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CONTESSA



CONTESSA
Contemporary
Teaching Skills
for South Asia



**TECHNISCHE
UNIVERSITÄT
DRESDEN**



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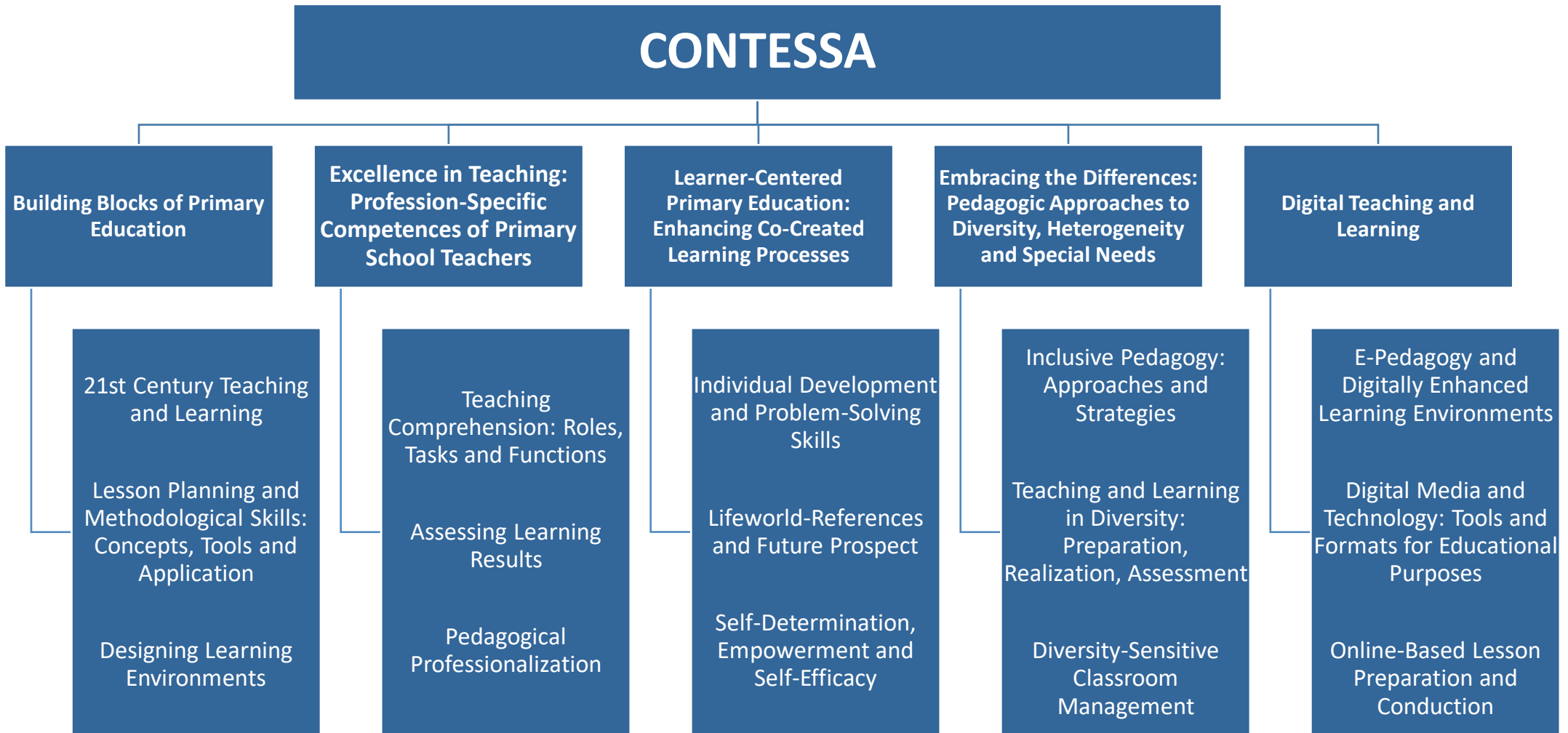
The following document is a manual on how to use the CONTESSA course as a whole and each individual module within the course. In this document you will find:

- a general description for the overall course that illustrates how CONTESSA is structured in order to achieve its goal of establishing a teacher education program;
- a visual representation of the modules and their components; and
- the individual modules including a short description of each module, the content, objectives, working material, learning methods, learning activities and criteria for success.

