



Institution: Alecu Russo Balti State University (USARB)

Course Description

Module Handbook

COURSE: Technology-enhanced learning

Course description: Technology Enhanced Learning

Overview of the course	
Aims and Learning Objectives:	<p>The course aims to train the trainees a set of teaching and digital competences that will enable them to implement the ideas of innovative pedagogy in the training process, using the ICT possibilities. The course will form/ develop a range of generic/ transversal skills (ability for the use of ICT, communication skills, ability of working in groups, openness for lifelong learning) and the following specific competencies:</p> <ul style="list-style-type: none"> • Cognitive skills: knowledge and understanding of ICT capabilities in streamlining the training process; • Application competencies: implementing, in the course of training, the means provided by ICT in a responsible and ethical way; • Application competencies: integrating, in the course of training, the appropriate teaching resources, including the means offered by ICT, media, etc., in accordance with the development needs of each student; • Application competencies: to diversifying the formative, summative, initial assessment methods and tools, including the ICT tools, in order to monitor and evaluate the skills development process and competence development. <p>Upon completion of the course, the students will be able:</p> <ul style="list-style-type: none"> • To design the scenario of an electronic course; • To develop a scenario-based electronic course; • To select appropriate assessment methods and informatics tools, aligned with study objectives/learning outcomes and training sequences; • To select and apply active computer-assisted training methods.
Target Audience	<p>The target course audience is:</p> <ol style="list-style-type: none"> 1. University academic staff; 2. Pre-university teachers. <p>The course may also be useful to other audiences:</p> <ol style="list-style-type: none"> a. Students from the didactic specialties (2nd Cycle, Master); b. HR employees involved in continuing training of the staff.
Duration and estimated workload of course	<p>The course is scheduled for 150 hours (5 credits), including 40 hours – f2f, 110 hours – resource-based individual activity.</p> <p>For university teachers, the f2f hours will be organized during 5 weeks (8 hours per week).</p> <p>For the audience members of continuing education courses (school teachers), the number of f2f hours will be reduced to 16</p>



	<p>hours, which will be taught within three weeks.</p> <p>The course contains four modules, each having three credits:</p> <ol style="list-style-type: none"> 1. The design of an electronic course scenario; 2. Delivery of distance courses; 3. Evaluation of learners using ICT; 4. Active learning supported by ICT.
Assessment and Certification	<p>The following evaluation strategies will be used within the course:</p> <ul style="list-style-type: none"> • Assessment via tests (to determine the presence of resources required to demonstrate competences); • Assessment via complex authentic tasks (to assess the level of competence development); • Peer-to-peer assessment (to develop the self-assessment competence); • Self-assessment; • Public presentation of individual projects. <p>The trainees who will covered integral course content, will accomplish the proposed tasks, will successfully presented the individually realized projects, will obtain a certificate.</p>

Description of modules

Module Number: 1	Description
Module Title:	The design of an electronic course scenario
Learning objectives of module:	<p>Competences developed within the module:</p> <ul style="list-style-type: none"> • cognitive skills: awareness of the different contexts and situations in which learning takes place; • cognitive skills: of knowledge and deep understanding of the design process of the electronic course; • enforcement skills: conceptual and didactical design of electronic courses; • enforcement skills: design, development and implementation of various contents, strategies and methods of training and assessment, oriented towards the formation / development of competences; • enforcement skills: developing the e-course scenarios for different target group categories and developing different sets of competences. <p>Module Learning Outcomes:</p> <p>Upon completion of the module and the accomplishment of the proposed tasks trainees will be able to:</p> <ul style="list-style-type: none"> • to formulate/ identify the competencies to be developed within the e-course / course module to be designed using the National Qualifications Framework or Professional Competence Standards of Teaching Staff from General Education; • to develop families of situations for the training/ development of



