

## Module 1:

### Introduction to Blended Learning - Jutta Pauschenwein, Doris Kiendl

Mag. Dr. Jutta Pauschenwein - Head of ZML- Innovative Learning Scenarios (ZML)

FH- Prof. Mag. Dr. Doris Kiendl, LL.M. – Head of Institute of International Management (IIB)

**Date:** 5<sup>th</sup> of November 2018, 09:00-12:00 (3 hours)

**Place:** Graz, FH JOANNEUM

## OVERVIEW

### Content

On the first day we start with an overview of the week and give an introduction to Blended Learning and Teaching. Based on the approach of emergent learning we analyse the background of the trainees. We encourage them to present their experience and needs. We support them in order to define **group projects** for the whole week.

### Learning Outcomes

Upon completion of the first module, the participants will

- a) Know the meaning and significance of "blended learning";
- b) Be able to apply concepts of emergent learning in their own teaching;
- c) Define group projects for their learning portfolio during this entire week of workshops.

### Teaching and Learning Method

- Short presentations by the workshop leaders
- Group discussions
- Case studies

### Learning Material

- Overview
- Agenda
- Slides
- Tasks
- Template for deliverable
- Feedback of Module 1

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

The evaluation of the trainees will be based on the following criteria:

- a) Active participation in the workshop (40 %)
- b) Written report/statement of the Group Projects (60%)

The written report (300-400 words) should consist of these parts:

- Objectives of the Group Project
- Context (in which courses of the trainees will the outcome of the workshop be implemented)
- Individual contributions of each trainee in the group work and role of each individual trainee
- Work plan (during the workshop and, in particular, after the workshop for the purpose of the implementation in the teaching of the trainees)

### Deliverable

- A Written Report (as Group Work; 300-400 words) for the implementation of blended learning in each trainee's own teaching/training
- Abstract in English, report in your language

### Literature

Salmon, G. (2013). *E-tivities: The key to active online learning*. Routledge.

[https://etutors.wikispaces.com/file/view/Etivities\\_Salmon.pdf](https://etutors.wikispaces.com/file/view/Etivities_Salmon.pdf) : Last accessed on 19.07.2018

Salmon, G. (2004). *E-moderating*. Routledge.

Schön, D. A. (2017). *The reflective practitioner: How professionals think in action*. Routledge.

Schön, D. A. (1987). *Educating the Reflective Practitioner. Toward a New Design for Teaching and Learning in the Professions. The Jossey-Bass Higher Education Series*. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104.

## Module 2:

### E-moderating and the reflective practitioner/teacher – Anastasia Sfiri

Anastasia Sfiri, MSc, BSc – Senior E-Learning Expert, ZML –Innovative Learning Scenarios

**Date:** 5<sup>th</sup> of November 2018, 13:00-17:00 (4 hours)

**Place:** Graz, FH JOANNEUM

#### Content

In the module 2 we introduce the participant to the role of reflection in learning and discuss the necessary changing role of the teacher. In blended learning scenarios the framework we use to support reflection is the eModerating approach developed by Gilly Salmon. Participants are supported in the first development of an eModerating concept for their own practice and discuss the chances and difficulties of the approach in their own context. The learnings of this module are integrated to the group project of the whole week.

#### Learning Outcomes

Upon completion of the first module, the participants

- a) can discuss the importance of reflection in learning
- b) are able to describe the 5 stage model of eModerating
- c) can design online activities (e-tivities) for their practice

#### Teaching and Learning Method

- short presentation by the workshop leaders
- team work
- individual work
- discussion in pairs

#### Learning Material

- Agenda
- Slides
- Tasks
- Template for the report
- Feedback of the session
- Salmon, G. (2007). 80: 20 for E-Moderators.  
[https://eprints.usq.edu.au/18862/2/Salmon\\_Ch16\\_2006\\_PV.pdf](https://eprints.usq.edu.au/18862/2/Salmon_Ch16_2006_PV.pdf) : Last accessed on 17.10.2018

#### 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 e-moderation in my teaching/training, at my university and in my private career?"

#### Deliverable

- A blended learning design for the implementation of eModerating at own teaching/training
- Abstract in English, report in your language

### Literature

Salmon, G. (2013). *E-tivities: The key to active online learning*. Routledge.

[https://etutors.wikispaces.com/file/view/Etivities\\_Salmon.pdf](https://etutors.wikispaces.com/file/view/Etivities_Salmon.pdf) : Last accessed on 19.07.2018

Salmon, G. (2004). *E-moderating*. Routledge.

Schön, D. A. (2017). *The reflective practitioner: How professionals think in action*. Routledge.

