software works; <br> &bull; *Application* <br> to choose efficient information systems and information technology software for use  in training/learning; <br> to use the most common programmes in achieving professional objectives; <br> to find information and learning resources in the global network and use them in the professional activity; <br> to use modern information technologies to search and process information. |

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| | • **Integration**<br>to apply modern information technologies (online testers, video editors, cloud services, Wiki technologies, etc.) for designing individual pedagogical scenarios;<br>to use information and mobile technologies used in education to develop learning resources through the use of ICT. |
| **Content to be covered (indicative)** | 1. ICT-based active learning tools<br>2. Development of digital teaching and learning materials for the MOODLE platform.<br>3. ICT for cooperative learning<br>4. Information and mobile technologies for evaluation and feedback<br>5. Development of audiovisual learning resources. Organization and presentation of a learning webinar.<br>6. Use of net technologies, cloud, mail and social network services, as well as MOOC courses in the professional activity. |
| **Target Audience** | The Course in "E-teaching" is intended for university lecturers. |
| **Duration and estimated workload of course** | Course duration is 15 weeks<br>Workload per week: 20 hours<br>Total workload: 300 hours<br>Number of ECTS awarded: 10 ECTS |
| **Assessment and Certification** | **Assessment types:**<br>Self-assessment. Peer review assessment of the tasks developed by the learners/trainees using Google Disc. Mobile survey<br>**Final evaluation:** |

| N | Expected product | Realization strategies | Evaluation criteria | Realization Term |
|---|---|---|---|---|
| 1. | Individual work "Creating electronic learning resources for continuous education courses" | 1. Individual choice of the learning resource to be developed/created. Selecting a software product.<br>2. Creating and testing a learning resource<br>3. Publishing a learning resource. | 1. The tool is properly chosen.<br>2. Proper design.<br>3. Performing the task.<br>4. Protection of the assignment created. | 7 days |
| 2. | Group project "Forming a data bank of digital teaching and learning materials for the courses of | 1. Choosing a type of data bank (blog, site, wiki, or etc.)<br>2. Allocation of responsibilities.<br>3. Creating a data | 1. Propriety of the tool selecting for creation of data bank.<br>2. Project design and layout | 14 days |

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| | | | bank. 4. Completing a data bank. 5. Testing a data bank. | 3. Project realization. 4. Group defense of the created project. 5. Terms of project realization. | | |
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| **3.** | El | Creating electronic courses for continuing education trainings on the MOODLE platform. | 1. Creating course presentations. 2. Electronic course content developing 3. Developing evaluation materials. 4. Self-analysis of the course. | 1.Course design. 2.Course contents. | 14 days | |

c ontinuing education (interactive exercises, video material, presentations, etc.)"

**Themes for projects/reports:**
• Developing Learning Resources through the online service at Online LearningApps.org
• Group work during the classes with the use of information technologies (Google Docs, Wiki, etc.)
• Organizing mobile survey, and reflexes through the service at Plickers.com
• Test development in Kahoot service
• Use of a smart board during the classes
• Developing interactive exercise in Smart Notebook
• Developing presentations by means of Google
• Developing e-courses by means iSpring 8
• Mobile technology-based evaluation. Kahoot Service.
• Creating interactive tasks in LearningApps.org.
• Ways of using QR codes (links to interactive exercises, text encoding, etc.).
• Google Forms in Educational Activities (survey, testing, registration form, etc.).
• Self-education through Coursera courses
• Ways of using video tutorial on youtube.com.
• Modern teacher's calssroom (software products, equipment, etc.).

**Themes for final evaluation:**
1. Creating electronic learning recourses for the continuing education courses
2. Creating electronic courses for the continuing education on the MOODLE platform
3. Presenting the created recourses to the learners in the group.

