

Work Package 3 – Development

Media Concept for Online Modules

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1. Introduction

The CONTESSA online course is to be designed for in service teachers who are wondering how exactly they can incorporate teaching and assessment of 21st century skills into their classrooms, labs or workshops.

This course shall explain the social and cognitive skills and methods that are known as '21st century skills'. Therefore, it needs to review how they can be used inside and outside of the classroom, in terms of developmental progress. It shall also explore how teachers and students can learn through best practices related to E-Education and subject and learner-centered teaching methods as well as diversity in classroom. This course will help both, teachers and students to recognize these skills in students, to explore how teachers can recognize related skills in students, how the level of skill of a learner can be assessed, and then how learners can be supported to develop their skill (see Hummel, Sandra, Brodacz-Geier, & Sheehan, 2019).

In this course, we work through two detailed examples of 21st century skills. The first is collaborative problem solving, a 21st century skill which combines the capacities of collaboration, problem solving, critical thinking and communication. The second skill is a meta-cognitive skill of knowing how to learn in the Online Learning environment. In each example, teachers and students will explore how to understand the nature of respective skill from a teaching perspective, how to teach it, and how to assess it. These two examples show how any 21st century skill can be tackled in the classroom.

The approach to teaching and assessment in this course derives from the application of a developmental, evidence-based approach to teaching practice. The course provides a mix of theory and practice, of thinking and acting, and opportunities to share ideas, experience and resources with other participants.

The 'Contemporary Teaching Skills for South Asia' (CONTESSA) course will be presented in the LMS OLAT/OPAL (online platform for academic teaching and learning). OPAL is an Open Source Learning Management System (LMS), which is configured as a cross-university learning technology platform for e-learning and e-teaching of all Saxon Universities, including Technische Universität Dresden.

Objective: In the following authors shall develop a media concept for the CONTESSA approach. This media concept will be based on the content concept of the CONTESSA course, which are developed by Team of CONTESSA from University of Graz (Hummel, Sandra, Brodacz-Geier, & Sheehan, 2019). An overview of all selected course elements provided by the OLAT/OPAL LMS will be displayed on the course page. With the presented media concept, the approach for implementation of CONTESSA Online Modules will be defined.

Target audience: The media concept focuses on (I) the qualification and professionalization process for teaching students, (II) the further training of university didactics teachers, (III) the further training of teachers who are already practicing in schools, and (IV) the further educators who introduce the content of CONTESSA to the aforementioned target group (see Hummel, 2018).

To do so the report presents in a first step a selection of online courses which recently have been developed for comparable target audiences. In a second step, a possible structure of the CONTESSA Online Course is suggested.

2. Examples of use: selection of online courses for comparable target audiences

2.1. Open School Doors (Diversity & Migration in service teacher training)

In the “Open School Doors” research project, scientists from the media center and the Faculty of Education at the TU Dresden, together with partners from Austria, the Netherlands, Greece and Great Britain, are investigating how parents with a migration background can be more actively involved in their children's school education using digital media can be.

For this purpose, Open School Doors developed a multi lingual training program for educators that supports the integration process of parents and thus indirectly supports the educational process of learners with a migration background at school. The training program on basis of the MOODLE LMS offers teachers a comprehensive guidance on how to promote effective cooperation between parents and teachers and how integration can arise as a common design process. The motivation, knowledge and skills of teachers are strengthened to shape the active integration together with the pupils concerned and their parents (Technische Universität Dresden, 2018).

