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**“CHANGE IN CLASSROOM: PROMOTING INNOVATIVE TEACHING & LEARNING TO
ENHANCE STUDENT LEARNING EXPERIENCE IN EASTERN PARTNERSHIP COUNTRIES”,
PRINTEL**

TSDC from EU partners REPORT – 1st DRAFT

1. General information

ZML – Innovative Learning Scenarios is a hybrid division. Its purpose is to explore learning scenarios as part of research projects, to develop innovative training courses on current trends in e-learning and to provide advice and support to the lecturers and students of the FH JOANNEUM. The people of the ZML team are digital natives, they are using social media in their professional and private lives, and they are studying in Massive Open Online Courses, also known as MOOCs. It runs the central Moodle platform of the FH JOANNEUM as part of the Virtual Campus, supports lecturers in technical and didactic matters and introduces students to Moodle. The ZML also offers workshops and organises the annual E-Learning Day conference at FH JOANNEUM.

The research and contract projects focus on

- Didactic design for online teaching and learning,
- E-moderation,
- E-Portfolios,
- Supporting the development and online communication of communities of practice,

- Emergent learning processes, e.g. in MOOCs – Massive Open Online Courses,
- Game based learning, and
- Visualisation of online learning processes, e.g. social network analysis.

2. Objectives

The ZML explores the latest e-learning trends focusing on didactics in close collaboration with national and international partners. Methods, that have proven successful in projects and online learning experiments are transferred into innovative training scenarios and modern teaching formats. These are promoted to the heads of the study degrees and the teachers of our university through workshops, online courses, newsletters, as well as informal meetings and discussions.

Aims and objectives of our work include:












- The adoption of online teaching and learning practices by all degree programs of the university
- The promotion of learning as a self-directed and self-organised processes
- The increase of the learner's autonomy in learning
- The increase of personal communication and relationship between teachers and learners and between learners themselves

Our research topics are

- Web literacy and communities of practice,
- Game based learning,
- Development and implementation of Massive Open Online Courses
- and Visualisation of online learning processes using social network analysis, comics, Footprints of emergence.

3. The TSDC as part of the University

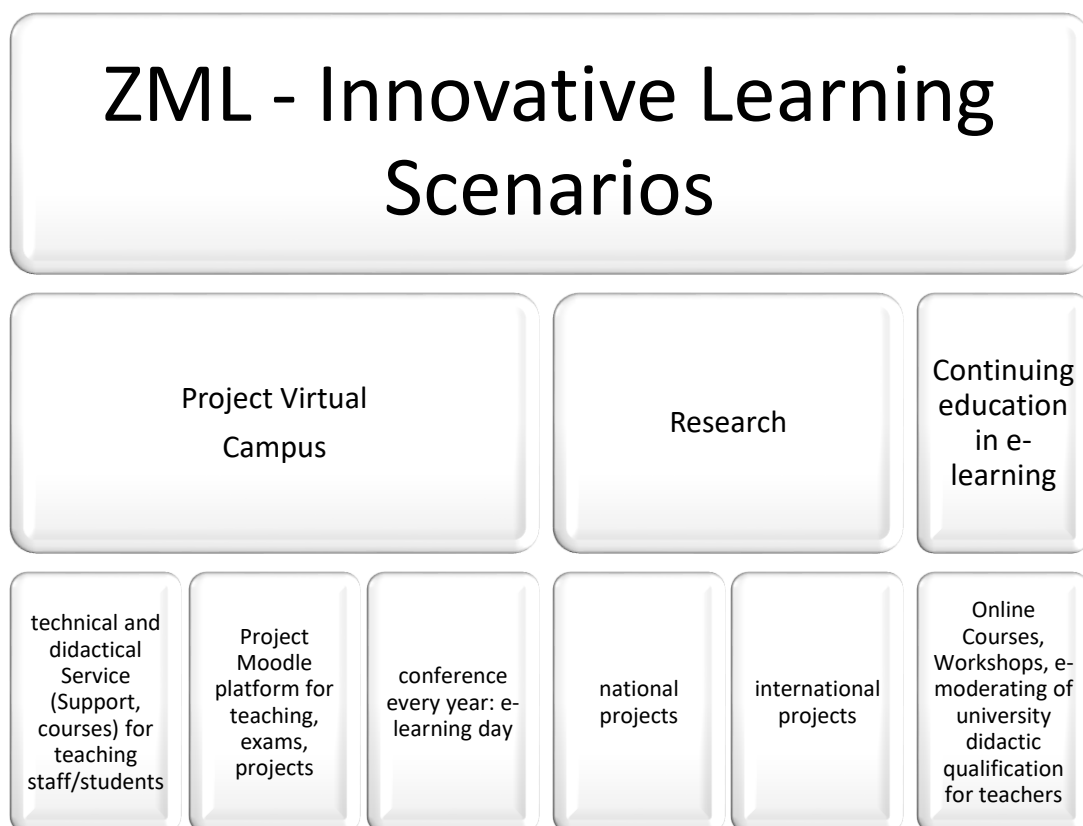
- Personnel: Team - 10 persons (8 part-time, 2 full-time) + 1