	<p>competences provided by the curriculum of the module;</p> <ul style="list-style-type: none"> • to realize the conceptual design of the course module; • to realize the didactic design of the course module; • to develop the scenario of a course / course module; <p>to evaluate the quality of an electronic course scenario.</p>
<p>Content to be covered</p>	<p><i>Learning unit 1. The training process and its design</i> (recapitulation, update and generalization) <i>Web page in Tilda Publishing:</i> Introduction. Video 1: Training/instruction. Psychological approach: training as knowing. Didactical approach: training as interaction / communication. The structure of communication (exchange of messages, exchange of actions, perception of interlocutors one another). Learner-centered training. Training regimes. Forms of organizing training. Event of instruction. Training as consecutive instructional events. Gagné nine instructive events of a training sequence. External link: How to Apply Gagné's 9 Events of Instruction in eLearning <i>Lesson MOODLE 1:</i> Learning. The main theories of learning. Learning outcomes. What does it mean to know? Taxonomy of B. Bloom. Management of learning. Programmed instruction. The basic skills needed for learning. External link: Revised Bloom's Taxonomy <i>External link:</i> S. Khan. Let's teach for mastery – not test (TED Talk). <i>External link:</i> D. Pink. The puzzle of motivation (TED Talk). Video 2: Theories and models of instructional design. ADDIE model. Principles of M. D. Merrill. <i>Lesson MOODLE 2:</i> Memory structure. Cognitive load theory. Scheme theory. Learning as elaboration and change of schemes. <i>Formative assessment:</i> during the lesson's study. <i>External link:</i> P. Doolittle. How your „working memory” makes sense of the world (TED Talk). <i>PPT presentation:</i> Overview of the subject The training process and its design <i>Learning unit 2. Competence approach of the training</i> (situational version). Training and development of the competences <i>Lesson MOODLE 1:</i> Pedagogy of objective: Basic concepts. The notion of competence. Definitions of competence. Competence as a result of learning and professional experience. Competence - Ianus Bifrons (competence and competency). Competence and situation. Defining competence through a family of situations. Resources required to demonstrate competence. Classification of the resources. Video 1: Knowledge / Content in Competence Approach. Matrix of competent action (Ph. Jonnaert). <i>Lesson MOODLE 2:</i> Stages of training / development of competences: development/ acquisition of resources, integration, adaptation to new situations/ evaluation. Activities of contextualization – de-contextualization – re-contextualization. <i>Lesson MOODLE 3:</i> Design of the training in competency approach: learning units. Video 2: Assessment of competences. <i>External link:</i> Ph. Jonnaert. Sur quels objets évaluer des compétences? <i>PPT presentation:</i> Overview of the subject Competence approach of the</p>