**At the end of course trainees will receive digital certificate on the platform Moodle + certificate of achievement approved by Ministry of Education**

| MODULE 1 | Description |
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| Module Title: | ICT-based active learning tools |
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| Learning objectives of module: | **By the end of the course students will be able to apply a wide range of ICT for different purposes, such as:** <br> − to identify the software product for creating teaching materials; <br> − to use office programs for creating teaching and learning materials; <br> − to know the basic concepts on the topic: "Term Cloud", etc .; <br> − to implement a created term cloud in the presentation, personal blog, site etc.; <br> − to develop an e-course and publish it in Scorm format; <br> − to create simulators in iSpring Suite 8.7.; <br> − to make a video of the computer screen; <br> − to create video lectures; <br> − to create tests and surveys; <br> − to design learning resources and interactive exercises in SMART Notebook programme; <br> − to use video editors for making learning videos. |
| Content to be covered | **Lecture 1.** Introduction. Actuality of the course. Programme of the course. Contents of the course. The system of the course evaluation. Reviewing the programme products for developing learning materials (office applications, programmes for designing e-courses, etc.). Modern trends in modern technical means of education (smart boards, interactive projectors, document camera, voting systems, etc.) <br><br> **Lecture 2, 3.** Use of smart board for active learning. New opportunities for active learning. Smart board and educational process participants' involvement. Opportunities. When a smart board can be used (multimedia lecture and presentation, problem-based learning, cooperative learning, evaluation, virtual travel, etc.) Disadvantages of a smart board. Which tools a smart board can be used with. Examples of using a document camera with a smart board, Clickers and etc. Discussion of the trainees' experience in using a smart board. <br><br> **Practical work 1.** Designing a learning activity by means of a smart board. Use of SMART Notebook programme for developing learning resources. Creating interactive exercises. <br><br> *Tools:* a smart board, Smart Notebook, document camera <br><br> **Practical work 2.** Designing learning activities by means of an interactive projector. <br><br> *Tools:* an interactive projector, MS Power Point <br><br> **Practical work 3, 4.** Creating interactive content in iSpring Suite 8 programme. Developing e-courses in iSpring Suite 8 programme. Creating interactive simulators. Making a video of the computer screen. Creating a video lecture. Creating tests and surveys. Adding effective interactivity. Working with |

integrated collection of templates and photographs. Supporting courses with mobile devices. Scanning the designed e-course on the mobile device offline. Publishing a course.

*Tools:* *MS Power Point,* iSpring Suite 8.

**Practical work 5.** Elaborating a vocabulary cloud or a "Term Cloud", which will enable to develop interest in studying terms and key words, as well as to memorize them.

There will be offered tasks on:

- selecting a topic for creating a term cloud;
- developing a "Term Cloud" by means of online services;
- selecting fonts, colours, shapes and position of elements, saving a file in various formats, printing it out and publishing it in social networks;
- implementing a created term cloud in the presentation, personal blog, site etc.

*Tools:* TagXedo, Wordle, Tagul, TagCrowd, WordItOut, ImageChef WordMosaic.

**Practical work 6.** Reviewing and memorizing material in an engaging and effective way through https://quizlet.com. Involving learners in the work both in and beyond the classroom through the use of interactive materials, exercises and games. Posting tasks on the site, blog, and on the educational platform. Using ready-made learning materials. Creating own learning modules (adding terms, images, and audio to the modules). How to share tasks. Launching games and engaging participants. Tracking the progress of participants (how the trainer can help trainees to achieve better results, determining the points which require a more detailed study).

*Tools:* https://quizlet.com

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| **Teaching and learning activities** | Doing individual tasks during the classes (activities are described under Content).<br><br>Individual home assignment. |
| **Assessment** | Self-assessment. Peer assessment of the tasks created and developed by the learners/trainees.<br>Type of certification after Module 1 - digital badges on the platform Moodle. |

| MODULE 2 | Description |
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| **Module Title:** | Development of digital teaching and learning materials for the MOODLE platform. Development of e-courses on the MOODLE platform. |