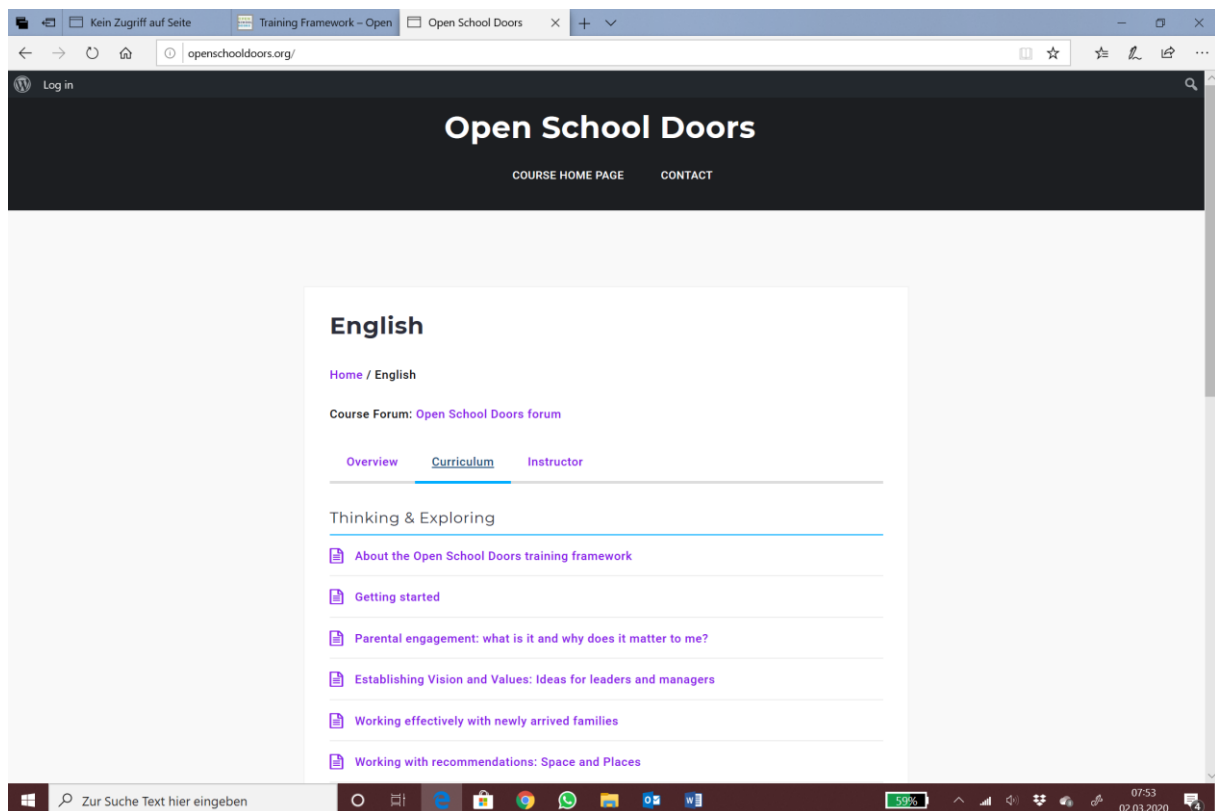


Figure 1. Screenshot of Open School Doors course. Source: <http://openschooldoors.org/>

The Open School Doors teacher development framework does enable teachers, either individually or collectively, to better support refugee or recently arrived children by helping them to develop more effective strategies for working with parents, social carers and families, specifically will enable teachers to:

Explore and evaluate

- Models of parental engagement
- Social and cultural issues that impact particularly on the experience of refugee and recently arrived parents
- Issues related to literacy and digital that frame interactions between schools and refugee and recently arrived parents

Self-assess

- Their own communication capabilities and capacities and identify their own training needs – particularly in relation to digital literacy
- Their local context, identify needs and agree priorities and aspirations for development
- By undertaking collaborative analysis and evaluation of existing practices, successes and areas for development

Develop

- A personal learning action plan
- Plans for class/year/school level development (dependent upon roles and responsibilities) that identify roles, structures, resources and training needs
- Success criteria that articulates and 'quantifies' aspirations for impact
- Strategies for development, interventions, programmes etc.
- Approaches to bringing the wider community on board and working collaboratively with other teachers, managers, parents, governors and young people
- Structures to support successful implementation
- Approaches for securing adequate resources – people and 'stuff'
- A strategy for piloting and reviewing activities and understanding impact

Evaluate and review

- Activity and identify future goals and aspirations
- Find out more: <http://openschooldoors.org>

2.2. Diversity-MOOC (Training for educational staff)

This study course does enable to all employees at the university as well as the newly trained pedagogues to participate in the educational process in the future. Actively supported are educational processes of learners with inclusion needs who are hindered by potential barriers, such as in particular disabilities, but also migration biography and others, and lead to their comprehensive participation in social life (OPAL-Bildungsportal Sachsen, n.d.).

