

## Training of Trainers “Online Teaching Revisited”

### General information

This is a *Training of Trainers* course offered by FH JOANNEUM as a part of the PRINTeL project. The course will take place online via MS Teams on February 10-12 2021, at 9:00 -13:00 CET.

### Entry requirements

Each participant needs a laptop or tablet, basic computer skills and is expected to have previous experience of teaching in higher education as well. Ideally, participants should have followed the previous PRINTeL course Hybrid / Blended Teaching & Learning given in Styria in November 2018.

### Content

This interactive online workshops are designed to supports teachers in enhancing their teaching qualifications with competences in the field of online teaching practice in order to meet the current needs of the students. Due to Corona Crisis, there is a need to go beyond blended learning to “shatter the timetable” as the way to keep cohort community, avoid zoom fatigue and still built skills among students. And there definitely new doors opening related to remote learning, that create value. The use of online learning, thrust into widespread use by the current pandemic, has been embraced by students and lecturer alike as part of a blended learning model. However, good online teaching requires teachers to have very different skills. It’s not about teaching people about a subject, but about providing guidance, mentoring, coaching to help students understand the relevance of what they are learning about. Creating meaningful interactions online is more time consuming than lecturing face-to-face, but proving access to stimulation asynchronous learning will be a very valuable adjunct to face-to-face tutorials and much more valuable than being one of many in a massive lecture theatre. Thus, there will be plenty of time to share experience of online or campus teaching, especially considering the current pandemic and the rapid digitalization of teaching that has occurred.

### Intended learning outcomes

The objective of the Training of Trainers course is to prepare teachers in higher education for designing online teaching and learning activities.

On completion of the course, the participants are able to:

- design effective online activities for their teaching practice and apply various methods of online learning in their courses
- apply teaching practices in remote project based learning courses

- motivate & support students by adopting and practicing new strategies for efficient online learning

## Overview and Schedule of Topics

Day	Date	Topic / Workshop	Lecturer
1	10th February 2021	<b>Module 1: Introduction to Online Teaching Revisited</b>	Doris Kiendl
2	11th February 2021	<b>Module 2: Teaching Practices for remote Project Based Learning</b>	Clarissa Maierhofer
3	12th February 2021	<b>Module : Online learning activity design - Supporting students learning online</b>	Anastasia Sfiri

## Course teacher(s)

- FH- Prof. Mag. Dr. Doris Kiendl, LL.M. – Head of Institute of International Management (IIB)
- Anastasia Sfiri, Bsc, MSc – Research Assistant (ZML)
- Dipl. (FH) Clarissa Maierhofer, MSc – Researcher Institute of International Management (IIB)

## IIB – Institute of International Management

The Institute of International Management (IIB) is part of the Faculty of Management at FHJ. The faculty and staff at IIB has been deeply involved in e-learning, online teaching and blended learning formats. Furthermore, IIB has developed several MOOCs and is coordinator of an EU wide knowledge alliance for the future development and use of MOOCs, the project “BizMOOC”; see <http://bizmooc.eu/>. In addition, IIB has had extensive experience in European research projects, such as INTERREG, Erasmus+, ALFA and related funding programs. Through these EU projects, the team of IIB has developed its expertise and published many scientific articles in the fields of Innovation in Teaching, Entrepreneurship, Internationalization and University Development.

## ZML – Innovative Learning Scenarios

The FHJ competence centre “ZML- Innovative Learning Scenarios” has extensive experience in projects, the activities range from development of training materials, social media, game



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based learning and learning with new media. The ZML develops learning scenarios which cover the user requirements regarding technical implementation & didactical approach. ZML explores the latest e-learning trends with a focus on didactics in close collaboration with national and international partners. Methods that prove successful in projects and online learning experiments are transferred into innovative training scenarios and modern teaching formats.