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| Learning objectives of module: | By the end of the module students will be enabled to professionally use MOODLE for a wide range of educational activities, such as:<br>− to create interactive presentations;<br>− to work with PDF documents;<br>− to publish teaching and learning materials on the MOODLE platform;<br>− to create a bank of questions and to create tests on the MOODLE platform;<br>− to register students on the platform, etc. |
|---|---|
| Content to be covered | **Lecture 1.** Introduction to the MOODLE Distance Learning System (DLS) (course presentation). Preparation of electronic materials for posting on the MOODLE DLS. Preparation of lectures and practical materials in a text editing programme (formatting rules, styles for headers and footers, creation of hyperlinks, design of references to the bibliography through a cross-reference).<br><br>**Practical work 1.**<br><br>Preparation of a presentation for posting on the platform (basic rules for working with a presentation, animation effects, hyperlinks, saving a presentation as swf file, converting a presentation from PPT to PDF). Creation of interactive elements in the presentation through iSpring Suite 8. Demonstration of the presentation by means of a smart board or an interactive projector. Use of the remote presenter to demonstrate the presentation.<br><br>*Tools*: iSpring Suite 8, MS Power Point, a smart board, an interactive projector, a remote presenter.<br><br>**Practical work 2.** Saving documents in PDF format (on-line resources, possibilities of Microsoft Word, virtual printer). Internet resources for further use, which can be implemented on the MOODLE platform.<br><br>**Practical work 3, 4.** Signing up for the MOODLE DLS. Login into the MOODLE platform. Posting teaching and methodic materials on the Comrat State University MOODLE platform.<br><br>1. Creating a new course. Editing course settings. Typing in the course topics. Changing the themes of the course.<br><br>2. Profile basic settings.<br><br>3. Completing an electronic course. Adding resources, adding course elements.<br><br>4. Adding the module file (lecture, presentation, etc.).<br><br>5. Adding a task.<br><br>6. Introducing a video in the electronic course.<br><br>7. Create hyperlinks to the web resource.<br><br>8. Adding notes.<br><br>**Practical work 5, 6.** Working with tests. Creating categories. Completing the bank of |

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test tasks. Adding different types of questions. Creating a test and setting its parameters.

**Practical work 7.** Signing up the students. Rules for signing up the students on the platform. Login to the system. Profile setting. Search for students signed up on the platform and ways of registering for the course.

**Practical work 8, 9.** Using the course created on the MOODLE platform for learning. Monitoring.

Adding a forum, chat module. Use of the forum and/or chat while learning. Forming groups and batches on the MOODLE platform. Organizing training for students on the MOODLE platform. Monitoring students' activities on the MOODLE platform (reports). Introducing interactive learning materials developed through the application at https://learningapps.org on the MOODLE platform. Posting a questionnaire for students to evaluate the developed course on the MOODLE platform.

Plans and prospects. Questions.

*Tools: MOODLE platform, https://learningapps.org*

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| **Teaching and learning activities** | Practical performance of the tasks at the computer, cooperative work and individual work as described under Content. Counselling students. |
| **Assessment** | Self-assessment. Peer assessment of the tasks created and developed by the learners/trainees.<br>Type of certification after Module 2 - digital badges on the platform Moodle. |

| MODULE 3 | Description |
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| **Module Title:** | Information technologies for cooperative learning |
| **Learning objectives of module:** | **By the end of the module students will be able**:<br>− to know the ways of organizing collective work (cooperative learning);<br>− to have skills for cooperative work in the Internet;<br>− to perform cooperative tasks in Google Disc;<br>− to perform cooperative tasks in Wiki;<br>− to offer tasks for cooperative learning. |

| Content to be covered | **Lecture 1.** Cooperative learning through information technologies. Ways of organizing cooperative work by means of information technologies. |
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| | **Practical work 1.** Cooperative work in cloud services. Performing cooperative tasks in Google Disc and its analogues. Use of Wiki technologies for cooperative work (https://www.wikispaces.com/ etc.). |
| | *There will be offered assignment on:* |
| | − performing cooperative tasks in https://www.wikispaces.com/; <br> − performing cooperative tasks in Google Disc; <br> − performing tasks in Wiki; <br> − offering types of exercises to be performed in cooperative learning. <br> *Tools:* https://www.wikispaces.com/ Google Disc, Wiki |
| **Teaching and learning activities** | Practical performance of the tasks at the computer, cooperative work and individual work as described under Content. Counselling students |
| **Assessment** | Self-assessment. Peer assessment of the tasks created and developed by the learners/trainees through commenting in Google Disc. Answering questions. Evaluating the tasks performed during the practical classes.. |

| MODULE 4 | Description |
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| **Module Title:** | Information and mobile technologies for evaluation and feedback. |
| **Learning objectives of module:** | **By the end of the module students will be enabled to professionally use ICT for conducting real-time evaluation and getting instant feedback, such as:** <br><br> − to identify the expediency of the way the feedback is provided (for traditional, blended or virtual learning); <br> − to choose a tool for organizing feedback; <br> − to sign up and create assignments for evaluation at https://www.plickers.com; <br> − to sign up on the site https://kahoot.it/ and to create tasks (quizzes) in order to evaluate students; <br> − to organize evaluation using mobile technologies; <br> − to organize feedback through remote clickers (Clickers); <br> − to develop interactive exercises; <br> − to create and configure applications in the collection of applications at http://learningapps.org/; <br> − to engage learners in evaluation activities; <br> − to analyze the tasks completed by the students at http://learningapps.org/. |