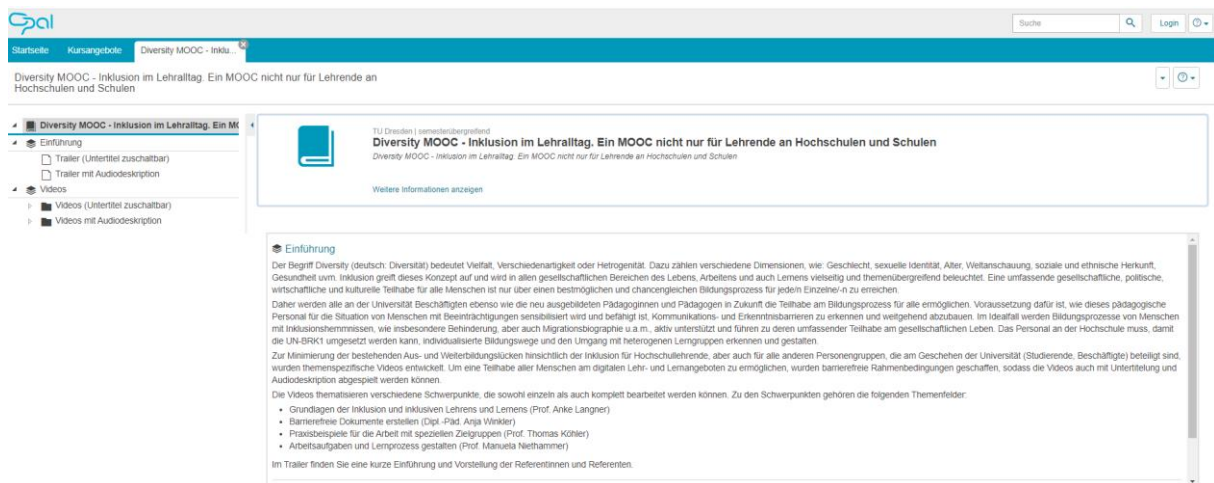


Figure 2. Screenshot of Diversity MOOC. Source: www.bildungsportal.sachsen.de/opal/auth/RepositoryEntry/21107834886

The MOOC comprehends 4 units dealing with following topics (“Themenfelder”):

1. Fundamentals of inclusion and inclusive teaching and learning
2. Create accessible documents
3. Practical examples for working with special target groups
4. Design work tasks and learning process

2.3. In Media Res (Training for Media Educators)

This course gives an overview of today’s relevant key topics and trends for teaching media to young people, and practical activities and tools. Target audience of the training are media professionals who work with those young people in the context of social and cultural work mainly in media community education centers.

The course contains six units whereas each unit starts with an overview of the topic, provides with further reading suggestions and gives hands-on-suggestions for classroom activities that can be downloaded within the course (OPAL - Bildungsportal Sachsen).