What is the CONTESSA course?

The CONTESSA course is one of the intellectual outputs of the “Contemporary Teaching Skills for South Asia” project co-funded by the Erasmus+ Program of the European Union. Its aim is to be a contribution to establishing successful teacher education programs for primary teachers in, particularly, Cambodia and Sri Lanka, which will create a long-lasting positive impact on the overall educational systems.

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. The CONTESSA course therefore offers five carefully selected modules, each of which containing three focuses, aiming at the development of contemporary teaching skills. 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. The modules and their focuses are as follows:



Who is the CONTESSA course for?

The 'Contemporary Teaching Skills for South Asia' project aims at promoting contemporary teaching skills for pre-service and in-service teachers working in primary schools. There are two versions of the CONTESSA course, one for pre-service teachers and a version adapted to the specific needs of in-service teachers who already possess advanced experience with teaching. Furthermore, the CONTESSA course is available for anyone interested in staying up-to-date with contemporary teaching skills.

This is the English version of the CONTESSA course. Material is also available in Khmer, Sinhala and Tamil.

What are CONTESSA's learning objectives?

Upon completing CONTESSA, participants will be able to:

- understand the complex relationship between the community, school, teachers and learners;
- take action to promote the appropriate teaching practices that apply to their classroom context;
- ensure that lesson plans reflect the needs of the students while following the desired curriculum;
- chose 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.

What is the structure of the CONTESSA course?

As mentioned before, the CONTESSA course consists of five modules, each worth the equivalent of 3 ECTS. Ideally, the modules are all used together since individual modules refer to other modules, but they are also designed in a way that each one can be used on its own.

Each module contains three thematic focuses and documents are available for each focus. This makes a total of 15 documents available in the CONTESSA course. Each document contains a course reading meant as a theoretical introduction to the focus, followed by practice exercises based on this theory. **STEP 1 – THEORY** – is meant as a revision of what has been read in the theoretical introduction. Practice exercises check the understanding of the text to make sure that the underlying theory has been understood. **STEP 2 – EXPERIENCE** – offers examples of real teachers and how they practically implement the theory explained before in the theoretical introduction. Theoretical knowledge needs to be supported by practice. Practical knowledge is a powerful tool which will encourage critical thinking, communication and problem solving. Course participants will encounter real-life situations and be asked to apply theoretical concepts and analyze them using actionable methods. These practical, real life examples will be used to contextualize the theoretical discussion. Pictures, videos, recordings and case studies of these practical teaching examples

are again connected to practice exercises which are meant to allow for the application of the before theoretically gained knowledge. **STEP 3 – (SELF-REFLECTION)** – includes reflection questions based on each focus. **STEP 4 – PRACTICE** – is the final STEP where a teaching project is created based on what has been seen before in STEPs 1 and 2. Theoretical knowledge and case studies have little value unless teachers can apply them in the classroom. The third element will focus on finding a balance between theory and practice and lay the groundwork for the best results. The purpose of this component is to provide the course participants with an opportunity to use their pedagogical knowledge and skills in practice. This aspect of the modules will ask course participants to design, carry out and evaluate their teaching methods to ultimately develop and advance as teachers.

How can the CONTESSA course be used?

The CONTESSA course is meant to be taught in a blended learning format, in order to offer course participants the advantages of both face-to-face classes as well as online aspects of learning. Besides the printable PDF version of the five modules, all content is therefore also available in an online format.

In the printable PDF version, the practice exercises in STEPs 1 and 2 can be directly completed in the document and solutions to the practice exercises are available in the document as well. STEPs 3 and 4 are part of a separate portfolio document which has to be created by each individual. A template for this portfolio is available as a separate document.

In the online format, the practice exercises in STEPs 1 and 2 are h5p exercises which are automatically corrected by the system. STEPs 3 and 4 are again part of a separate, ideally an e-, portfolio which has to be created by each individual.

While the practice exercises to STEPs 1 and 2 do not need to be corrected by members of the faculty, it is nonetheless recommendable to discuss what course participants have read in the course reading in class. Through this flipped classroom format, course participants are given the opportunity to engage with the course reading as needed at home, while the time in class is used to discuss open questions, deepen the gained knowledge and practice what has been theoretically seen before. The results of these discussions would ideally contribute to the completion of the portfolio tasks for STEPs 3 and 4, which need to be evaluated by members of the institution to give pedagogically valuable and usable feedback to the course participants.

