

ORGANIZING EDUCATIONAL RELATIONS IN A HYBRID INTERNATIONAL NETWORK. LEARNING THEORETICAL CONSIDERATIONS AND EMPIRICAL INSIGHTS FROM LEARNING-TECHNICAL DESIGN.

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International CONTESSA final conference Cambodia
17.-18.08.2022, Phnom Penh.

Agenda

Part 1: Learning theoretical considerations

1. Forms of Virtual / Hybrid Cooperation in Comparison
2. Specific cases in Comparison
3. The Case of the CONTESSA Cooperation Network

Part 2: The Development and Implementation of an E-Learning Course

1. Development and Implementation of the CONTESSA E-Learning Course
2. A Usability Study in Cambodia and Sri Lanka
3. Invitation to the CONTESSA final conference in Germany
4. Q&A

ORGANIZING EDUCATIONAL RELATIONS IN A HYBRID INTERNATIONAL NETWORK.

Part 1: LEARNING THEORETICAL CONSIDERATIONS.

**Organizational models in virtual teaching cooperation.
Documentation and evaluation of the didactic learning scenarios within
collaborative projects**

Forms of Virtual / Hybrid Cooperation in Comparison

Virtual Teaching Environments in Education					
	Project 1	Project 2	Project 3	Project 4	Project 5
Location	National versus International				
Type of cooperation	virtual project	virtual project	virtual project	virtual project	virtual project
Length of project	temporary	temporary	temporary	temporary	temporary
Type of Project	domain	domain	domain	method-specific	method-specific
Mission	creation of a multilingual teaching and learning environment	development of a double master's degree in "International Management"	use of a Building Information Modeling for civil engineering courses	standardization of study modules, development of e-mentor program for the lecturers	development of a virtual personal-oriented case study seminar based on a manual
Range of involvement	across different types of universities	across different types of universities	across different types of universities and degrees in Saxony	in a specific institute of a university	between two different departments and types of universities
Methodology	in steps, share of study material	exchange semester	splitted in three sub-projects, teamwork	setting the base for creating an e-mentor program	evaluation of virtual case study seminars
Membership	international	international	local	local	local, mixed
Network configuration	closed	closed	open, external	open	open
Networking	business trips, workshops, theme days, conferences, exchange programs	business trips, workshops	meetings, trainings	*reference about international cooperations	* no reference
Use of IT	connectivity, knowledge sharing (OPAL)	connectivity, knowledge share (OPAL)	connectivity, sharing embedded knowledge (OPAL, BLoK) / shared infrastructure (BIM)	knowledge share/exchange (OPAL)	connectivity, knowledge share (ELGG)

Evaluation of didactic learning scenarios of a collaborative project

E-Learning initiatives based upon VLEs

Main Topics:

- Creation of solutions for an effective cooperation with international partners
- Qualification of educational personal in order to strengthen their digital competences
- Support by the creation of preparatory courses and online self-assessments using and creating OER material

„Virtual Teaching Cooperation“

Criteria:

- Didactics of collaborative teaching and learning
- Cross-university teaching networking
- Different types of universities



Specific cases in Comparison

Virtual Teaching Cooperations in Higher Education					
	Project 1	Project 2	Project 3	Project 4	Project 5
Mission	creation of a multilingual teaching and learning environment	development of a double master's degree in "International Management"	use of a Building Information Modeling for civil engineering courses	standardization of study modules, development of e-mentor program for the lecturers	development of a virtual personal-oriented case study seminar based on a manual
Range of involvement	across different types of universities	across different types of universities	across different types of universities and degrees in Saxony	in a specific institut of a university	between two different departments and types of universities
Methodology	in steps, share of study material	exchange semester	splitted in three sub-projects, teamwork	setting the base for creating an e-mentor program	evaluation of virtual case study seminars
Membership	international	international	local	local	local, mixed
Network configuration	closed	closed	open, external	open	open
Networking	business trips, workshops, theme days, conferences, exchange programs	business trips, workshops	meetings, trainings	*reference about international cooperations	* no reference
Use of IT	connectivity, knowledge share (VLE)	connectivity, knowledge share (VLE)	connectivity, sharing embedded knowledge (VLE + Online Record Book) / shared infrastructure (BIM)	knowledge share/exchange (VLE)	connectivity, knowledge share (Data Management Platform)

Overview as generic comparison

Virtual Teaching Environments in Education					
	Project 1	Project 2	Project 3	Project 4	Project 5
Type of cooperation	virtual project	virtual project	virtual project	virtual project	virtual project
Length of project	temporary	temporary	temporary	Temporary	temporary
Type of Project	domain	domain	domain	E-didactic method-specific	E-didactic method-specific

What about CONTESSA?