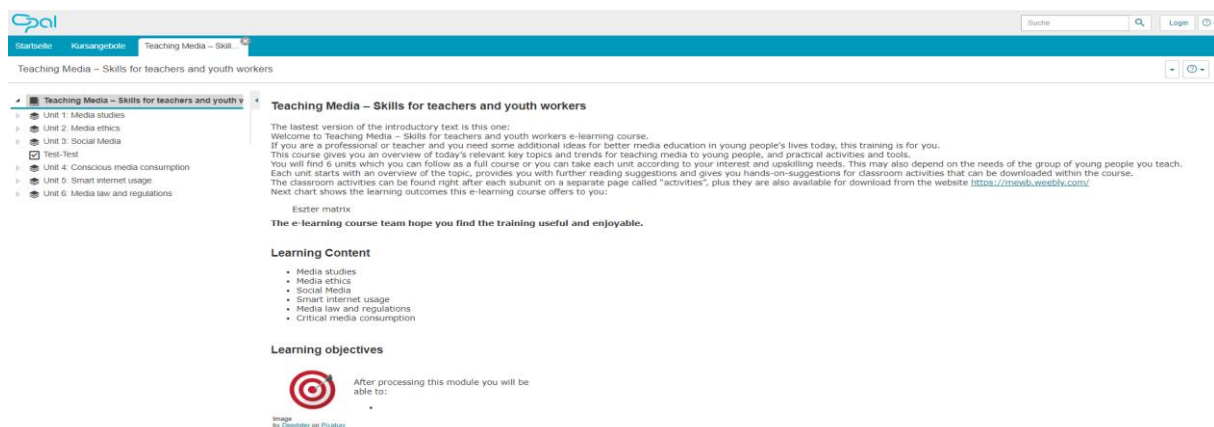


Figure 3. Screenshot of In Media Res. Source: www.bildungsportal.sachsen.de/opal/auth/RepositoryEntry/20501495812/CourseNode/99737891851508?0

IMR comprehends 6 units dealing with following topics (« Learning Contents ») :

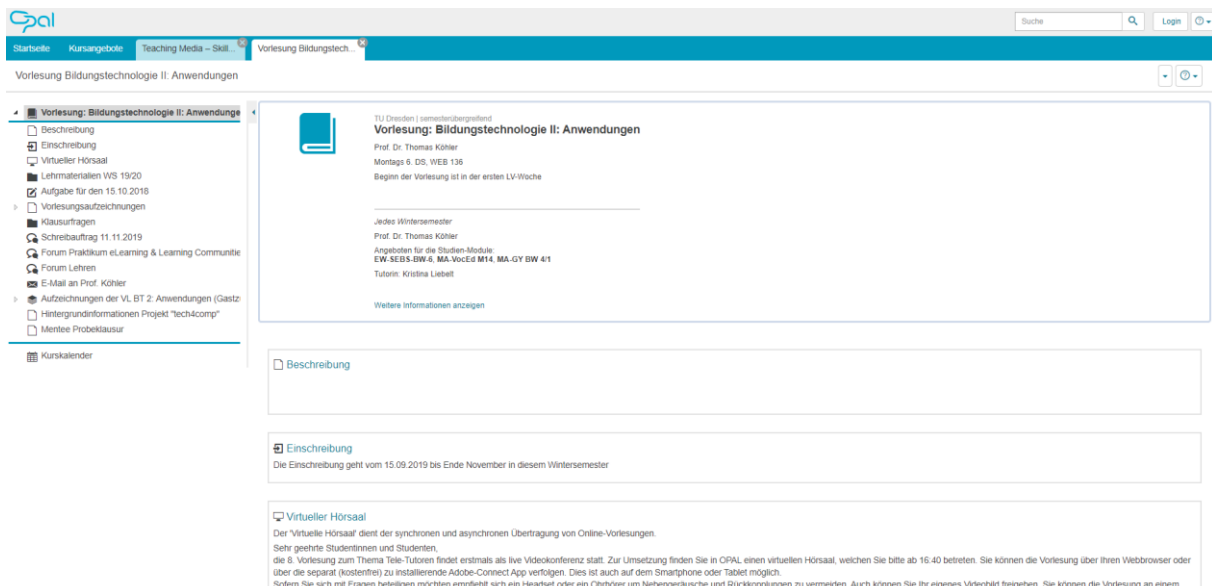
1. Media studies
2. Media ethics
3. Social Media
4. Conscious media consumption
5. Smart internet usage
6. Media law and regulations

2.4. Blended Learning Educational Technology Lecture series for pre-service teacher training at TU Dresden

The lecture forms the second section of a two-semester lecture series on educational technology in a blended format overarching two lecturers. Together, both lectures present the range of topics in the field.