## Module 1: Online Teaching Revisited

**Workshop Leader:** Prof. Doris Kiendl, Institute of International Management

[Doris.kiendl@fh-joanneum.at](mailto:Doris.kiendl@fh-joanneum.at)

**Date:** 10<sup>th</sup> of February 2021 | 9:00 – 13:00 CET

**Place:** Online via MS Teams

### Content

In this module, the participants will

- **get to know THEORY AND GOOD PRACTICE EXAMPLES on online teaching and learning.**  
In particular, this module will address the following topics:
  - **How to FACILITATE AN ONLINE COURSE: Quantity vs Quality of content in teaching:** How to focus on relevant content in order to make learning more effective
  - **Attention of students:** How to overcome the problem of rapid attention loss in online lectures
  - **Active participation of students in online teaching:** What kind of participation is appropriate? Which levels of participation are useful in different contexts?
- **reflect on their experience and their COMPETENCES ACQUIRED** in the application of the tools and methods which they have acquired in the first PRINTEL trainings
- **create a COMMUNITY of PRACTICE and share the knowledge and experience gained with their colleagues** and, thus, widen and deepen their professional development in the application of innovative teaching methods

### Learning Outcomes

Upon completion of the first module, the participants

- are able to reflect in a structured and systematic way on their personal professional development in the application of innovative teaching methods and especially, in their professional development with respect to the experience gained through the implementation of innovative teaching tools acquired in the first PRINTEL training.
- can design effective online activities for their teaching practice.
- know crucial framework conditions of online learning, such as the problem of “quantity vs quality”, the psychological issue of (maximum) attention span in a lecture, and various levels and tools of student participation.
- can apply various methods of online learning in their courses.

## Teaching and Learning Methods

- Presentations by the workshop leader
- team work
- individual work
- discussion in small groups

## Learning Material

- Agenda
- Power Point Slides
- Tasks in Breakout Rooms – moderated discussions

## Evaluation of trainees' learning processes in the workshop and feedback

The participants are expected to participate actively in the workshop, and they are expected to deliver a short individual report (300-400) on the learnings in this workshop upon completion of the additional training (by February 15<sup>th</sup>, 2021).

## Literature

- *Cohn, J., Seltzer, B. (2020), Teaching effectively during times of disruption, for SIS and PWR, [bit.ly/stanfordteachingdisruption](https://bit.ly/stanfordteachingdisruption).*
- *Csikszentmihaly, M. (1990), flow, Harperperennial.*
- *Darby, F. (2020), How to be a Better Online Teacher, The Chronicle of Higher Education, pp. 12-23.*
- *Dewey, J. (2010), HOW WE THINK, Cambridge:Cambridge Scholars Publishing.*
- *Kahneman, D. (2011), Thinking Fast and Slow, Penguin Books.*
- *Ni Shé, C., Farrell, O., Brunton, J., Costello, E., Donlon. E., Trevaskis, S., Eccles, S. (2019), Teaching online is different: critical perspectives from the literature, Dublin: Dublin City University. Doi: 10.5281/zenodo.3479402.*
- *Williams, B. (2003), High Order Thinking Skills. Challenging all Students to Achieve. Corwin Press.*

## Module 2: Teaching Practices for remote Project Based Learning

**Workshop Leader:** Dipl. (FH) Clarissa Maierhofer, MSc, Researcher at Institute of International Management  
clarissa.maierhofer@fh-joanneum.at

**Date:** 11<sup>th</sup> of February 2021 | 9:00 – 13:00 CET

**Place:** Online via MS Teams

### Content

The training module provides inspiration to teachers who want to create challenging and innovative teaching & education in the field of Project Based Learning. The aim is to support teachers to offer students a powerful learning environment and encourage students to learn and develop, by focussing on how a teacher can keep students connected and engaged in an online PBL course. In this module, the participants will learn and reflect on the teaching practice in Project Based Learning according to research in the field.

During the workshop participants will

- understand that the **concept of PBL in the digital classroom** involves replacing traditional classroom-based ‘knowledge transfer’ by other forms of teaching practices
- discuss the seven **Gold Standard project based teaching practices** and how they can integrate them in their online PBL teaching
- consider the teaching practices and **their transitioning in online PBL teaching** to create a successful learning experience for the students

The Module 1: “Online Teaching Revisited” is the starting point of this teacher training. This course has a direct link to both other modules because of the interaction and the necessity of a complementary view on online learning experiences.

### Learning Outcomes

Upon completion of the second module, the participants can

- a) apply the seven Gold Standard teaching practices when transitioning their teaching to PBL
- b) understand the role of the teacher in PBL, the technologies needed for remote PBL learning and the process for successful completion

- c) develop and support students' thrive for successful completion of the PBL course through application of appropriate teaching practices
- d) aspire the roles of the innovative teacher towards innovative educational design and mindset in PBL

## Teaching and Learning Method

- short presentation by the workshop leader
- individual reflection
- team work
- open discussion

## Learning Material

- Agenda
- Slides
- Tasks
- Template for the report
- Feedback of the session

## Evaluation of trainees' learning processes in the workshop and feedback

Trainees will be evaluated on the basis of their written reflection on the requirements for teaching practices to make PBL possible in an online setting.