| Content to be covered: | **Lecture 1.** Organization of evaluation using information and mobile technologies. Organization of feedback by means of IT and mobile technologies (online surveys, mobile surveys, surveys with the use of remote clickers (Clicker), organization by means of cards - QR codes). Tools for organizing feedback. Methods of organizing feedback, and obtaining results. Free services for creating online surveys. Identification of advantages and disadvantages of organizing feedback by means of ICT. |
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| | **Lecture 2.** The ways for a trainer to carry out learners' self-control, to organize feedback, and to encourage learners' motivation to study the subject. |
| | The ways for a trainer to individually create digital personalized modules for interactive, multimedia learning, to enable consolidation of knowledge in the form of a game, and to promote cognitive interest. |
| | **Practical work 1.**Organization of feedback on the MOODLE platform. |
| | Application of the MOODLE platform embedded possibilities (chat, messages, forum). |
| | *The following tasks will be offered*: |
| | − to create a questionnaire on the MOODLE platform; <br> − to create a chat and a forum on the MOODLE platform; <br> − to exchange messages on the MOODLE platform; <br> − to organize feedback via chat and forum on the MOODLE platform; <br> − to use the MOODLE platform embedded possibilities (chat, messages); <br> − to identify advantages and disadvantages of organizing feedback by means of ICT on the MOODLE platform. <br> *Tools*: Comrate State University MOODLE platform http://elearning.kdu.md |
| | **Practical work 2.** Organization of immediate interactive feedback in the classroom through the use of mobile technologies (organizing and carrying out a mobile survey through https://www.plickers.com/ (registration on the site https://www.plickers.com/, formation of cards, carrying out a mobile survey, result analysis). Use remote clickers to organize feedback. Organization of evaluation by means of mobile devices and online services https://www.plickers.com, https://kahoot.it/). |
| | *The following tasks will be offered*: |
| | − to organize a mobile survey (to register on the site https://www.plickers.com/, to form cards, to organize a mobile survey, to analyse results); <br> − to identify advantages and disadvantages of organizing feedback by means of mobile technologies. <br> *Tools*: cards with QR codes, https://www.plickers.com/, https://kahoot.it/. |
| | **Practical work 3.** Organization of feedback with the use of remote clickers (Clickers). |

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| | *The following tasks will be offered*: <br><br> − to install the MagiClass program; to create a group; to register group members (to type in participants' data); <br> − to create surveys; <br> − to launch presentations; <br> − to use remote presenters during the classes (to show presentations with questions, to carry out a marathon, and to conduct a survey "on the fly"); <br> − to analyze the results obtained, to save the report on results, to export the report to Excel. <br> *Tools*: a smart board, voting system with remote clickers (Clicker Response Card RF LCD MCSET-25), MagiClass program. <br><br> https://www.seseducation.co/download.html <br><br> **Practical work 4.** Organization of feedback online through the use of the service http://learningapps.org/. Creation of resources for organizing feedback (chatting, voting, messaging). <br><br> *Tools*: an interactive projector or a smart board, the service http://learningapps.org/. <br><br> **Practical work 5.** Creation of interactive exercises to carry out learners' self-control. <br><br> The following tasks will be offered: <br><br> − to create and configure an application in the application collection; <br> − to create a new exercise online using ready-made templates (find a pair, classification, chronological record, simple order, text input, image sorting, audio / video content, application grid, who wants to be a millionaire, a multiple choice quiz, a quiz , "Guess" puzzle, crossword puzzle, find on the map, words out of letters, fill in the blanks, where is it, races, the "couples" game, evaluate, etc.). <br> − to post exercises; <br> − to create a new class and to post interactive assignment for a new class; <br> − to post a QR code exercise on the site, and/or blog. <br> − to embed an exercise on the MOODLE platform. Access to the exercise by QR code. |
| **Teaching and learning activities** | Practical performance of the tasks at the computer, cooperative work and individual work as described under Content. Counselling students. |
| **Assessment** | Mobile survey. Self-evaluation. Answering questions. Evaluating the work done during the practical classes. Peer assessment. Type of certification after Module 3 - digital badges on the platform Moodle. |

| MODULE 5 | Description |
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| **Module Title:** | Development of audiovisual learning resources. Organization and presentation of |