It is primarily about the didactic application of educational technologies. The lecture is divided into four application areas (Simmert, 2019):

1. Learning
2. Teaching
3. Organization
4. Evaluation



The screenshot shows the OPAL interface for the lecture 'Vorlesung: Bildungstechnologie II: Anwendungen' at TU Dresden. The sidebar on the left contains navigation links such as 'Beschreibung', 'Einschreibung', 'Virtueller Hörsaal', 'Lehrmaterialien WS 19/20', 'Aufgabe für den 15.10.2018', 'Vorlesungsaufzeichnungen', 'Klausuraufgaben', 'Schreibauftrag 11.11.2019', 'Forum Praktikum eLearning & Learning Community', 'Forum Lehren', 'E-Mail an Prof. Köhler', 'Aufzeichnungen der VL BT 2: Anwendungen (Gastz)', 'Hintergrundinformationen Projekt "tech4comp"', 'Mentee Probeklausur', and 'Kurskalender'. The main content area displays the lecture title, the lecturer 'Prof. Dr. Thomas Köhler', the date 'Montags 8. DS, WEB 136', and the start time 'Beginn der Vorlesung ist in der ersten LV-Woche'. It also lists the semester 'Jedes Wintersemester', the lecturer 'Prof. Dr. Thomas Köhler', and the modules 'EW-SEBS-BW-8, MA-VocEd M14, MA-GY BW 4/1' with the tutor 'Tutorin: Kristina Liebelt'. A link 'Weitere Informationen anzeigen' is provided. The bottom section contains three links: 'Beschreibung', 'Einschreibung' (with the note 'Die Einschreibung geht vom 15.09.2019 bis Ende November in diesem Wintersemester'), and 'Virtueller Hörsaal' (with a detailed description of the virtual lecture hall and instructions for participation).

Figure 4. Screenshot of the TUD lecture on educational technology (cf. www.bildungsportal.sachsen.de/opal/auth/RepositoryEntry/2209906692?5)

2.5. E-Teaching.TUD (TU Dresden program for university lecturers)

In this blended learning arrangement, the participants experience digitally supported teaching / learning scenarios from two perspectives: They learn more about the specific uses of digital media in their courses and apply them themselves as learners.

In the thematic areas of method use, testing and evaluation, the organization of cooperation and collaboration as well as support, the participants get to know the didactic basics and try out digital tools for implementing digitally supported learning units. At the end of the course, they present a concept for their own media-based learning unit (OPAL - Bildungsportal Sachsen, n.d.).

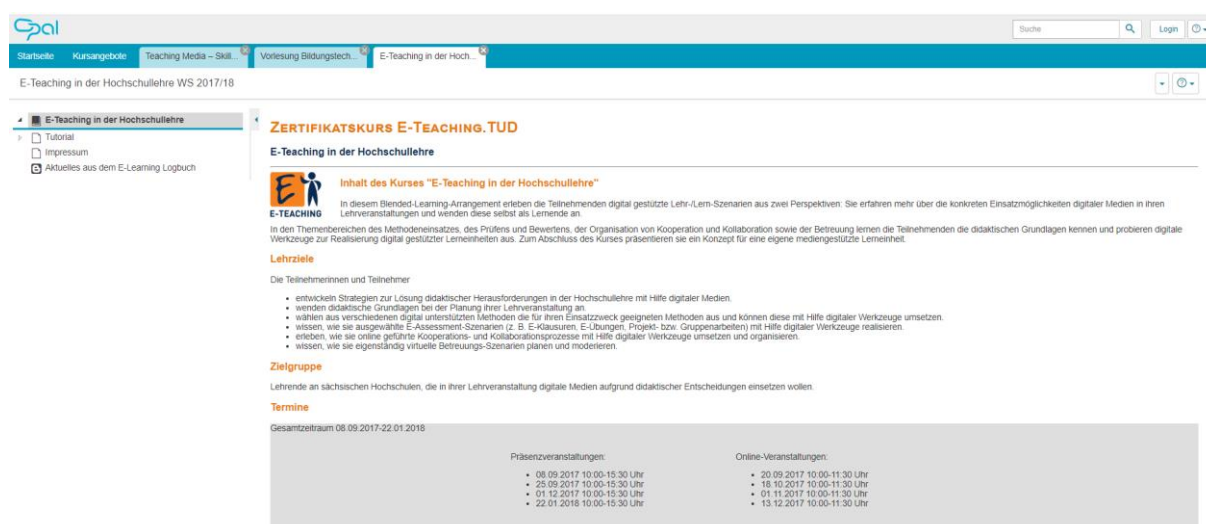


Figure 5. Screenshot of E eTeaching.TUD.Source:

www.bildungsportal.sachsen.de/opal/auth/RepositoryEntry/15177416717/CourseNode/87014563765365?3

3. Suggested structure of the CONTESSA Online Course

3.1. OPAL as a learning platform

The introduction of OPAL creates another important basis for effective educational work with digital media. OPAL is a pedagogical online platform used by many educational institutions in Saxony, Germany, which is not only suitable for data exchange, but also offers numerous possibilities and tools to work didactically and methodically in class.

By setting up a Wi-Fi network at the universities in Sri Lanka and Cambodia and equipping students and teachers with mobile digital devices, one could fully exploit the possibilities of OPAL and establish the platform as the central linchpin for many teaching activities.

The image (see Figure 6.) below shows the possible design of the main page of Contessa online courses with individual design elements in the OPAL.

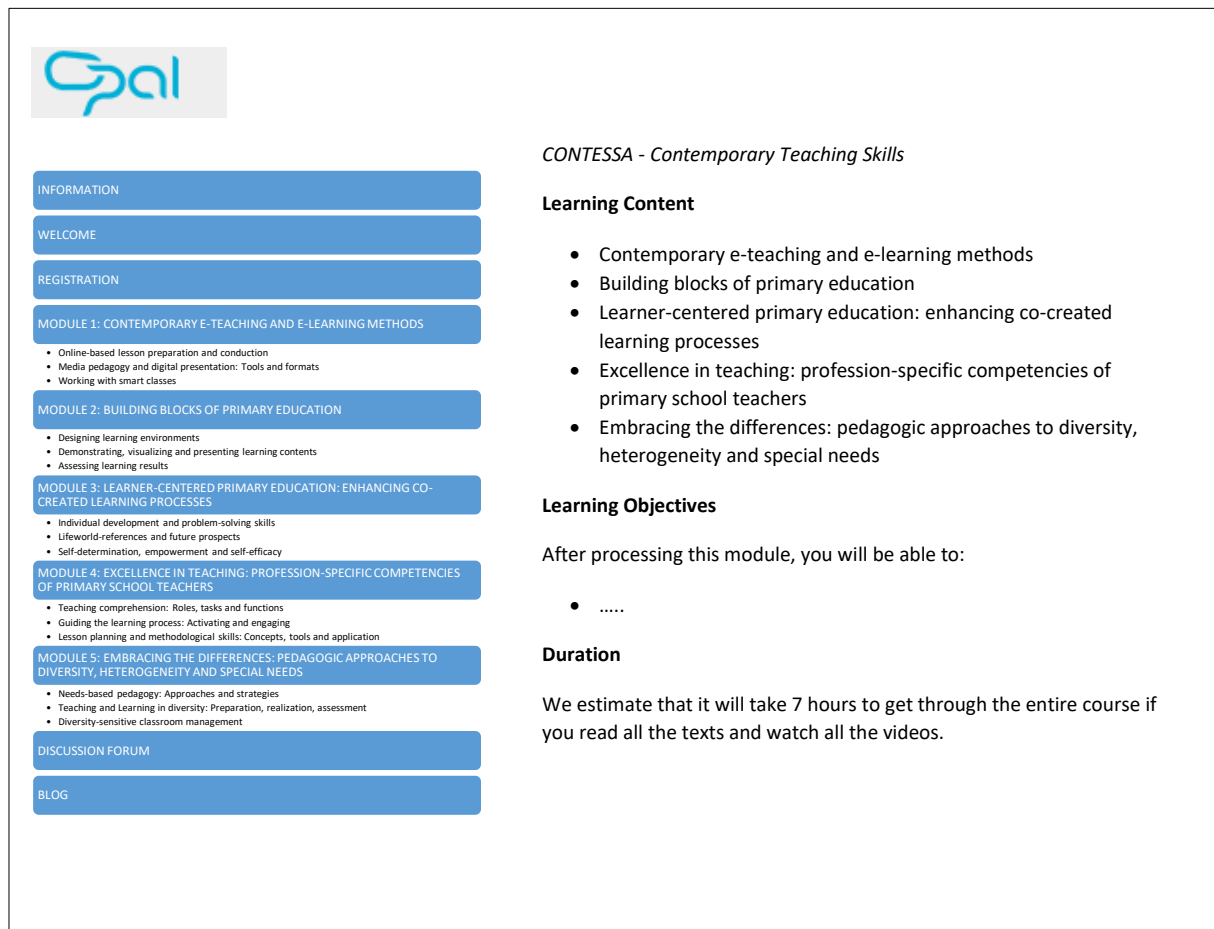


Figure 6. Suggested design of the main page of the CONTESSA Online Course.

Information page/Welcome page

This page shows short information about the course, learning content, learning objectives, target group, duration, and requirements.

Registration

Participants can register on this page.

Discussion forum

Participants discuss the theoretical and practical content of each module and can hold conversations in the form of posted messages.

Blog

Participants can post their thoughts on the blog. Other participants can comment and discuss the relevant topic with each other.

Modules

The image (see Figure 7.) below shows the possible design of the page of individual modules in the OPAL.

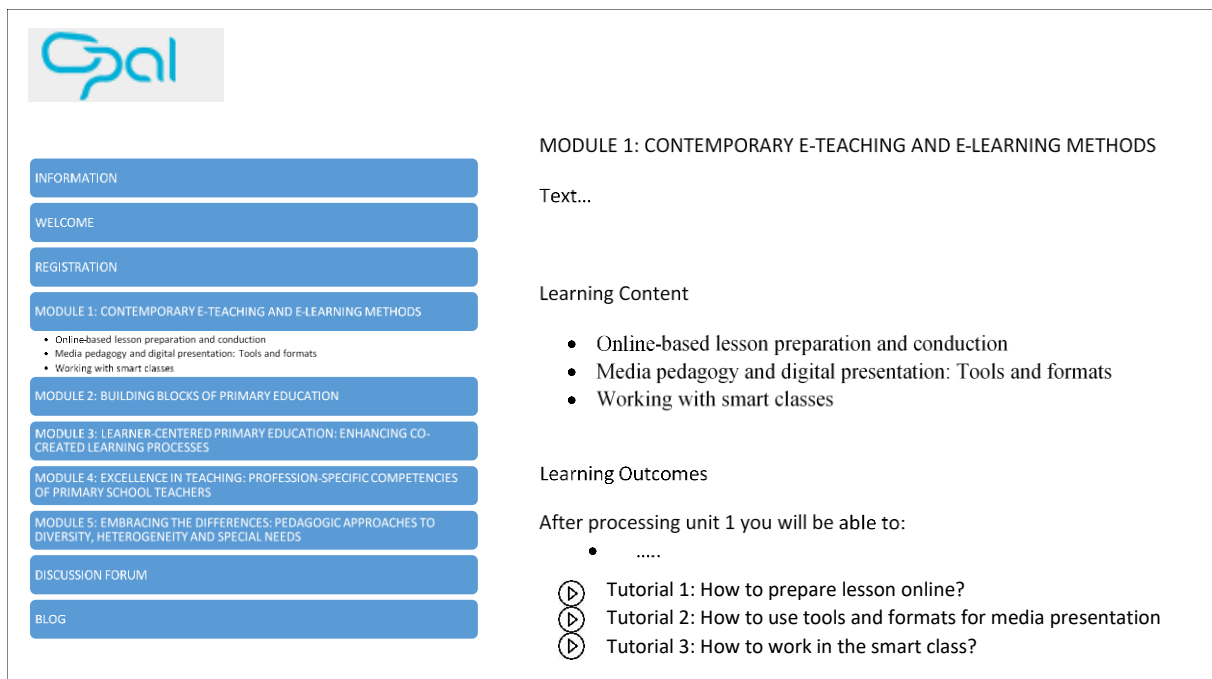


Figure 7. Suggested design of the module page of CONTESSA Online Course.