- We have started as (non-permanent) project.
- But we became a multi-local multi-national, multi-lingual, permanent, hybrid cooperation – i.e. a permanent network.
- Yet, even if we have started jointly online with a shared platform and jointly developed material
- ... we continue by implementing the network offers on a local basis (i.e. rather independently) within physical contexts, i.e. in a hybrid way.

ORGANIZING EDUCATIONAL RELATIONS IN A HYBRID INTERNATIONAL NETWORK.

Part 2: THE DEVELOPMENT AND IMPLEMENTATION OF AN E-LEARNING COURSE.

A Usability Study in Cambodia and Sri Lanka

CONTESSA Online Modules Courseware

OBJECTIVES

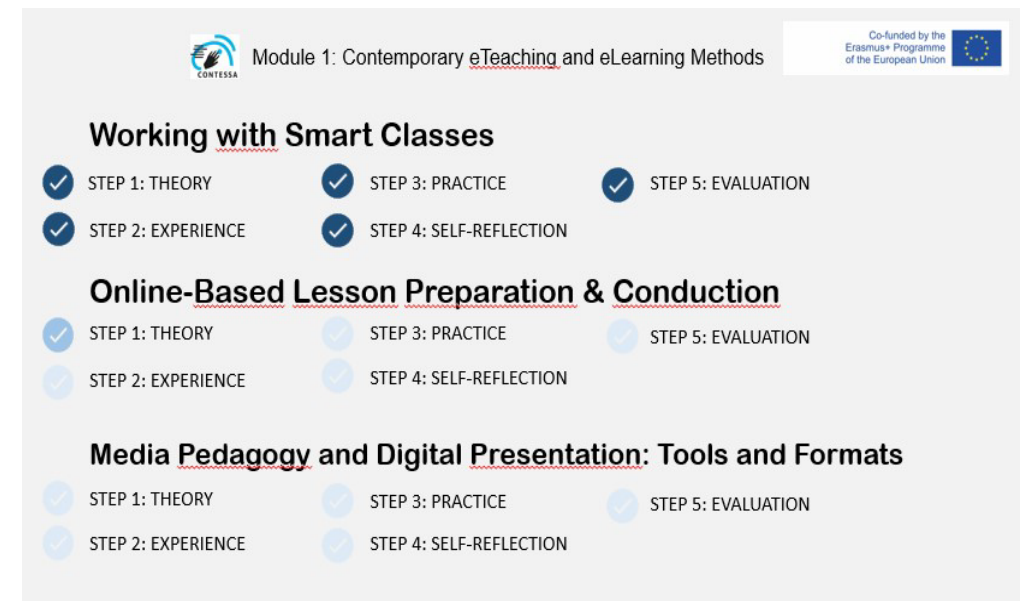
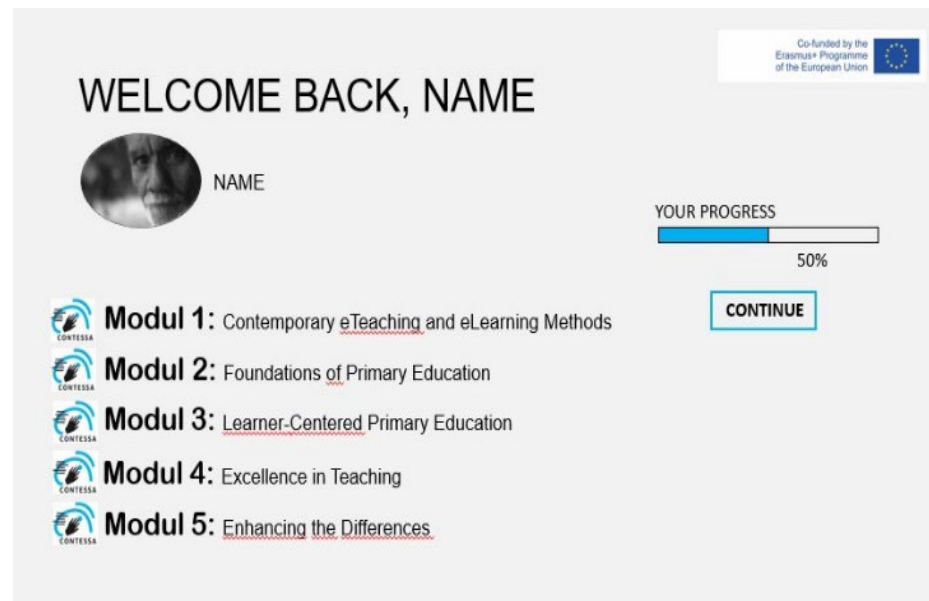
- ✓ To deliver of twenty-first century, student centered teaching and learning principles to pre- and in-service teachers in Cambodia and Sri Lanka
- ✓ To determine the learning experiences of teachers and students in COMC;
- ✓ To determine aspects which are required to be preserved in COMC;
- ✓ To determine aspects which need to be improved in COMC along with the following steps necessary to do so;
- ✓ To prepare a final questionnaire for students to determine their learning experience and motivation in COMC