	<p>training (situational version). Training and development of the competences</p> <p><i>Learning unit 3. Elements of e-learning. Electronic course</i></p> <p><i>Lesson MOODLE 1:</i> From programmed training to computer-assisted training. Distance learning. The notion of e-learning. Blended learning. Variants to achieve the blended learning: flipped classroom.</p> <p><i>External link:</i> S. Kahn: Let's Use Video to Reinvent Education.</p> <p><i>Video 1:</i> Learning Management System – LMS. Learning platform MOODLE: basic facilities</p> <p><i>Lesson MOODLE 2:</i> Electronic course. Electronic course as a means of guiding learning. Stages of development of the electronic course: command / request – conception –specification - elaboration of scenario – correction - elaboration of course - testing and debugging.</p> <p><i>Video 2:</i> The possible structure of an electronic course: the course description sheet; information about the author / authors of the course; course structure (content / list of learning units); introduction in the course; methodological recommendations regarding the independent study of the course; the assistance system (how to work with the course and, more generally, how to work with the learning platform); general assumptions / conclusion; final course evaluation material; exam evaluation criteria and scoring criteria; topics for micro-investigations within the course; biblio- and web-graphics (basic, supplementary); glossary (of terms, of personalities); list of course abbreviations; the course resources (chrestomathies, guides, facultative material).</p> <p>Possible structure of a course fragment: mood formation; introduction, update, quiz-questions, formulation of the outcomes of the fragment; text 1 (theoretical material), self-evaluation questions, comments to the correct and incorrect answers, text 2 (actual situation, formulation of a situation-based task and description of the possible solution), learning tasks based on authentic situations, text 3: generalization of knowledge, link to other fragments of the course, presentation of a conceptual map), self-assessment test, summary, final comments.</p> <p><i>PPT presentation:</i> Overview of the subject Elements of e-learning. Electronic course.</p> <p><i>Learning unit 4. The electronic course scenario and its design</i></p> <p><i>Lesson MOODLE 1:</i> Scenario of the electronic course. The stages of designing the electronic course: the conceptual design of the course, the didactic design of the course, developing the electronic course scenario. The conceptual design: description of the organization / person who orders the course, description of the needs of those who order the course; description of the educational goals - the changes to which the course implementation will lead, the description of the solution image (the ways of achieving the educational goals), the description of the risk factors.</p> <p><i>Lesson MOODLE 2:</i> The didactic design of the course): analysis phase (stating the purpose of the course, analyzing the target audience, analyzing the resources and the constraints, the determination of the various components of the course content); design phase (formulating the course outcomes, planning the learning strategy, selecting the course format, developing the instructional design document); development phase (creating the prototype, developing the content of the course, conducting the "table review", starting the pilot session); implementation phase (determining the place of implementation, setting the</p>
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	<p>time, developing the timetable, etc.); evaluation phase (determining the quality of the course, developing / adjusting / administering tests and questioning)</p> <p><i>Video 1:</i> Development of electronic course scenario. Types of scenario: information warehouse, guided learning, development environment; advantages and limitations of each type.</p> <p><i>Video 2:</i> The “challenge-choice-consequence-CCC” method of scenario development.</p> <p><i>Video 3:</i> Elaboration of visual scenarios (storyboards).</p> <p><i>External link:</i> A. Stanton. The clues to a great story (TED).</p> <p><i>Video 4:</i> Rapid e-learning. Lectora, Competentum, CourseWizard Applications.</p> <p>Lesson MOODLE 3: Evaluating the quality of an electronic course scenario.</p> <p><i>External link:</i> B. Girardini. E-learning methodologies. A guide for designing and developing e-learning course.</p> <p><i>PPT presentation:</i> Overview of the subject The electronic course scenario and its design</p>
<p>Teaching and learning activities:</p>	<p><i>Learning unit 1. The training process and its design</i> (recapitulation, update and generalization)</p> <p><i>Resource- and experience-based individual activity 1:</i></p> <p>In the training sequences they are doing (lessons in school, lectures or seminars in the university) there are, necessarily, the instructive events identified by R. Gagné. Describe three methods by which you can:</p> <ul style="list-style-type: none"> • gain attention of the learners; • stimulate recall of prior learning; • provide feedback. <p>Consult video 1.</p> <p><i>Resource- and experience-based individual activity 2:</i></p> <p>In order to learn, the trainee needs a range of skills. Describe three examples of teaching situations in the subjects you teach and identify the skills needed to deal with each situation. Describe briefly each situation and enumerate the skills that trainees need to have in order to successfully deal with situations. Consult lesson MOODLE 1.</p> <p><i>Individual resource-based activity 3:</i> using the proposed resources and the content of lesson MOODLE 1, formulate the learning outcomes for the designed course /module. Elaborate a .doc file with the title lo_ surname_name.</p> <p><i>Individual practical activity 4:</i> elaborate a questionnaire for determining the learning needs of the target audience for which the course / module is elaborated. Use the application Lime Survey for administration of the questionnaire.</p> <p><i>Small group activity 5:</i> within the formed group, perform searches on the Web in order to identify the ways of reducing the cognitive load memory. Elaborate a small guide (about three pages of A4 format) for teaching staff “Methods of reducing the cognitive load memory”. Elaborate a .doc file with the title min_cognitive_load_ surname_name_leader.</p> <p><i>Individual practical activity 6:</i> completing the glossary of terminology that refers to learning unit 1.</p> <p><i>Individual practical activity 7:</i> participating in forum discussions.</p> <p><i>Learning unit 2. Competence approach of the training</i> (situational version). Training and development of the competences</p> <p><i>Individual resource-based activity 1:</i> the formulation of a competence to be</p>