Any additional form of examination is up to each institution.

General Information

The CONTESSA course is licensed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International License (<https://creativecommons.org/licenses/by-sa/4.0/>), which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made. If you remix, adapt, or build upon the material, you must license the modified material under identical terms. The images, audio and

video material as well as any third-party material in the course are not included in the Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the document's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.



The printable PDF versions of the modules are openly and freely available on the CONTESSA project homepage: <https://contessa-project.eu/>

TU Dresden provides the online course via its LMS Opal for open usage by anyone interested for an unlimited time. Institutional enrollment is not necessary, which is why this is a pure online course without human interaction: [homepage](#)

The SCORM compatible package of the CONTESSA course is available for interested institutions. Please contact: [Sandra Hummel, University of Graz](#)

Technical Information

Regarding basic technical requirements for a successful installation of the chosen online platform (e.g., Moodle), the following configurations are necessary:

Hardware:

Depending on available hardware and software as well as the type of use and load, the hardware requirements can vary as follows:

- Disk space: 200MB for the Moodle code, plus as much as you need to store content. 5GB is probably a realistic minimum.
- Processor: 1GHz (min), 2GHz dual core or more recommended.
- Memory: 512MB (min), 1GB or more is recommended. 8GB plus is likely on a large production server
- Consider separate servers for the web "front ends" and the database.

Software:

There are various ways of setting up a server. Each institution needs to have three types of servers: installing the operating system, web server and database.

If the institution has a hosted Moodle installation, the institution's provider will set up the server for the institution. In this case, the institution should check how they can change the PHP settings (e.g., the maximum file size for uploading files, etc.).

Operating system: Linux and Windows are the most common OS for Moodle installations because of good support. Linux is the ideal platform to run Moodle. Moodle is also regularly tested under Windows XP / 2000/2003, Solaris 10 (Sparc, x64), Mac OS and Netware 6.

Web server: MySQL and PostgreSQL are the databases under which Moodle is developed, which are best tested and for which there is extensive documentation and support. Oracle and MSSQL are fully supported, but less documentation and support is available than for MySQL and PostgreSQL. The server must be configured so that it can process PHP. It is recommended to install its latest version. PHP must be at least 5.3.2. Some PHP extensions are also required.

Database: MySQL and PostgreSQL are the databases under which Moodle is developed, which are best tested and for which there is extensive documentation and support. Oracle and MSSQL are fully supported, but less documentation and support is available than for MySQL and PostgreSQL. If in doubt, use MySQL (more documentation) or PostgreSQL (better stability and speed). It needs the database-specific PHP extension.
MySQL - at least 5.0.25 (InnoDB Storage Engine is strongly recommended)

PostgreSQL - at least 8.3

MSSQL - at least 9.0

Oracle - at least 10.2

SQLite - at least 2.0 (cf. www.moodle.org)

MODULE 1 BUILDING BLOCKS OF PRIMARY EDUCATION

SHORT DESCRIPTION

Successful educators understand how to incorporate the key elements of high-quality teaching into their classroom. This module will serve as a foundation for effective teaching practice to ensure that the core components of primary school teaching are considered when planning, conducting and evaluating learning and teaching processes. Through various cornerstone topics including 21st century teaching and learning, lesson planning, and learning environments, participants will be asked to reflect on the interdependent process of teaching and learning to successfully achieve the targeted outcomes.

CONTENT

1.1 TWENTY-FIRST CENTURY TEACHING AND LEARNING

1. Principles of 21st century teaching

- active involvement
- social participation
- meaningful activities
- relating new information to prior knowledge
- being strategic
- self-regulation and being reflective
- restructuring prior knowledge
- aiming towards understanding rather than memorizing
- helping students learn to transfer
- taking time to practice
- developmental and individual differences
- motivated learners

1.2 LESSON PLANNING AND METHODOLOGICAL SKILLS: CONCEPTS, TOOLS AND APPLICATION

1. Learning Paradigms/Theories

- behaviorism
- cognitivism
- constructivism
- connectivism
- subject-orientation