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| | a learning webinar. |
| **Learning objectives of module:** | By the end of the course the students will be able:<br>− to select software to perform the necessary tasks;<br>− to know the ways of creating video materials (video commentary presentation, video with an interactive question, etc.);<br>− to use the program Camtasia Studio and its analogues;<br>− to create video materials;<br>− to test video materials;<br>− to post video materials;<br>− to use the Audacity programme. |
| **Content to be covered** | **Lecture 1.** Increase of the role of visibility in the learning process through video materials. Analysis of the types of video that can be used in the learning process (Talking Head, Screencast, Animation, Seminar, Interview, Lecture in the classroom, etc.).<br><br>**Lecture 2.** Organization and conduct of a learning webinar within the framework. Preparation of the start page for the webinar. Preparation of a presentation for the webinar. Webinar software analysis. Design of a webinar room. Invitation of webinar participants. Conducting webinars.<br><br>**Practical work 1.** Analysing the types of video that are used or may be used while carrying out continuing education of didactic personnel in the future (group task). Recording the analysis results in the Google Table. The trainees' providing examples of video. Presenting each group results.<br><br>*Tools*: Google Table, https://www.youtube.com/.<br><br>**Practical work 2.** Preparing learning video-audio materials. Creating a project file. Adding voice over the presentation. Save the project file in various formats. Creating video materials with interactive questions in Camtasia Studio. Posting video materials.<br><br>**Practical work 3.** Working with sound in the Audacity program. Recording sound via online service https://vocaroo.com/.<br><br>*Tools*: Microphone or built-in microphone in a laptop, the Audacity program.<br><br>**Practical work 4.** Working in the webinar room for recording a webinar. Working with the programme for conducting webinars. Testing the programme. Organizing the first webinar under the guidance of a trainer.<br><br>**Key terms**: Camtasia Studio, Audacity, video material, webinar, sound. |
| **Teaching and learning activities** | Practical performance of the tasks at the computer, cooperative work and individual work as described under Content. Counselling students. |
| **Assessment** | Self-assessment. Peer assessment through commenting in Google Disc. Type of certification after Module 5 - digital badges on the platform Moodle. |

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| MODULE 6 | Description |
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| **Module Title:** | Use of net technologies, cloud, mail and social network services, as well as MOOC courses in the professional activity. |
| **Learning objectives of module:** | By the end of the course the students will be able:<br>− to orient oneself in the internet and to use the required information;<br>− to work with cloud services, to create documents and to limit or to expand access to them;<br>− to learn to properly select the required information on the internet;<br>− to use cloud services;<br>− to apply cloud services, mail services, and social networks in learning process;<br>− to know the means of self-education through the MOOC courses. |
| **Content to be covered** | **Lecture 1.** Use of network technologies, and internet resources in professional activity. Cloud services, mail services, social networks.<br><br>**Lecture 2.** Lecture 2. Organization of self-education through the MOOC open courses. Varieties of MOOCs and their types (Coursera, Udemy, etc.), Experience of using MOOC open educational resources. Institutional potential for delivering MOOCs to Comrat State University. Human resources required for developing MOOCs. 5D model of designing MOOCs. Examples of MOOC courses. Analysis of MOOC courses contents.<br><br>*Tools*: a projector, https://www.coursera.org/, https://www.udemy.com/.<br><br>**Lecture 3.** Use of blogs to support learning. The use of blog when organizing problem-based learning. Organization of surveys in the blog. Results analysis.<br><br>**Practical work 1.** Use of cloud services, and mail services in the educational process.<br><br>*Tools*: A projector, Google Disc, Dropbox, Mail Cloud.<br><br>**Practical work 2.** Use of social networks in the learning process (Facebook / Twitter), etc. Creating a group. Adding group members. Interaction of the group members. Facebook-messenger. Evaluating group members through messages, comments, likes, views, and a messenger). Student partnership.<br><br>*Tools*: a projector, Facebook.<br><br>**Practical work 3.** Registration on the sites https://www.coursera.org/, https://www.udemy.com/. Search for free courses. Registration for the courses. Course contents analysis (assignments, evaluation systems, etc.). |
| **Teaching and learning activities** | Practical performance of the tasks at the computer, cooperative work and individual work as described under Content. Counselling students. |
| **Assessment:** | Self-assessment. Answering questions. Peer assessment of the activities performed at the practical classes. At the end of course - digital certificate on the platform Moodle + official certificate. |