COURSEWARE DESIGN

- ✓ Accessibility of the content to ALL → inclusive pedagogy
- ✓ Free public access to the course and materials (online and offline)
- ✓ SCORM compatible format
- ✓ Cultural-inclusive and gender-sensible
- ✓ Contemporary pedagogical approaches for content development

Courseware Development

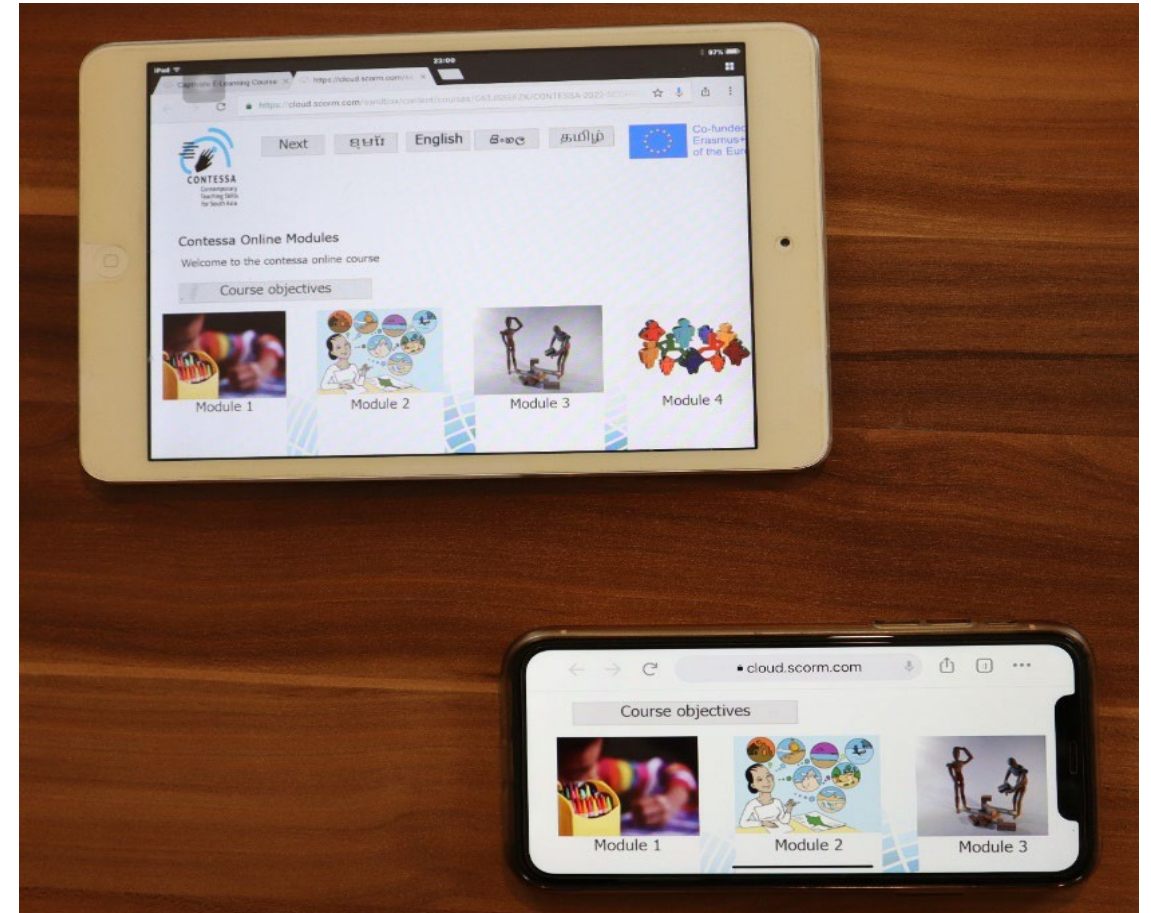
Storyboard development: focused on structure, functionality and navigation → communication function



