



Institution: State Agrarian University of Moldova (SAUM)

Module Handbook

MODULE: *Computer-assisted teaching*



Module description: Computer-assisted teaching

Overview of the module																																																																																											
Target Audience	University teaching staff; teachers from colleges. The number of participants will not exceed 25 persons. Participants will be selected according to their training needs and the possibilities of the SAUM Department of Continuous Training and Consultancy of Teaching and Scientific Staff.																																																																																										
Duration and estimated workload of course	The duration of the courses for SAUM teachers will be 15 weeks, with 4-6 contact hours per week. The duration of the courses for teachers from colleges will be 2 weeks (46 hours for face to face activities). Number of ECTS awarded: 5 ECTS <p style="text-align: center;">Estimated workload of course</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="3">Form of studies</th> <th rowspan="3">The name of the module</th> <th colspan="4">Total number of hours</th> <th rowspan="3">Number of ECTS</th> <th rowspan="3">Assessment</th> </tr> <tr> <th rowspan="2">Total</th> <th colspan="3">inclusive</th> </tr> <tr> <th>L</th> <th>S</th> <th>Lab.</th> <th>IW</th> </tr> </thead> <tbody> <tr> <td>Face to face – university teaching staff</td> <td rowspan="2">Computer assisted training</td> <td>150</td> <td>30</td> <td>16</td> <td>30</td> <td>74</td> <td>5</td> <td>Exam</td> </tr> <tr> <td>Blended learning (face to face +distance learning) - teachers from colleges</td> <td>150</td> <td>-</td> <td>16</td> <td>30</td> <td>104</td> <td>5</td> <td>Exam</td> </tr> </tbody> </table> <p style="text-align: center;"><i>Note: L – lectures (theoretical lessons); S – seminars, Lab. – laboratory lessons, IW – individual work.</i></p> <p style="text-align: center;">Topics and workload allocation</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="3">No</th> <th rowspan="3">Topics</th> <th colspan="4">For university staff</th> <th colspan="3">For teachers from colleges</th> </tr> <tr> <th colspan="4">Hours</th> <th colspan="3">Hours</th> </tr> <tr> <th>L</th> <th>S</th> <th>Lab</th> <th>IW</th> <th>S</th> <th>Lab.</th> <th>IW</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Introduction in e-teaching and e-learning</td> <td>4</td> <td>4</td> <td>-</td> <td>6</td> <td>4</td> <td>-</td> <td>10</td> </tr> <tr> <td>2.</td> <td>Preparing for e-teaching /e-learning</td> <td>4</td> <td>6</td> <td>6</td> <td>16</td> <td>6</td> <td>6</td> <td>20</td> </tr> <tr> <td>3.</td> <td>Virtual learning environments (VLE) and tools</td> <td>6</td> <td>6</td> <td>-</td> <td>12</td> <td>6</td> <td>-</td> <td>18</td> </tr> </tbody> </table>								Form of studies	The name of the module	Total number of hours				Number of ECTS	Assessment	Total	inclusive			L	S	Lab.	IW	Face to face – university teaching staff	Computer assisted training	150	30	16	30	74	5	Exam	Blended learning (face to face +distance learning) - teachers from colleges	150	-	16	30	104	5	Exam	No	Topics	For university staff				For teachers from colleges			Hours				Hours			L	S	Lab	IW	S	Lab.	IW	1.	Introduction in e-teaching and e-learning	4	4	-	6	4	-	10	2.	Preparing for e-teaching /e-learning	4	6	6	16	6	6	20	3.	Virtual learning environments (VLE) and tools	6	6	-	12	6	-	18
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4.	The design of the e-course	6	-	8	14	-	8	20
5.	Delivery of distance courses	6	-	10	16	-	10	22
6.	Assessing student learning	4	-	6	10	-	6	14
	Total	30	16	30	74	16	30	104

Note: while the university teacher will benefit from face-to-face training, teachers from colleges will benefit from distance learning on theoretical topics. Practical training, formative and summative (final) assessment for teachers from colleges will be done face-to-face.