	<p>established / developed within the planned course / module (virtual competence). Translating the competence into the language of situations (developing a family of three complex situations, usable in competence building / development).</p> <p>Elaborate a .doc file with the title_fam_comp_surname_name.</p> <p><i>Individual practical activity 2:</i> determining the content (resources) needed to practice a competence in the designed course / module, starting from a family of three situations using the appropriate action matrix (Ph. Jonnaert). Describe each situation, present the completed matrix and the identified content.</p> <p><i>Small group resource-based activity 3:</i> studying the source „Ph. Jonnaert. Sur quels objets évaluer des compétences ?”. Group discussion and development of a way to assess the competencies.</p> <p><i>Individual practical activity 4:</i> completing the glossary of terminology that refers to learning unit 2.</p> <p><i>Individual practical activity 5:</i> participating in forum discussions.</p> <p>Learning unit 3. Elements of e-learning. Electronic course</p> <p><i>Individual practical activity 1:</i> Description of the content of a training fragment from the designed course / module according to the proposed structure in the video source 2. Elaborate a.doc file with the title fragment_course_surname_name.</p> <p><i>Individual and group activity 2:</i> individual study of documentary sources regarding the possibility of introducing game elements (gamification) in the electronic course (pros and cons arguments), followed by a group discussion of the gamification benefits.</p> <p><i>Individual practical activity 3:</i> completing the glossary of terminology that refers to learning unit 3</p> <p><i>Individual practical activity 4:</i> participating in forum discussions.</p> <p>Learning unit 4. The electronic course scenario and its design</p> <p><i>Individual practical activity 1:</i> designing and presenting the content matrix of the designed e-course / module.</p> <p><i>Individual practical activity 2:</i> Elaboration of the conceptual design of the intended course / module (the description of the institution that has ordered the course (chair), the description of the institution needs, the description of the changes to which the course / module implementation will lead, the description of the solution image, the description of the risk factors (optional)). Elaborate a .doc file with the title concept_design_surname_name.</p> <p><i>Individual practical activity 3:</i> completing the glossary of terminology that refers to learning unit 4</p> <p><i>Individual practical activity 4:</i> participating in forum discussions.</p>
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Assessment	<p><i>Formative assessment:</i></p> <p><i>Self-evaluation:</i> crossword „The basic notions of the training process and the instructional design”.</p> <p><i>Peer review:</i> elaboration and presentation of a complex situation, usable in the formation / development of a competence in the designed course / module to be assessed by fellow teachers</p> <p><i>Short quiz</i></p> <p><i>Final assessment:</i> Public presentation of the designed scenario of the course / module.</p>
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Module Number: 2	Description
Module Title:	Active learning supported by ICT
Learning objectives of module:	<p>Competences developed within the module:</p> <ul style="list-style-type: none"> • cognitive skills: awareness of the different contexts and situations in which ICT can be used for efficient learning; • cognitive skills: knowledge of the Web 2.0 tools used in teaching-learning; • enforcement skills: ethical communication and collaboration, knowledge and respect for copyright and intellectual property in digital environment; • enforcement skills: design and develop the digital resources with a logical structure and content relevant for different target group categories. <p>Module Learning Outcomes: Upon completion of the module study and the accomplishment of the proposed tasks each trainee will be able to:</p> <ul style="list-style-type: none"> • to make effective searches on the Internet; • to use bookmarking tools; • to understand the concepts of intellectual property and copyright; • to use various ICT tools for ethical communication and configuration them for various situations; • to design and create digital products with a logical structure and content relevant to a particular target group; • to use ICT to create and edit media content; • to use ICT to present / publish its results. • to use tools for online data collection; • to use technologies, including spreadsheets, to create charts and present data in different ways.