2. Effective teaching strategies

- direct instruction (e.g., lecture, explicit teaching, didactic questioning, demonstration, drill and practice)
- indirect instruction (e.g., inquiry, problem solving, case studies, concept formulation)
- experiential learning (e.g., simulations, focused imagining, models, games, field trips, experiments)
- interactive instruction (e.g., debates, discussion, problem solving, brainstorming, peer learning, reflection)
- independent study (e.g., work assignments, research projects, computer-aided instruction)

3. Different classroom formats

- large group teaching
- small group teaching

4. Teaching methods

- defining teaching method
- considerations when choosing instructional methods

5. Considerations for effective teaching

- planning
- explaining and demonstrating
- questioning
- monitoring
- reflection and evaluation

1.3 DESIGNING LEARNING ENVIRONMENTS

1. Learning environments

- defining learning environment
- teacher-centered vs. learner-centered learning environments
- importance of positive learning environments
- Maria Montessori
- aspects to consider when building a positive learning environment

MODULE OBJECTIVES

Upon completion of this module, participants will be able to...

- reflect on 21st century teaching and learning skills;
- define different learning paradigms and theories;
- differentiate between different teaching strategies;
- design learning tasks that lead to understanding and foster interdisciplinary competencies;
- support structured, differentiated and accompanying learning processes;
- apply suitable methods for structuring learning contents in a targeted and professional manner;
- select and use appropriate goal-oriented tools for the presentation of teaching materials (images, videos, graphics, audio, etc.);
- create a learner-centered, pedagogically well-considered toolbox of methods for the education of primary school children;
- recognize the importance of presenting learning contents in a way which is meaningful and relevant to the individual learner;
- identify significant aspects of encouraging learning environments; and
- create a learning environment that fosters students' participation.

WORKING MATERIALS

- Academic texts

	<ul style="list-style-type: none"> • Images • Videos • Recordings • Case-studies
LEARNING METHODS	<ul style="list-style-type: none"> • Self-assignments • Video presentations • Demonstrations • Case-based exercises • Portfolio assignments
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Close reading of theoretical texts • Watch videos presenting theory and application • Analyze different classroom settings • Analyze case-based examples • Write reflection-essays • Develop teaching materials • Create a Portfolio
CRITERIA FOR A POSITIVE CONCLUSION	<ul style="list-style-type: none"> • Completion of individual tasks • Self-monitoring via quizzes

	<ul style="list-style-type: none"> • Designing of pedagogic concepts considering contemporary and relevant approaches to primary education in form of a Portfolio
<p>SELECTED REFERENCES</p>	<p>Banks, T. (2014). Creating Positive Learning Environments: Antecedent Strategies for Managing the Classroom Environment & Student Behavior. <i>Creative Education</i>, 5, 519-524.</p> <p>Bishop C. F., Caston, M. I., & King, C. A. (2014). Learner-Centered Environments: Creating Effective Strategies Based on Student Attitudes and Faculty Reflection. <i>Journal of the Scholarship of Teaching and Learning</i>, 14 (3), 46-63.</p> <p>Ertmer, P. A. & Newby, T. J. (2013). Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from an Instructional Design Perspective. <i>Performance Improvement Quarterly</i>, 26(2), 43-71.</p> <p>Johnson, O. C. B., Documentation Team from Royal University of Law and Economics, & Royal University of Phnom Penh. (2016). <i>Quality Management of Educational Programmes in Cambodia</i>. ASEAN University Network.</p> <p>Kyriacou, C. (2009). <i>Effective Teaching in Schools: Theory and Practice</i> (3rd ed). Nelson Thornes.</p> <p>Sileo, T. W., Prater, M. A., Luckner, J. L., Rhine, B., & Rude, H. A. (1998). Strategies to Facilitate Preservice Teachers' Active Involvement in Learning. <i>Teacher Education and Special Education</i>, 21(3), 187–204.</p> <p>Vosniadou, S. (2001). <i>How Children Learn</i>. Chicago, Illinois: IAE.</p>
<p>ADDITIONAL LITERATURE</p>	<p>UNESCO. (2017). <i>Rethinking Schooling for the 21st Century: The State of Education for Peace, Sustainable Development and Global Citizenship in Asia</i>. Mahatma Gandhi Institute of Education for Peace and Sustainable Development. This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC BY-SA 3.0 IGO) https://creativecommons.org/licenses/by-sa/3.0/igo/</p>
<p>DOCUMENT</p>	<p><u>Link to module</u></p>