Certification	Audiences will receive certificates.
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<p>Learning objectives of module:</p>	<p>Learning objectives: To acquaint the trainees with the theoretical and applicative aspects of e-teaching and e-learning; to develop skills for using ICT tools at different stages of the teaching-learning-evaluation process as well as skills of developing students` professional and transversal competences according to the curriculum provisions.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • to explain the particularities of e-teaching and e-learning; • to argue the advantages and challenges of e-teaching and e-learning; • to know what skills and abilities the teacher needs for an effective e-teaching; • to prepare students for e-learning; • to perform an effective user management; • to distinguish particularities of different virtual learning environments; • to design E-learning scenarios; • to prepare teaching-learning digital resources; • to maintain the active learning supported by ICT; • to use ICT at all stages of the teaching-assessment process, for accomplishment of all pedagogical tasks; • to combine ICT tools with other tools in order to achieve an optimal level of teaching outcomes; • to deliver distance courses; • to communicate online with trainees; • to evaluate the effectiveness of the course; • to develop the professional competencies of students required by the curriculum as well as the following transversal competencies: <ul style="list-style-type: none"> ➤ ability for the use of ICT; ➤ ability of working in groups; ➤ creative skills; ➤ skills of decision making; ➤ communication skills; ➤ entrepreneurial skills;
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	<ul style="list-style-type: none"> ➤ openness for lifelong learning; ➤ feeling of recognition and the respect for diversity and multiculturalism; ➤ respect for professional values and ethics etc. 	
Content to be covered and corresponding teaching and learning activities	Topics	Teaching and learning activities
	1. Introduction in e-teaching and e-learning 1.1 The concept of e-teaching and e-learning. Approaches to e-teaching and e-learning. 1.2 Advantages and challenges of e-teaching and e-learning.	Lecture - explanation, demonstration. Interactive seminar: Debate on the topic: „Opportunities for using e-teaching within a concrete course unit”.
	2. Preparing for e-teaching /e-learning 2.1 Preparing for e-teaching. 2.2 Preparing students for e-learning. 2.3 User management.	Lecture - debate, explanation, demonstration. Interactive seminar: Developing and presenting a system of actions for preparing for e-teaching and preparing students for e-learning in accordance with the course unit`s and students` particularities. Laboratory lesson: Applying the MOODLE Platform User Management procedures.
	3. Virtual learning environments (VLE and tools) 3.1 VLE comparison and the main characteristics. 3.2 VLE tools for teaching, learning, assessment and their application.	Lecture - debate, explanation, description, demonstration, conversation. Interactive seminar: Debate on the topic: "Opportunities for learning in various virtual environments (within concrete course units) and their impact on the level of achieving the learning objectives."
	4. The design of the e-course 4.1 Defining the e-teaching goals. 4.2 Developing the e-course content. 4.3 Developing the e- teaching methods and tools. 4.4 Developing the assessment criteria and tools.	Lecture - debate, explanation, description, demonstration, conversation. Laboratory lesson: Developing and public presentation of an e-course design.
5. Delivery of distance courses 5.1 The essence and the benefits of video lessons. 5.2 Rules for writing and recording a video lesson. 5.3 Placing the course on the platform.	Lecture - explanation, description, demonstration. Laboratory lesson: Performing and recording a video lesson. Placing the course on the MOODLE platform. Developing and placing tests and exercises on the	



	<p>5.4 Elaborating and placing the assessment exercises and tests. 5.5 Online communication.</p>	<p>MOODLE platform. Online communication with students.</p>
	<p>6 Assessing student learning 6.1 Evaluating student performance. 6.2 Evaluating the effectiveness of the course.</p>	<p>Lecture-debate, dispute, explanation. Laboratory lesson: Design and public presentation of tests for student performance assessment and for evaluating the course effectiveness.</p>
<p>Teaching and learning tools</p>	<p><i>For preparation for lessons</i> the following ICT will be used: Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Visio, Microsoft Project, Paint.net; web platforms https://www.joomag.com/en, https://www.canva.com/, https://www.semestr.ru/, BigBlueButton, computer, audio conference set.</p> <p><i>At the lessons</i> the following ICT will be used: multimedia projector, computer, document camera, audio conference set, interactive whiteboard, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Visio, Microsoft Project, Paint.net, web platforms https://www.joomag.com/en, https://www.canva.com/, https://www.semestr.ru/; https://www.befunky.com/features/photo-editor/, BigBlueButton etc.</p> <p>The study content (lectures, methodical instructions for practical lessons and seminars), interim assessment tests, tasks for the final assessment will be prepared and placed on www.moodle.uasm.md platform by lecturers, involved in study process. Also, the lectures conducted face to face will be recorded and placed on the platform. <i>For creating video-lessons</i> will be used FlashBack Express Recorder, FlashBack Express Player, Camtasia Studio, BigBlueButton.</p> <p><i>The provision of study materials</i> will be done by using the www.uasm.md platform.</p> <p><i>Communication with trainees</i> will be partially done face to face, partly online, through the platform www.moodle.uasm.md or by using Tight VNC Server, Viewer, BigBlueButton. Communication in online regime will include: involving the audience in discussion during video-conferencing, solving the unclear questions within lessons and during individual work, delivering tasks, offering consultations, solving organizational questions etc.</p>	
<p>Assessment</p>	<p><i>For self-evaluation</i>, self-evaluation tests will be used through the MOODLE platform.</p> <p><i>Formative assessment</i> will be done during the seminars and laboratory lessons and consist of presenting and evaluating the course designs, as well as digital assessment materials (tests, exercises etc.); quality analysis of materials placed on the MOODLE platform by trainees; evaluating their skills of online communication with students etc. on the basis of performed tasks (indicated above).</p> <p>TASKS FOR THE FINAL EVALUATION:</p> <ol style="list-style-type: none"> 1. Presenting a public lesson with the maximum use of ICT tools. 2. Developing an e-course design; performing and placing 3 courses on MOODLE platform, including tests and exercises. 	



Recommended bibliography

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