Content to be covered	<p><i>Learning unit 1. Using the Internet</i></p> <p>Lesson MOODLE 1. Searching for resources on the Internet. Search Engines (Search Engine Functionality, Relevance of Information) Google search engine and Google search engine robot working algorithm. Search engines - directories, search metatorts, semantic search engines. Google Scholar. Query languages for search. Google Chrome browser.</p> <p><i>Video 1.</i> Web Search Strategies in Plain English https://www.youtube.com/watch?v=B_rFFosTEMc</p> <p>Lesson MOODLE 2. Social bookmarking. Benefits of social bookmarking. Social bookmarking tools. Search for and share bookmarks. Account Management.</p> <p><i>Video 1.</i> Social Bookmarking in Plain English https://www.youtube.com/watch?v=HeBmvDpVbWc</p> <p>Lesson MOODLE 3. Ethics and safety. Online ethics - "netiquette" - rules of good manners in the digital environment. Rules for the use of digital resources. Copyright and intellectual property.</p> <p><i>Video 1.</i> Copyright Basics for Teachers https://www.youtube.com/watch?v=-9H6Ksp36q0</p> <p><i>Learning unit 2. Communication and collaboration</i></p> <p>Lesson MOODLE 4. Email. Advantages of the electronic mailbox. Webmail Providers. Gmail. Gmail email box settings and capabilities.</p> <p>Lesson MOODLE 5. Google's products for collaboration. Collaborative drafting. Possibilities: elaboration of documents, spreadsheets, presentations, forms / questionnaires. The Google Drive online cloud storage service.</p> <p><i>Video 1.</i> Collaboration in Plain English https://www.youtube.com/watch?v=hDWHBSCMj0w</p> <p><i>Video 2.</i> Google Docs in Plain English https://www.youtube.com/watch?v=eRqUE6IHTEA</p> <p><i>Learning unit 3. Creation and sharing</i></p> <p>Lesson MOODLE 6. Blog. The specific features of the blog. The notion of blogging and blogosphere. Ways to use the blog in the field of education. Creating and maintaining own blog. Communication using the blog.</p> <p><i>Video 1.</i> Blogs in Plain English https://www.commoncraft.com/video/blogs</p> <p><i>Video 2:</i> Why Let Our Students Blog? http://www.teachertube.com/view_video.php?viewkey=be6ec9b852b0a542e2f3</p> <p><i>Analytical reflections on:</i></p> <ul style="list-style-type: none">• Tips for Teaching with Blogs https://www.niu.edu/facdev/programs/handouts/blogtips.shtml• Classroom Blogging Step 1 – Setting Up a Blog for Your Class https://www.theblogstarter.com/classroom-blogging-step-1-setting-up-a-blog-for-your-class/ <p>Lesson MOODLE 7. Wiki. Basic terminology in Wiki. Editing an article in Wiki. Wiki rules and principles. Legal issues. Combating vandalism. Wikipedia statistics. Wikipedia as a phenomenon. Using Wikipedia as a source. Ways to use Wiki in the field of education.</p>
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<p><i>Video 1. Wikis in Plain English</i> https://www.commoncraft.com/video/wikis <i>Analytical reflections on:</i></p> <ul style="list-style-type: none">• How to Use Wiki In The Classroom https://elearningindustry.com/how-to-use-wiki-in-the-classroom <p><i>Lesson MOODLE 8. Google Sites. Creating the site. Adding and editing site content. Creating a new page. Editing pages. Editing the layout, adding / rearranging / removing items. Publishing and sharing the content. Managing site access. Ways to use the site in the field.</i> <i>Video 1. Introduction to Google Sites</i> https://www.youtube.com/watch?v=tkTGrOcFiz0</p> <p><i>Learning unit 4. Digital media</i> <i>Lesson MOODLE 9. Infographics. The notion of infographic. Online tools for creating and editing information. Designing and developing an infographic. Rational use of elements: content, layout, design, color, links and diagrams. Ways to use infographics in the field of education.</i> Video 1: What is an infographic? https://www.youtube.com/watch?v=Je-I6fiE_Wk Video 2. 7 Common Types of Infographics https://www.youtube.com/watch?v=A6_7zC0mB9w</p> <p><i>Analytical reflections on:</i></p> <ul style="list-style-type: none">• Infographics In The Classroom https://piktochart.com/blog/using-infographics-classroom/ <p><i>Lesson MOODLE 10. Audio – podcast. Difference between radio and podcast. Audio editing tools. Publishing and sharing podcasts. Editing an audio track. Sound processing. Adding effects. Possibilities of using podcasts in the field of education.</i> Video 1. Podcasting in Plain English https://www.youtube.com/watch?v=HGGJ_UwQbv4</p> <p><i>Analytical reflections on:</i></p> <ul style="list-style-type: none">• How To Use Wiki In The Classroom https://elearningindustry.com/how-to-use-wiki-in-the-classroom <p><i>Lesson MOODLE 11. Video. Video editing tools. Publishing and sharing video sequences. Editing a video. Combining text, images, sound, video sequences and various effects. Possibilities of using video sequences in the field of education.</i> <i>Analytical reflections on:</i></p> <ul style="list-style-type: none">• The 7 Biggest Mistakes Teachers Make Using Video in the Classroom https://jayemtucker.wikispaces.com/file/view/ExpertGuide_UsingVideointhe_Classroom.pdf <p><i>Learning unit 5. Collecting and using of data</i> <i>Lesson MOODLE 12. Google Forms. Creating forms. Types of questions in the form. Form settings. Sharing / distributing forms. Analysis of the collected results. Exporting results.</i> Video 1. Google Forms in Plain English https://www.youtube.com/watch?v=dTT7HJXIQYQ</p>