MODULE 2 EXCELLENCE IN TEACHING: PROFESSION-SPECIFIC COMPETENCES OF PRIMARY SCHOOL TEACHERS

SHORT DESCRIPTION

Successful educators not only need to be knowledgeable on the subject matter, but they must also continually develop their teaching skills. In this module, participants will explore the various pedagogical roles, tasks and functions of a teacher. One central task is assessing learning results which will be treated analytically and reflexively. Additionally, there will be a focus on the teacher's pedagogical professionalization and the value of not only knowing a subject but also understanding how the information needs to be delivered so that students learn effectively.

CONTENT

2.1 TEACHING COMPREHENSION: ROLES, TASKS AND FUNCTIONS

1. The teacher's roles

- internal and external factors influencing a teacher's role
- different roles teachers take on
- teachers' roles in Sri Lanka and Cambodia

2. Teaching tasks

- subject matter expertise
- general knowledge-sharing skills (explanatory skills, planning skills, time management skills)
- general classroom management skills (class engagement skills, transparent framework for learning processes)
- individual responsive skills (observation skills, communication skills with students and parents)
- overall attitude (passion, patience and positivity)

2.2 ASSESSING LEARNING RESULTS

1. Assessment

- importance of assessment
- types of assessment
- tools for assessment

- assessment methods (e.g., portfolio, self-assessment, concept mapping, teacher observation, standardized tests)
- assessment in Sri Lanka and Cambodia

2. Learning outcomes

- importance of learning outcomes in guiding the assessment
- Bloom's taxonomy

2.3 PEDAGOGICAL PROFESSIONALIZATION

1. Pedagogical professionalization

- processes of pedagogical professionalization
- importance of pedagogical professionalization

MODULE OBJECTIVES

Upon completion of this module, participants will be able to...

- comprehend the teacher's role in supporting and fostering the learner's development and the competencies necessary to realize this process;
- recognize the importance of effectively engaging in quality interactions with children;
- reflect on the different roles of a teacher and transfer that knowledge to their lessons to inspire their own professional growth;
- incorporate the methodology of a holistically oriented environment into their teaching;
- base their lessons on contemporary teaching methods;
- accompany individual learning paths;
- plan and structure their teaching in a way that it can be done effectively during class time;
- review and give feedback on learning processes and success; and
- distinguish between different ways of assessing learning results.

WORKING MATERIALS

- Academic texts

	<ul style="list-style-type: none"> • Videos • Podcasts • Recordings • Case-studies
LEARNING METHODS	<ul style="list-style-type: none"> • Self-assignments • Video presentations • Demonstrations • Case-based exercises • Portfolio assignments
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Close reading of theoretical texts • Watch videos presenting theory and application • Analyze case-based examples • Write reflection-essays • Develop teaching materials • Create a Portfolio
CRITERIA FOR A POSITIVE CONCLUSION	<ul style="list-style-type: none"> • Completion of individual tasks • Self-monitoring via quizzes • Designing of educationally meaningful lesson plan in form of a Portfolio

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DOCUMENT

[LINK TO MODULE](#)

MODULE 3 LEARNER-CENTERED PRIMARY EDUCATION: ENHANCING CO-CREATED LEARNING PROCESSES

SHORT DESCRIPTION

Successful educators understand how to put the learner into the focus of teaching and thus support the individual student on their path towards achievement. This module explores learner-centered education, and upon its completion, the participants will have a better understanding of how to incorporate the individual interests and needs of children into a cooperative learning environment. The focus will be on planning, conducting, reflecting, and evaluating lessons in a learner-centered way.

CONTENT

3.1 INDIVIDUAL DEVELOPMENT AND PROBLEM-SOLVING SKILLS

1. Empowerment

- the banking model of education vs. supporting self-determination in students
- power relations in the classroom
- importance of becoming an empowered and self-determined student

3.2 LIFEWORLD-REFERENCES AND FUTURE PROSPECTS

1. The Lifeworld

- defining the lifeworld (Edmund Husserl) and subject-orientation
- the importance of lifeworld-oriented teaching and learning
- examples of integrating the lifeworld into the teaching/learning process

3.3 SELF-DETERMINATION, EMPOWERMENT AND SELF-EFFICACY

1. Empowerment

- the role of the teacher in developing empowered students
- examples of how to empower students

MODULE OBJECTIVES

Upon completion of this module, participants will be able to...