In more detail, the five modules will always follow a 3-step methodology, consisting of A) Objectives, B) Theoretical discussion, and C) Practical examination & discussion. In the following, this description is presented for each module.

3.2. From module structure to module production

In order to prepare the production of the modules another template becomes necessary which may be considered as a media production list. Next figure 8 presents this list.

	English	Khmer	Sinhala	Tamil
Unit	EMBRACING THE DIFFERENCES: PEDAGOGIC APPROACHES TO DIVERSITY, HETEROGENEITY AND SPECIAL NEEDS			
Sub-units	Sub-Unit 1: Needs-based pedagogy: Approaches and strategies Sub-Unit 2: Teaching and Learning in diversity: Preparation, realization, assessment Sub-Unit 3: Diversity-sensitive classroom management			
Short description (max. 700 Characters including spaces)	The Units will give you an overview on how diversity affects the classroom and provide practical tips for promoting an inclusive environment to enable all learners to acquire skills for their future lives			
Picture or Video for introducing the Unit				
Learning Content	(all sub-units)			
Learning Outcomes	The learner will be able to: To support a culture of diversity and appreciation where equal opportunities are offered to ensure that each individual can develop their potential To raise awareness of the key importance of understanding diversity as an opportunity rather than a problem within their pedagogic-professional context among administrators, colleagues, parents and students To understand the crucial role that teaching methods and the relationship between teacher and learner play for an inclusive school and the success of learning together in diverse classrooms To select and use methods that take the students' needs into consideration to inspire and support all students To encourage actively social learning and participation for all students at their own appropriate functional level To design individual work schedules and offer diverse learning styles that gradually move from simple to more complex tasks			
Picture or Video for visualizing learning outcomes				
Duration	... hour			
Assessment				
Sub-Unit 1				
Headline Sub-Unit 1	Needs-based pedagogy: Approaches and strategies			
Headline paragraph	Introduction			
Video/Picture	link / reference / no			
Headline paragraph				
Video/Picture	link / reference / no			
Headline paragraph				
Video/Picture	link / reference / no			
Activities and advices of the subunit				
Activity/ Advice 1	(Title + Explanation)			
Picture or Video 1				
Activity / Advice 2	(Title + Explanation)			
Picture or Video 2				
Sub-Unit 2				
Headline Sub-Unit 2	Teaching and Learning in diversity: Preparation, realization, assessment			
Headline paragraph	Introduction			
Video/Picture	link / reference / no			
Headline paragraph				
Video/Picture				
Headline paragraph				
Video/Picture				
Activities and advices of the subunit				
Activity/ Advice 1	(Title + Explanation)			
Picture or Video 1				
Activity / Advice 2	(Title + Explanation)			
Picture or Video 2				
Sub-Unit 3				
Headline Sub-Unit 3	Diversity-sensitive classroom management			
Headline paragraph	Introduction			
Video/Picture				
Headline paragraph				
Video/Picture				
Headline paragraph				
Video/Picture				
Activities and advices of the subunit				
Activity/ Advice 1	(Title + Explanation)			
Picture or Video 1				
Activity / Advice 2	(Title + Explanation)			
Picture or Video 2				

Figure 8. Template for module structure of CONTESSA Online Course.

References

- Hummel, S. (2018, 6). Teaching international. *Weiterbildung*, pp. 38-41. Retrieved 02 21, 2020, from <https://contessa-project.eu/wp-content/uploads/2019/07/Teaching-International-Article.pdf>
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- OPAL - Bildungsportal Sachsen. (n.d.). Retrieved 02 21, 2020, from <https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/15177416717/CourseNode/87014563765365?3>
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