	<p><i>Analytical reflections on:</i></p> <ul style="list-style-type: none"> • 20 practical ways to use Google Forms in class, school http://ditchthattextbook.com/2016/09/08/20-practical-ways-to-use-google-forms-in-class-school/ <p><i>Lesson MOODLE 13.</i> Graphs and charts. Types of graphs and charts. Recommendation for selecting the right type of graph or chart. Creating graphs. Creating charts. Editing data and settings.</p> <p><i>Analytical reflections on:</i></p> <ul style="list-style-type: none"> • Using Graphic Organisers in Teaching and Learning http://pdst.ie/sites/default/files/GraphicOrganiserFinal.pdf
<p>Teaching and learning activities</p>	<p><i>Individual activity 1:</i> Creating a form. Sharing the form. Creating an infographic with the collected data.</p> <p><i>Individual Activity 2:</i> Creating a video clip with institution presentation.</p> <p><i>Individual Activity 3:</i> Creating a Wiki page with a presentation of one web 2.0 tool.</p> <p><i>Individual Activity 4:</i> Create a popury of your favorite tracks for at least 5 minutes. Sharing podcast.</p> <p><i>Individual Activity 5:</i> Post to the blog or site the form, infographic, the video and audio sequences.</p> <p><i>Practical task 1:</i> Identify and organize the resources on a topic. Analyze and mark of identified resources.</p> <p><i>Practical Task 2:</i> Create your Google Account. Setting up the electronic mailbox.</p> <p><i>Practical task 3:</i> Create a document in collaboration with colleagues, share the document.</p> <p><i>Practical task 4:</i> Analyze two blogs. Identify common features. Present two posts that interested you.</p> <p><i>Practical task 5:</i> Create your own blog in the field of education. Post at least 4 posts (text, images, videos, links, presentations, others).</p> <p><i>Practical Task 6:</i> Find 5 errors in Wikipedia and correct them.</p> <p><i>Practical Task 7:</i> Create a new article on Wikipedia.</p> <p><i>Practical task 8:</i> Create a site with at least 3 pages containing text, images, video, links and other elements. Share site content.</p> <p><i>Practical task 9:</i> Create an infographic that contains text, tables, lists, images, connectors, and charts.</p> <p><i>Practical task 10:</i> Edit an audio file, mix two files, using transition effects.</p> <p><i>Practical task 11:</i> Create a minimum 5-minute interview. Share podcast.</p> <p><i>Practical task 12:</i> Plan a video sequence. Create scenario of the video sequence. Capture the video sequence. Mounting (title, text, titles). Post the video on youtube.com.</p> <p><i>Practical task 13:</i> Create a form with items of different type. Invite users. Extracting collected data. Processing of collected data. Create graphs and charts.</p> <p><i>Practical task 14:</i> Create an infographic that would contain text, tables, lists, images, connectors, and charts.</p>

Assessment	Quiz Formative evaluation: during the lesson's study. Peer review: Presentation of the elaborated blog. Self-assessment: Reflections on the blog Final evaluation: Public presentation of the portfolio to the module.
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Module Number: 3	Description
Module Title:	Evaluation of learners using ICT
Learning objectives of module:	<p>Competences developed within the module:</p> <ul style="list-style-type: none"> • cognitive skills: awareness of the various contexts and situations in which the evaluation takes place; • cognitive skills: knowledge and deep understanding of the process of evaluation activities designing; • enforcement skills: conceptual and didactical design of evaluation activities; • enforcement skills: development and implementation of various contents, strategies and methods of training and assessment, oriented towards competence development; • enforcement skills: developing scenarios of evaluation activities with the application of IT for different categories of target groups and development of different sets of competencies. <p>Module Learning Outcomes: Upon completion of the module and the accomplishment of the proposed tasks trainees will be able to:</p> <ul style="list-style-type: none"> • to formulate / identify the competencies to be assessed in the evaluation activities; • to develop items for competency assessment provided by the curriculum of the module; • to design a test; • to evaluate the correlation of test items; • to evaluate the quality of the assessment activity within an electronic course.
Content to be covered	<p><i>Learning unit 1. Elements of the classical theory of test.</i> <i>Lesson MOODLE 1: The Concept of Pedagogical test. Classification of pedagogical test. Technical specifications for types of test items.</i> <i>External link: Christopher B. Reznich. Handbook of Learner Evaluation & Test Item Construction.</i></p> <p><i>External link: Б.Е. Стариченко, М.Ю. Мамонтова, А.В. Слепухин. Методика использования ИКТ в учебном процессе</i></p> <p><i>External link: Thamar Voss. Conceptualization and test construction.</i> <i>Video 1: Item Analyses. Item Statistics. Item Difficulty. Reliability Coefficient</i> <i>External link: Haladyna, T.M. & Downing, S.M. & Rodriguez, M.C. (2002). A review of multiple-choice item-writing guidelines for classroom assessment.</i> <i>Lesson MOODLE 2: Methodology for the development of the pedagogical test. Planning the content and structure of the test. Formation of a bank of item.</i></p>