	<ul style="list-style-type: none"> • distinguish the principles of learner-centered education and its benefits; • design an autonomous and self-directed learning environment; • consider the individual development of children and build upon their previously acquired capabilities; • identify the potential of problem-solving as teaching method in making learning more meaningful; • select and use techniques to enhance the development of problem-solving skills in their students; • incorporate real world connections; • recognize the concerns and challenges of children, educators and legal guardians in the context of transition processes and positively influence the educational process with confidence-building measures; and • encourage self-assessment and evaluation.
<p>WORKING MATERIALS</p>	<ul style="list-style-type: none"> • Academic texts • Videos • Images • Recordings • Case-studies
<p>LEARNING METHODS</p>	<ul style="list-style-type: none"> • Self-assignments • Video presentations • Demonstrations • Case-based exercises • Portfolio assignments
<p>LEARNING ACTIVITIES</p>	

- Close reading of theoretical texts
- Watch videos presenting theory and application
- Write reflection-essays
- Analyze teaching sequences
- Develop teaching materials
- Create a Portfolio

CRITERIA FOR A POSITIVE CONCLUSION

- Completion of individual tasks
- Self-monitoring via quizzes
- Designing of student-oriented pedagogic concepts encouraging communication and cooperation in form of a Portfolio

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DOCUMENT

[Link to Module](#)

MODULE 4 EMBRACING THE DIFFERENCES: PEDAGOGIC APPROACHES TO DIVERSITY, HETEROGENEITY AND SPECIAL NEEDS

SHORT DESCRIPTION

Successful educators take diversity and individual needs into consideration when planning their teaching and ensure equal opportunities and inclusion for every student. Regardless of their personal or socio-economic life circumstances, all students need and are entitled to have a safe and productive learning environment. This module will address the question of 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.

CONTENT

4.1 INCLUSIVE PEDAGOGY: APPROACHES AND STRATEGIES

1. Approaches to inclusive pedagogy

- defining diversity, special educational needs (SEN)
- examples of special educational needs
- defining special education schools, integration and inclusion
- opportunities that the appreciation of diversity enables
- universal design for learning
- inclusive education in Sri Lanka and Cambodia

2. Strategies for inclusive pedagogy

- positive self-efficacy, meaningful activities
- the role of students' families
- the teacher's role

4.2 TEACHING AND LEARNING IN DIVERSITY: PREPARATION, REALIZATION, ASSESSMENT

1. Preparing inclusive lessons

- tools for preparing an inclusive lesson
- considerations when preparing an inclusive lesson

2. Teaching in the diverse classroom

- examples of multiple means of representation, engagement and action/expression
- cooperative learning
- peer tutoring
- strategies for SEN students

3. Assessment in the diverse classroom

- defining formative assessment
- opportunities that formative assessment enables
- assessment tools (e.g., rubrics, checklist)

4.3 DIVERSITY-SENSITIVE CLASSROOM MANAGEMENT

1. Classroom management in the diverse classroom

- creating the physical learning environment
- rules and routines

2. Communication with children having difficulty hearing or seeing

Upon completion of this module, participants will be able to...

- define the basic concepts of inclusive education and special needs;
- support a culture of diversity and appreciation where equal opportunities are offered to ensure that each individual can develop their potential;
- 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;
- 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;
- select and use methods that take the students' needs into consideration to inspire and support all students; and
- actively encourage social learning and participation for all students at their own appropriate functional level.