- Individual report
- 300-400 words
- By February 16<sup>th</sup>, 2021

## Literature

Boss, S., & Krauss, J. (2014). *Reinventing project-based learning: Your field guide to real-world projects in the digital age* (Second edition). Eugene, Oregon: International Society for Technology in Education.

Buck Institute for Education – PBL resources: <https://www.bie.org>

Cooper, R., & Murphy, E. (2016). *Hacking project based learning: 10 easy steps to PBL and inquiry in the classroom. Hack Learning Series*. Cleveland, OH: Times 10 Publications.

Gerjest, P.H. & Hess, F.W. (2005). *When are powerful learning environments effective? The role of learner activities and of students' conceptions of educational technology*.

ScienceDirect. <https://www.sciencedirect.com/science/article/pii/S0883035505000595>



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Hattie, J. & Yates, G.(2014). *Visible Learning*. <https://visible-learning.org/john-hattie/>

Ho, M. W., & Brooke, M. (2017). *Practical guide to project-based learning*. New Jersey: World Scientific.

Project Management Institute Educational Foundation: <https://pmief.org/>



## Module 3: Online learning activity design - Supporting students learning online

**Workshop Leader:** Anastasia Sfiri, MSc, BSc – Senior E-Learning Expert, ZML –Innovative Learning Scenarios

[Anastasia.Sfiri@fh-joanneum.at](mailto:Anastasia.Sfiri@fh-joanneum.at)

**Date:** 12<sup>th</sup> of February 2021 | 9:00 – 13:00 CET

**Place:** Online via MS Teams

### Content

In this module, the participants will design online learning activities for their teaching practice according to research on motivation and educational psychology. Participants will discuss their online learning activities in the group, get feedback from the trainers and improve their designs with the help of good practice examples.

During the workshop participants will

- take a good look at the **self-determination theory** of Deci & Ryan (2000) and apply the three motivational aspects of competence, autonomy and psychological relatedness in the design of their online teaching and learning activities
- discuss main **learning principles** and reflect their **role as a teacher** in supporting students improve their learning strategies
- discuss different **learning strategies**, and integrate them in their online learning activities

Participants will build on the contents of Module 1: “Online Teaching Revisited” on the role of the teacher as a facilitator, coach, mentor, supervisor and the need for more interactivity and less new information.

### Learning Outcomes

Upon completion of the first module, the participants can design online learning activities that

- e) motivate students in their online learning
- f) help students learn with increased efficiency and fun
- g) help students improve their learning behaviour on the long run, by adopting and practicing new strategies for efficient online learning

## Teaching and Learning Method

- short presentation by the workshop leaders
- teamwork

## Learning Material

- Agenda
- Slides
- Worksheets
- Tasks
- Template for the report
- Feedback of the session

## Evaluation of trainees' learning processes in the workshop and feedback

Trainees will be evaluated on the basis of their answers to the following question: "How do I estimate the potential of online learning activity design, at my university and in my private career?" (short individual report - 300-400 by February 17<sup>th</sup>, 2021)

## Literature

American Psychological Association, Coalition for Psychology in Schools and Education. (2015). "Top 20 principles from psychology for preK-12 teaching and learning." Retrieved from <http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf> (PDF, 662KB). [last access: 14.01.2021]

American Psychological Association (2012). Student Learning. Thinking, Learning and Memory: <https://www.apa.org/education/k12/student-learning> [last access: 14.01.2021]  
CSTD – Center for Self-determination Theory: <https://selfdeterminationtheory.org/theory/>

American Psychological Association (2010), Practice for Knowledge Acquisition (Not Drill and Kill). Designing activities with the goal of transferring knowledge: <https://www.apa.org/education/k12/practice-acquisition> [last access: 14.01.2021]

Deci, E. L., & Ryan, R. M. (2012). Self-determination theory.

Legault, Lisa. (2017). Self-Determination Theory. 10.1007/978-3-319-28099-8\_1162-1. [https://www.researchgate.net/publication/317690916\\_Self-Determination\\_Theory](https://www.researchgate.net/publication/317690916_Self-Determination_Theory) [last access: 14.01.2021]