Courseware Development

Prototyping:

1. responsive design using modern authoring tools/software
2. Multilanguage interface
3. Minimalistic design
4. Online and offline materials
5. Interactive study materials



Usability Testing - Theory

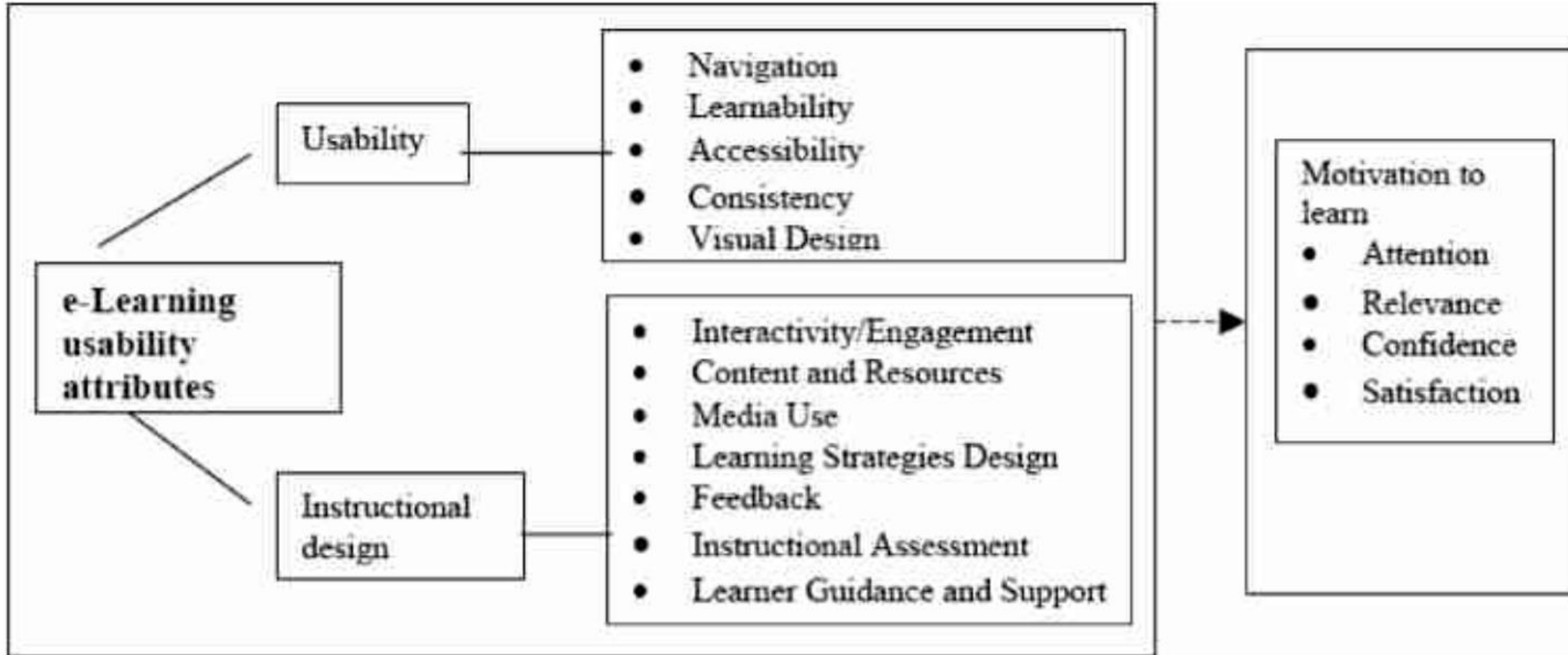


Figure: Theoretical framework for e-learning usability employing motivation to learn (cf. Zaharias & Poylymenakou, 2009, p. 80).

Usability Testing

Pre-test: with international students (N=5) and Austrian students (N=53) → Usability testing survey

- Overall, the modules were rated as interesting, stimulating, attractive, novel, enjoyable, and valuable to the learning process
- examples should be comprehensible and should serve to make the theoretical texts understandable, but they should also be adaptable to the participants' practice
- the linguistic complexity of the texts as well as their volume should be revised
- visual set-up should be fixed
- Participants would like to see large screen formats better adapted and utilized. At the same time, it is important that the entire navigation can be easily hidden and displayed when using small screen devices (e.g. smartphones).

Usability Testing

Pilot test

- with the lectures in Cambodia and Sri Lanka (N=32) – (Khmer and English Modules)
- Positive impressions: self-reflection(-assessments), module sequencing, multimedia elements, interactivity, navigation
- Usability problems: learner (technical) support instruction, spell-check and text structure, lengthy content, need for more new interactive (assessment) methods/elements

NEXT STEP: Final test

- with students of Cambodia and Sri Lanka
- Usability testing must be conducted after using of courseware.

Courseware Delivery

Moodle LMS

OPAL LMS

Dashboard / Meine Kurse / CONTESSA

Bearbeiten einschalten

Fortschritt insgesamt % 0

CONTESSA
Contemporary Teaching Skills for South Asia

Co-funded by the Erasmus+ Programme of the European Union

Kursbeschreibung:
It is increasingly important for successful educators to stay up-to-date with contemporary skills and methods to use inside and outside of the classroom. CONTESSA will focus on the development of contemporary teaching skills through five carefully selected modules. The course will explore the best practices related to E-Education, subject and learner-centered teaching methods, the role of teachers in the educational sphere, diversity in the classroom and other topics crucial to modern day teaching. Upon completion of this course, participants will be able to implement newly acquired contemporary teaching skills, engage all students in classroom activities and learn new ways to help students reach their full potential.

Lernziele:
Upon completing CONTESSA participants will be able to:

- understand the complex relationship between the community, school, teachers and learners;
- choose appropriate methods to achieve target-oriented learning and teaching processes;
- utilize supportive digital tools in a professional way;
- examine personal beliefs and biases to encourage self-awareness within teacher-student relationships; and
- create a safe, welcoming, and collaborative learning environment.

Zielgruppen:

- University Students/Trainee Teachers (Primary Education);
- Teachers (Primary education)

Inhalt:
MODULE 1. BUILDING BLOCKS OF PRIMARY EDUCATION
MODULE 2. EXCELLENCE IN TEACHING: PROFESSION-SPECIFIC COMPETENCES OF PRIMARY SCHOOL TEACHERS
MODULE 3. LEARNER-CENTERED PRIMARY EDUCATION: ENHANCING CO-CREATED LEARNING PROCESSES
MODULE 4. EMBRACING THE DIFFERENCES: PEDAGOGIC APPROACHES TO DIVERSITY, HETEROGENEITY AND SPECIAL NEEDS
MODULE 5. DIGITAL TEACHING AND LEARNING

Kalender

August 2022

Mo	Di	Mi	Do	Fr	Sa	So
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Website-Termine verbergen
Kursbereich-Termine verbergen
Kurs-Termine verbergen
Gruppe-Termine verbergen
Nutzer-Termine verbergen
andere-Termine verbergen

Meine Kurse | Hilfe | Online-Lernen | Orkhan Jalilov

CONTESSA

- TeilnehmerInnen
- Bewertungen
- Download Center
- Animierte Navigation aus
- Datenpräferenz
- Dashboard
- Kalender