MODULE OBJECTIVES

WORKING MATERIALS	<ul style="list-style-type: none"> • Academic texts • Videos • Images • Recordings • Case-studies
LEARNING METHODS	<ul style="list-style-type: none"> • Self-assignments • Video presentations • Demonstrations • Case-based exercises • Portfolio assignments
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Close reading of theoretical texts • Watch videos presenting theory and application • Analyze case-based examples • Write reflection-essays • Visualize learning contents • Develop teaching materials • Create a Portfolio
CRITERIA FOR A POSITIVE CONCLUSION	<ul style="list-style-type: none"> • Completion of individual tasks

	<ul style="list-style-type: none"> • Self-monitoring via quizzes • Designing of a needs-oriented pedagogic concept considering different backgrounds and belongings in form of a Portfolio
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<p>ADDITIONAL LITERATURE</p>	<p>Haug, P. (2017). Understanding Inclusive Education: Ideals and Reality. <i>Scandinavian Journal of Disability Research</i>, 19(3), 206-217.</p> <p>Nishio, A. (2019). History and Current Situation of Education for Children with Disabilities in Cambodia: A Gray Literature Review. <i>Creative Education</i>, 10, 1753-1763. This publication is available in Open Access under the Creative Commons Attribution International License (CC BY 4.0) https://creativecommons.org/licenses/by/4.0/</p> <p>Peckham-Hardin, K.D., Hanreddy, A., & Ogletree, B.T. (2018). <i>Preparing Teachers to Facilitate Communication Skills in Students with Severe Disabilities</i> (Document No. IC-17). University of Florida, Collaboration for Effective Educator Development, Accountability, and Reform Center.</p>
<p>DOCUMENT</p>	<p><u>Link to Module</u></p>

MODULE 5 DIGITAL TEACHING AND LEARNING

SHORT DESCRIPTION

The digital age has provided a wealth of new educational tools for the classroom and successful educators understand the importance of incorporating them into their teaching. This module will focus on how to effectively use information and communications technology (ICT) so that it aligns with learning objectives, subject matter and assessment in the classroom. Through concrete applications of technology, the opportunities provided by digital media will be shown to support and enrich the design and implementation of teaching and learning processes and a set of key digital skills will be developed so that the participants can better use digital media in pedagogical contexts.

CONTENT

5.1 E-PEDAGOGY AND DIGITALLY ENHANCED LEARNING ENVIRONMENTS

1. Digital enhancement and E-Pedagogy

- defining digital and analog technology, synchronous and asynchronous communication
- possibilities for more student-centered approaches
- digital teaching and learning in Sri Lanka and Cambodia

2. Digitally enhanced learning environments

- different forms of digitally enhanced learning environments
- smart learning environments and smart classrooms
- strategies for digitally enhanced learning environments

5.2 DIGITAL MEDIA AND TECHNOLOGY: TOOLS AND FORMATS FOR EDUCATIONAL PURPOSES

1. Digital media and technology

- defining media and technology
- advantages and disadvantages of digital media and technology

- determining hardware and software
- evaluating digital tools

5.3 ONLINE-BASED LESSON PREPARATION AND CONDUCTION

1. Preparing digitally enhanced lessons

- different degrees of integrating digital technology into the teaching/learning process
- guidelines when preparing a digitally enhanced lesson

2. Digitally enhanced lessons

- advantages and disadvantages of flipped classroom, digitally enhanced collaboration, digital storytelling
- Considerations on open educational resources

3. Teacher's competences for digitally enhanced teaching

- information and media literacy
- communication and collaboration
- digital content creation

MODULE OBJECTIVES

Upon completion of this module, participants will be able to...

- define the basic concepts of digital teaching and learning;
- reflect on the potential of information and communications technology in the classroom setting;
- recognize the advantages and disadvantages of working in digitally enhanced learning environments;
- describe smart class equipment;
- apply digital knowledge in pedagogical contexts to make a considerable impact on students' learning;
- use new media accurately, creatively, ethically and legally in the context of primary education;
- integrate new media in school lessons in a pedagogically meaningful and target-oriented way;
- search effectively for teaching material online and evaluate results; and
- create learning materials digitally.

WORKING MATERIALS	<ul style="list-style-type: none"> • Academic texts • Videos • Images • Recordings • Case-studies
LEARNING METHODS	<ul style="list-style-type: none"> • Self-assignments • Video presentations • Demonstrations • Case-based exercises • Portfolio assignments
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Close reading of theoretical texts • Watch videos presenting theory and application • Write reflection-essays • Develop teaching materials digitally • Create a Portfolio
CRITERIA FOR A POSITIVE CONCLUSION	<ul style="list-style-type: none"> • Completion of individual tasks • Self-monitoring via quizzes • Designing of pedagogic concepts including e-teaching and e-learning methods in form of a Portfolio

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DOCUMENT

[Link to Module](#)