Schön, D. A. (1987). *Educating the Reflective Practitioner. Toward a New Design for Teaching and Learning in the Professions. The Jossey-Bass Higher Education Series*. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104.

## Module 4: Online-Portfolios to support students' reflection processes – Christina Mossböck and Anastasia Sfiri

Christina Mossböck, BEd – Senior eLearning Expert, ZML-Innovative Learning Scenarios  
Anastasia Sfiri, MSc, BSc – Senior eLearning Expert, ZML-Innovative Learning Scenarios

**Date:** 6<sup>th</sup> of November 2018, 13:30-17:30 (4 hours)

**Place:** Graz, FH JOANNEUM

### Content

In this module we introduce the concept of online portfolios in teaching and learning. Participants learn how this approach has been integrated at the FH Joanneum, discuss the chances and the challenges of the approach as well as the underlying conditions for a successful implementation. A main element of this workshop is the design of a first concept for integration into their own teaching.

### Learning Outcomes

The trainees

- can discuss the theoretical and didactical aspects of e-portfolios
- can give examples of e-portfolio implementation in university education
- can design a first implementation concept for the adoption of e-portfolios in their own university, teaching/training

### Teaching and Learning Method

- presentation of content by the trainer
- team work
- individual work,
- discussion in pairs

### Learning Material

- Agenda
- Slides
- Tasks
- Template for the report
- Feedback of the session
- E-Portfolios explained: Theory and Practice: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios> : last accessed 20.07.2018
- Portfolios in the COS Program: <http://oer.fh-joanneum.at/zml/portfolios/> : last accessed 20.07.2018

### 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 estimate the potential of portfolios in my teaching/training, at my university, in my private career?

### Deliverable

- Design of a first implementation concept for the adoption of e-portfolios in my own university, teaching/training

*Text in Russian/Armenian - Short abstract in English*

### Literature

Eynon, B., Gambino, L. M., & Torok, J. (2014). Reflection, integration, and ePortfolio pedagogy.: [https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1026&context=nc\\_pubs](https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1026&context=nc_pubs) : last accessed 20.07.2018

Bass, R. (2014). Social pedagogies in ePortfolio practices: Principles for design and impact. *Catalyst for Learning: Eportfolio Resources and Research*. [http://c2l.mcnrc.org/wp-content/uploads/sites/8/2014/01/Bass\\_Social\\_Pedagogy.pdf](http://c2l.mcnrc.org/wp-content/uploads/sites/8/2014/01/Bass_Social_Pedagogy.pdf) : last accessed 20.07.2018

## Module 5: Multimedia online learning material production – Erika Pernold, Martin Gutzelnig

Mag. Erika Pernold – Senior E-Learning Supporter of ZML- Innovative Learning Scenarios (ZML)  
Martin Gutzelnig, M.A. – Video artist

**Date:** 7<sup>th</sup> of November 2018, 08:30-12:30 (4 hours)

**Place:** Graz, FH JOANNEUM

### Content

On the first day we start with an overview of the week and give an introduction to Blended Learning and Teaching. Based on the approach of emergent learning we analyse the background of the trainees. We encourage them to present their experience and needs. We support them in order to define **group projects** for the whole week.

### Learning Outcomes

The trainees

- can discuss the role of visualization in online teaching
- can give examples useful texts
- are able to think about a story and how to put it in a video
- are able to use simple tools on their mobile phones or computers to produce a video
- know where to put a video online and how

### Teaching and Learning Method

- presentation of content by the trainers
- discussion and clustering of results
- group work
- reflection

### Learning Material

- Video production explained: Theory and Practice: <http://oer.fh-joanneum.at/zml/online-video-audio/>
- About texts and multimedia <http://www.atletycmooccamp.eu/>

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

The evaluation of the trainees will be based on the following criteria:

- a) Active participation in the workshop (40 %)

b) Written report/statement of the Group Projects (60%)

The written report (300-400 words) should consist of these parts:

- Objectives of the Group Project
- Context (in which courses of the trainees will the outcome of the workshop be implemented)
- Individual contributions of each trainee in the group work and role of each individual trainee
- Work plan (during the workshop and, in particular, after the workshop for the purpose of the implementation in the teaching of the trainees)

**Deliverable**

- A Written Report (as Group Work; 300-400 words) for the implementation of blended learning in each trainee's own teaching/training
- Abstract in English, report in your language

