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Course Description – Designing meaningful online learning

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General information

This is a *training of trainers* course offered by Linköping University as a part of the PRINTEL project.

The course will take place online on April 19, 20, and 21, 2021, at 15:00-18:00 pm CET. Entry requirements and intended learning outcomes can be found in the syllabus. This document gives a more detailed view of the course.

Digital communication

All course days will take place online, and participants are expected to have access to necessary equipment (e.g., computer, headset, reasonable internet connection) and software. During the course, we will make use of two different tools for communication:

Zoom will be used for online meetings.

- We will provide you with a single link, used for all course days, and a special password to enter the online meeting.
- Before the first online session, make sure that you can connect to the Zoom meeting. You are welcome to click on the link and enter the meeting at any time to test your connection.
- Zoom meetings work best if you have a headset. Otherwise, please keep your microphone muted when you are not speaking.

Preparations

Participants are expected to select a topic and hand in a brief description at least a week before the course starts. This will be used as a basis for creating smaller groups. More information about selecting a topic and how this should be handed in can be found in the document *Reflection Portfolio Instructions*, which is enclosed below.

This course is designed according to the flipped classroom approach and flipped classroom as a design principle will be addressed extensively during the course. Before each course day, participants are expected to watch and reflect upon short film clips. Links to these will be available in the G drive.

Day 1: Introduction to the CoI framework and focus on Cognitive Presence

During the first day, we will introduce the Community of Inquire framework. Participants will briefly present their selected topics and the course work will focus on the *cognitive presence*, i.e., “the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse”.

15.00 – 15.30 Course introduction and presentation of teachers and participants



15.30 – 16.15 Ice breaker exercise and Q & A session on the film clips for day 1

16.15 – 17.00 Group discussion on cognitive presence in relation to chosen topics

17.00 – 18.00 Break

18.00 – 19.00 Continued group discussions; Summary of discussions with the whole group; Daily reflection and summary of assignments for next course day

Day 2: Focus on Social Presence

During the second day, participants will continue to work on their selected topics with a focus on the *social presence*, i.e., “the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop interpersonal relationships by way of projecting their individual personalities”.

15.00 – 16.00 Q & A session: Whole group discussion on the film clips for day 2

16.00 – 17.00 Group discussion on social presence in relation to chosen topics

17.00 – 18.00 Break

18.00 – 19.00 Continued group discussions; Summary of discussions with the whole group; Daily reflection and summary of assignments for next course day

Day 3: Focus on Emotional Presence and concluding reflections

Day three will focus on the *emotional presence* of online learning. As a conclusion, participants will

also present their reflections and their suggestions for redesigning their selected topic.

15.00 – 16.00 Q & A session: Whole group discussion on the film clips for day 3

16.00 – 17.00 Group discussion on emotional presence in relation to chosen topics

17.00 – 18.00 Break

18.00 – 19.00 Continued group discussions; Summary of discussions with the whole group; Final reflection

Summary of course preparations

This is a summary of what you are expected to do:

Before first course day

- Make sure that you can access the Zoom meeting and the G drive
- Select a topic and describe it by posting a short description (see the document *Reflection Portfolio Instructions*)
- Watch the film clips that are prepared for the first course day

Before the second day

- Watch the film clips that are prepared for the second course day (see links in the G drive)
- Update your reflection portfolio
- Comment on other participants reflection portfolios

Before the third day

- Watch the film clips
- Update your reflection portfolio
- Comment on other participants reflection portfolios



Reflection Portfolio Instructions

Selecting a topic

Before the start of the course, we ask you to select a topic. The role of the topic is to serve as a concrete teaching example, something that will help you anchor the theoretical framework to your daily life as a teacher. Instead of just discussing online teaching in general, we can also discuss the immediate consequences for your teaching. If you choose a topic that is connected to teaching that you are working with right now, this means that you can start implementing changes right away.

Ideally, the topic should be a concrete learning activity that needs to be redesigned or improved to work online, e.g., a specific lecture, seminar, or lab session. It could also be a specific exam, an online discussion forum or some other course related tool or resource. The topic should preferably not be a whole course, but rather a part of it. It will be easier if the topic has a context, so avoid general topics. It will be easier and more productive if the topic has a connection to actual teaching, but if that is impossible you can use a made-up case.

In the reflection portfolio, describe your selected topic and the context of the topic briefly. In which subject are you teaching? What is the problem you would like to solve or the aspect you would like to improve?

Community of Inquiry Survey Instrument

The *Community of Inquiry Survey* is a survey directed towards students. The survey consists of a series of statements to be assessed according to a Likert-type scale (from 1=strongly disagree to 5=strongly agree). This instrument is designed to be used for evaluating an entire course. All statements are formulated positively, and hopefully the students will be able to give the course high grades. You can access the survey in the Gdrive.

In this course, we will use the Community of Inquiry Survey as a checklist for developing online teaching. The survey has three sections for each of the three original presences of the Col framework (teaching, social and cognitive). You will use these as starting points for reflecting on the changes you need to make to develop your chosen topic. If you want to, you can try to answer each question in the survey and explain how you fulfill that particular point. However, since the survey is designed for evaluating a whole course, all questions might not be applicable on your topic. If so, just ignore those questions.

Purpose and method of the reflection portfolio

Reflection is an important part of learning, and a way of making the learning process explicit. Formulating your thoughts on the subject in writing is a way of making sense of what you have read, watched, and discussed. Your personal reflection portfolio will be updated in several stages during the course. By sharing the reflection portfolio with your peers, another dimension of learning is added. You will receive input from other participants, and at the same time give feedback to others.



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Summary of what to do with your reflection portfolio

Before the course 1

- In the folder *Reflection Portfolios*, you will find this instruction along with a template for your own reflection portfolio. Make a copy of that template file and give the file your name. (You can either make a copy in G drive or download the file and upload it again with a different name.)
- In your personal reflection portfolio, enter your name and a short description of the chosen topic (see more instructions above).

Before course day 2

- Update your personal reflection portfolio sections *Teaching Presence* and *Cognitive Presence*. Use the questions in the survey as a starting point.
- Read through the reflection portfolios of the other participants in your group and give them comments. Use the comment function that exists in G drive. You can e.g., point out ideas that you think are great or ask questions if there are things that you think are unclear or needs more work.
- Finally, read through the comments that you have received on your portfolio.

Before course day 3

- Update your personal reflection portfolio sections *Social Presence*. Use the questions in the survey as a starting point.
- Read through the reflection portfolios of the other participants in your group and give them comments.
- Finally, read through the comments that you have received on your portfolio.