

PEDB17-OPA-106: Online learning and course development

Aims

Aim of the course:

Students become familiar with online learning environments for educational institutions and non-profit organizations. Student will acquire the relevant knowledge to develop online learning materials or courses to support online learning or out-of-school activities and they will be able to manage online interfaces of an institution. During the course they will learn the principles and tools of content development in education. They will be able to design and operate an institution-specific toolkit for institutional communication and marketing activities.

Expected learning outcomes and related competencies:

Knowledge:

- He/she knows and understands the mechanisms, methods, tools of education and learning environment for influencing the development of students and communities, and also familiar with the conditions and organizational work required to create learning contents.
- He/she has knowledge of online learning methods and tools, familiar with features and basic functions of major online learning platforms.

Skills:

- He/she is able to find and collect resources related to research, development, innovation in the field of education, taking into account the aspects relevant to international trends. He/she is able to analyse the internal documents of institutions from a pedagogical aspect, participates in preparing the development plan of institutions, groups and individuals and is able to contribute to the realization of those plans.
- He/she is able to identify and apply adaptive pedagogical solutions that are adapted to learners and the environment. He/she is able to assist teaching and learning actors in the performance of their tasks. He/she is able to select the appropriate solution from his/her professional repertoire to design that solution individually and apply to the specific student group.
- He/she is able to explore the possible connections of different research methods, to plan the major steps of the research process. He/she is also able to apply some research methods and tools, and he/she is competent in performing simple background work for analysis. He/she is able to contribute to projects as an assistant.

Attitudes:

- He/she represents the need for lifelong learning and knowledge sharing. He/she accepts that better results come from collaboration.
- In his/her work he/she is sensitive to issues. In his/her solutions he/she is reflective of what is offered by practice and theory, and he/she accepts that mistakes can be a source of learning and progress.
- He/she believes in knowledge sharing and continuous learning. He/she represents that the operation of a knowledge intensive organization is the responsibility of the members.

Autonomy and responsibility:

- He/she takes responsibility for his/her research and project tasks. He/she is efficient in time and energy utilization. Regardless of his/her own task, possibly with limited autonomy, he/she feels responsible for the research and project as a whole.

Main topics

Main contents:

1. Introduction, topics and requirements

2. School and learning in the 21st century, technology and inclusion, current issues of internet safety
3. Theoretical foundations of online learning
4. Forms of online learning - eLearning, MOOC, online telecollaboration
5. Learning Management Systems (Canvas, Moodle, NEO, MS Teams, Coospace ...)
6. Basic characteristics and functions of LMSs
7. Social media in education (Facebook, Instagram, Twitter ...)
8. Developing LMS courses
9. Designing online course content
- 10.

Planned teaching and learning activities, methods:

Teacher's presentation, discussion, individual and group work.

Evaluation

Course requirements

- Preparation of a course plan according to specified criteria - 20%
- Creating an online course in a selected LMS platform - 60%
- Presentation of the online course - 10%
- Enroll in each other's courses and create individual reflection at the end of semester - 10% (individual)

Total obtainable points: 100%

Course grades:

- 5 (90-100%),
- 4 (80-89%),
- 3 (70-79%),
- 2 (60-69%),
- 1 (below 60%)

Reading

Required reading:

- Bonk, C. J., Lee, M. M., Reeves, T. C., & Reynolds, T. H. (Eds.). (2015). *MOOCs and open education around the world*. Routledge.
- Han, I., & Shin, W. S. (2016). The use of a mobile learning management system and academic achievement of online students. *Computers & Education, 102*, 79-89.
- Moore, J. L., Dickson-Deane, C., & Galyen, K. (2011). e-Learning, online learning, and distance learning environments: Are they the same?. *The Internet and Higher Education, 14*(2), 129-135.