**Literature**

- Fullan, M., Quinn, J., & McEachen, J. (2017). Deep learning: Engage the world change the world. Corwin Press.
- LeFever, L. (2012). The art of explanation: Making your ideas, products, and services easier to understand. John Wiley & Sons.
- Vancell, J. (2015). Student-generated content. Read back august 3rd 2017, <http://vancelljoseph.blogspot.com/2015/03/student-generated-content.html>
- Salmon, G. Five Stage Model, read back october 22nd 2018; <https://www.gillysalmon.com/five-stage-model.html>



## **Module 6:**

### **Online tools to support Project Based Learning – Ligia Pasqualin**

Lígia Pasqualin, MA, MBA – Lecturer in the Institute of International Management

**Date:** 8<sup>th</sup> of November 2018, 09:00 – 13:00 (4 hours)

**Place:** Graz, FH JOANNEUM

#### **OVERVIEW**

##### **Content**

The course will address the hallmarks of project based learning and the role of project management in Project Based courses. Online collaborative tools to support project based courses will be presented (E.g.: Trello, Asana, Monday, Google drive & docs).

##### **Learning Outcomes**

The trainees

- can understand the role of projects and its management in the classroom
- get to know different online tools available and to try some of them
- are able to explore the tools for applying in projects with the students

##### **Teaching and Learning Method**

- presentation of content by the trainer
- team and individual work
- discussion

##### **Learning Material**

- Agenda
- Slides
- Tasks
- Template for the report
- Feedback of the session - Module 6

##### **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 using online tools for project courses in my teaching/training?"

##### **Deliverable**

- Create a "project" and collaboration team with an online collaborative tool for potential adoption in the classroom
- Documentation of learnings

## 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.
- 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.
- Ho, M. W., & Brooke, M. (2017). *Practical guide to project-based learning*. New Jersey: World Scientific.
- Explore the features of Trello: <https://trello.com>
- Explore the features of Asana: <https://asana.com>
- Explore the features of Monday: <https://monday.com>
- Explore the Storage Features of Google Drive - <https://www.google.com/drive/using-drive/>

## Requirements

- Computer and internet access
- Google account

## **Module 7:**

### **Assisted work in the group projects – Anastasia Sfiri, Ingrid Kienberger, Rita Santos**

Anastasia Sfiri, MSc, BSc – Senior eLearning Expert, ZML-Innovative learning scenarios

Ingrid Kienberger – Project Manager and Researcher at Institute of International Management

Rita Santos – Researcher at Institute of International Management

**Date:** 8<sup>th</sup> of November 2018, 14:00-17:00 (3 hours)

**Place:** Graz, FH JOANNEUM

#### **Content**

- Assistance for the development of concrete concepts for implementation – based on technology and pedagogy - in own group project

#### **Learning Outcomes**

The trainees

- can transfer what they have learned in the trainings into their own teaching/training practice
- can reflect on their own teaching/training practice
- can discuss chances and difficulties of the application of the didactical and pedagogical concepts at their own university
- can work in groups to produce a group project

#### **Teaching and Learning Method**

- team work

#### **Learning Material**

- Agenda
- All materials used in the training so far

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

- Final group project presentation

#### **Deliverable**

- Reflection on team work process, of their own role in the team and the types of meaningful assistance
- Abstract in English, report in your language

#### **Literature**

- All literature used in the training so far



## **Module 8: Preparation, Presentation of Projects and Feedback**

Mag. Dr. Jutta Pauschenwein - Head of ZML- Innovative Learning Scenarios (ZML)

FH- Prof. Mag. Dr. Doris Kiendl, LL.M. – Head of Institute of International Management (IIB)

**Date:** 9<sup>th</sup> of November 2018, 09:00-13:00 (4 hours)

**Place:** Graz, FH JOANNEUM

### **OVERVIEW**

#### **Content**

The final day of this training will be allocated to presenting and discussing the group work and the implementation plan for the trainees' future implementation of online teaching methods in their own teaching. The trainees will receive feedback on their projects from the trainers.

#### **Learning Outcomes**

The trainees

- can present their Group Works in front of a panel of experts
- can reflect on their own teaching/training practice
- can discuss opportunities of online learning in their own teaching at the home university
- can answer questions on their online learning methods and philosophy

#### **Teaching and Learning Method**

- Presentations by the trainees
- Structured Feedback by the trainers

#### **Learning Material**

- Overview
- Agenda
- Slides
- Tasks
- Template for deliverable
- Feedback of Module 8

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

- Final group project presentation (40 %)
- Final written Group Work Report (60 %)

**Deliverable**

- Final Group Work Report – (due on November 9<sup>th</sup>)

*Text in your language - Short abstract in English*

**Literature**

- All literature used in the training so far.