OPAL

Suche

Orkhan Jalilov

Startseite | Lehren & Lernen | Kursangebote | CONTESSA - Online Modules

CONTESSA - Online Modules

CONTESSA Online Modules

- ☐ Registration and login in OPAL LMS
- ☐ OPAL User Manual
- ☐ About the Online Modules
- ☐ Course information
- ☒ Online Modules Multilingual
- ☒ Online Modules in English (Smart Study)
- ☒ Online Modules in English (Rise)
- ☒ Online Modules in Khmer (Rise)
- ☐ Online Modules Multilingual
- ☐ Registration to the testing VocEd
- ☐ Survey for testing CONTESSA Online Modules

Kurskalender
Leistungsnachweis
Gruppen

TU Dresden | Sommersemester 2021

CONTESSA Online Modules

Verantwortliche: Orkhan Jalilov | Christian Müller | Andreas Dörschmidt | Waipola Uyanage Layanthina Perera

Contemporary Teaching Skills for South Asia

Co-funded by the Erasmus+ Programme of the European Union

CONTESSA is a new Erasmus+ project funded by the European Commission that makes a significant contribution to the branch of Capacity Building in Higher Education (CBHE). The project is led by the University of Graz and aims to further the development of teaching skills in Cambodia and Sri Lanka through carefully selected partnerships with institutions of higher education and local educational organizations.

The goal of **Capacity Building** projects in the field of higher education is to encourage the cooperation between the EU and partner countries to address the challenges and opportunities among higher education institutions.







After extensive research by the University of Graz, teacher education was found to be a most crucial issue in South Asian schools. Teachers are a core element of the educational world and improving the teaching skills of future and current educators in both Cambodia and Sri Lanka will make a significant contribution that will have lasting individual and societal impacts.

Through the joint cooperation of the partner institutions in Austria, Cambodia, Germany, and Sri Lanka, the development of contemporary education and training programs will provide the necessary tools for teachers and institutions to meet international standards.

It is increasingly important for successful educators to stay up-to-date with contemporary skills and methods to use inside and outside of the classroom. CONTESSA will focus on the development of contemporary teaching skills through five carefully selected modules. The course will explore the best practices related to E-Education, subject and learner-centered teaching methods, the role of teachers in the educational sphere, diversity in the classroom and other topics crucial to modern day teaching.

Upon completion of this course, participants will be able to implement newly acquired contemporary teaching skills, engage all students in classroom activities and learn new ways to help students reach their full potential.

Take part in the free of charge workshop program, developed in collaboration with:

 Pafikasatra University of Cambodia
  University of Colombo
  University of Cambodia
  The Open University of Sri Lanka
  University of Graz
  Dresden University of Technology

For more information, please visit the [project's homepage](#)

Further Development

- Improvement of content and audio-visual elements of modules
- Revision of the linguistic complexity and length of texts including graphic elements accompanied by real-life examples
- Clearly definition of learning objectives and outcomes for each module
- Updating of the module content
- Updating of the interactive assessment methods and tools
- Development and integration of the learner support and technical guidance with the visual aid media.

INVITATION

Do you share my perspective and support my approach?

→ *What might be the specific meaning for developing talents for a social business in your branch?*

→ *Why not have a joint paper to be submitted in 2022?*

Please be invited to discuss the most recent approaches now – or @ one of the global conferences @ TU Dresden around TVET talent development:

September 2022 in Vienna

→ 51st IGIP International Conference on Engineering Pedagogy

→ 25th International Conference on Interactive Collaborative Learning

October 2022 in Dresden

→ 25th GeNeMe Communities in New Media Conference





Did you follow a specific organizational model in order to define the mode cooperation in your project?

Did you experience difficulties in implementing your preferred mode of (inter-)organizational collaboration?

Thank you on behalf of the TU Dresden Contessa Team!

Prof. Dr. Sandra Bohlinger (National Coordinator)

Prof. Dr. Thomas Köhler (Head Ed Tec)

Mr. Orkhan Jalilov (Development Ed Tec)

Mr. Christian Müller (Development TTT)

Mr. Andreas Dürschmidt (Development TTT)

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