	<p>Correlation between item and test. <i>External link:</i> Myers, Charles T. The Relationship Between Item Difficulty and Test Validity and Reliability.</p> <p>Learning unit 2. Use ICT for testing. <i>Lesson MOODLE 1:</i> Application for testing. Create test & items banc. Restriction in use ICT for testing. Multiple tries. Penalty for each incorrect try. <i>PPT presentation:</i> Most popular application for testing. <i>Lesson MOODLE 2:</i> Short answer items. Restriction for short answer items. How to describe the correct and partially correct scoring. Numerical short answer items. Use units of measure in response. <i>Lesson MOODLE 3:</i> Multiple choice items. Plausible options. Using partially correct response. Multiple choice with 2 or more correct variants. Using negative scoring in multiple choice items. <i>Lesson MOODLE 4:</i> Matching items. Restriction in describe matching items. Composed items (missed words). <i>Lesson MOODLE 5:</i> Calculated items. Defining the parameter value range. Use formula for indicate correct response. Value for tolerance.</p> <p>Learning unit 3. Create and use item & test in LMS Moodle. <i>Lesson MOODLE 1:</i> Banc of items. Create items. Export & import items. <i>Lesson MOODLE 2:</i> Create test. Parameter of test. Grading method. Restrictions on attempts. Feedback. Adding items to test. Use random & selected item in test. Change grade for items and test. Selecting the method of show a test on a page. <i>Video 1:</i> Create items & quiz in learning platform MOODLE. <i>Lesson MOODLE 3:</i> Use item in activities. Create game "Millionaires". Use item in lessons. Create crossword using items.</p> <p>Learning unit 4. Alternative method for evaluation & self-evaluation of learners. <i>Lesson MOODLE 1:</i> Plickers. Create a class. Adding questions. Printing the Plickers cards. Scanning the Plickers cards on your phone or tablet. Advantages & disadvantages. <i>Lesson MOODLE 2:</i> Quick Key. Create a quiz. Print the blank for answers. Scanning the answers. Advantages & disadvantages. <i>Lesson MOODLE 3:</i> iSpring Suite. Create a quiz. Print the blank for answers. Scanning the answers. Advantages & disadvantages. <i>Lesson MOODLE 4:</i> Application for autoevaluation. Kahoot. DisposeGames. Create a quiz. Print the blank for answers. Scanning the answers. Advantages & disadvantages. <i>PPT presentation:</i> Overview of the subject Alternative method for evaluation & self-evaluation of learners</p>
<p>Teaching and learning activities</p>	<p><i>Individual practical activity 1.</i> Analysis of a test with 20 items based on the results of 100 students. The participants will determine the correctness of the elaborated items, the difficulty of the items, the correlation of the items with the test. At each determined discrepancy, participants will have to propose a settlement method (item modification, change of score for items and / or response variants within the item). <i>Individual practical activity 2.</i> Elaborate a set of minimum 5 items for the course / module designed (participants will not be allowed to create items of</p>



	<p>the same type).</p> <p><i>Individual practical activity 3.</i> Create a test based on an bank of items (minimum 20 items, no more than 3 items of the same type).</p> <p><i>Individual practical activity 4.</i> Practicing an activity for students (except for the test) using items from the items bank.</p> <p><i>Small group activity 5:</i> Elaborate and present an assessment or self-evaluation activity using one of the alternatives presented in the course or by applying a new variant.</p> <p><i>Individual practical activity 6:</i> Completing the glossary of terminology, referring to Module 3.</p> <p><i>Individual practical activity 7:</i> Participation in forum discussions.</p>
Assessment	<p><i>Self-evaluation:</i> game “Millionaires” „The basic notions of the pedagogical test</p> <p><i>Peer review assessment:</i> Presentation of the structure of the test.</p>