 <p><i>Jutta Pauschenwein, Head of Division</i></p>	 <p><i>Christina Mossböck, Head of Virtual Campus</i></p>	 <p><i>Anastasia Sfiri, Academic Staff</i></p>	 <p><i>Erika Pernold, Academic Staff</i></p>
 <p><i>Wolfgang Schrattnner, Staff Member</i></p>	 <p><i>Irmgard Schinnerl-Beikircher, Academic Staff</i></p>	 <p><i>Linda Michelitsch, Staff Member</i></p>	 <p><i>Ivona Jolic, Administration</i></p>
 <p><i>Martin Gutzelnig, Staff Member</i></p>	 <p><i>Thomas Sommerer, Staff Member</i></p>	 <p><i>Julia Kräuter, student assistant</i></p>	

- Finance / Resources: all of our financial resources are generated through external and internal projects

4. Organizational Structure

Internal Organisational Structure



5. Teacher training programs

5.1 Initial programs: Based on a learning-by-doing approach, participants use e-learning in our online courses and examine new trends such as MOOCs or social network analysis. In half-day workshops the teaching staff gains insights into highly topical issues related to e-learning. As moderators we support learning groups across a wide range of disciplines in their learning processes in cyberspace.

5.2 Continuous programs: E-Moderating: E-moderator training according to Gilly Salmon enables the acquisition of key competences required for supporting learning groups in virtual space and reflecting on one's own learning behaviour.

Technical-didactical trainings for lecturers and staff of the FH JOANNEUM concerning Moodle.

Both E-Moderating and technical-didactical trainings are also part of Styrian-wide qualification program.

6. Students' involvement in decision-making

About every four years we carry out a student survey that enables students to provide feedback about their e-learning experiences at the university.

For the purposes of this questionnaire eLearning is being defined as: "the use of diverse information and communication technologies (e.g. the internet, a learning management system, discussion forums, social media, etc.) for the support of learning processes and as part of teaching units."

Different categories are queried:

- Personal information,
- eDidactics implementation,
- Use of technology,
- Attitude towards eLearning,
- Competences and support needs

The survey is completed by a couple of open questions about their general opinion about eLearning and an open question for free comments.

The results of the survey are used to inform our university and the teachers about the needs, wishes and attitudes of students towards innovative learning and teaching practices at their university, and for the strategic development of eLearning at an institutional level.

Another means of integrating students opinions and needs to our work at the university is by inviting them to talk about their experiences with eLearning at our yearly conference on eLearning and at our workshops at specific eLearning implementations, like for example MOOCs or ePortfolios.

Last but not least we carry out interviews and talk with students when we are evaluating the integration of new and innovative eLearning methods in teaching practices.

7. Program Management Procedures:

7.1 Needs analysis procedures: In the official group AG E-Learning the program of the ZML is discussed with the scientific director, the vize rector (Vizerektor in Englisch?), head of programmes, teachers and students. Their feedback is valuable for the development of new trainings and services. In face-to-face workshops there's a reflection and feedback session at the end. In online trainings there's a reflection and feedback task in the last weeks. At our e-learning conference (which happens every year) we ask the participants about feedback.

7.2 Training program offer/Marketing: Website, Newsletter, Mailing lists, personal contacts, facebook, folder and information material distribution at conferences, trainings, online-courses, workshops, networking activities, Blog.

7.3 Implementation / following-up

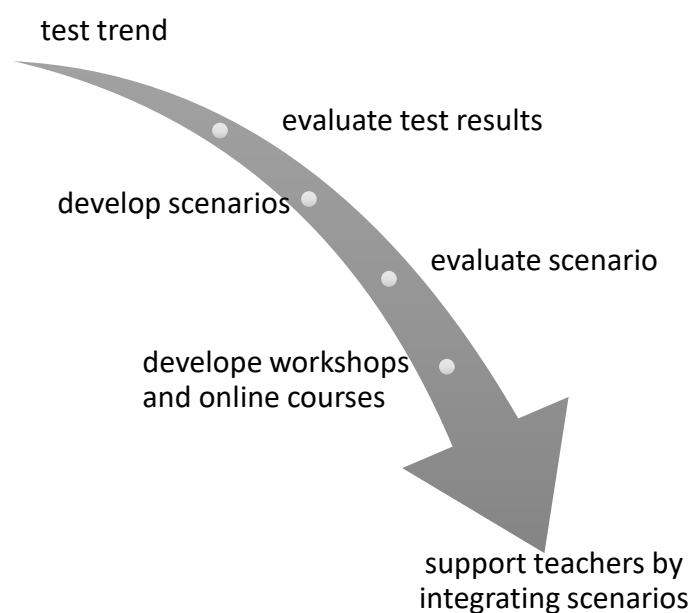
7.4 Evaluation of the programs: All of our training activities are evaluated.

7.5 Accreditation: Certificates of attendance

8. Best practices - “Strengths” of your programs

Our main focus is innovation for learning scenarios and didactical concepts for teaching. Methods that have proven successful in projects and online learning experiments are transferred into innovative training scenarios and modern teaching formats. Because of our widely spread project topics we are up to date in eLearning trends.

Working process – How to integrate eLearning trends to classes



Example:

eLearning trend MOOC - Massive Open Online Courses:

Test trend: As a first step the team of the ZML started learning in MOOCs private (started learning in private MOOCs or started learning in MOOCs on their own time).

Evaluate test results: Through learning ourselves we could see and feel the potential of MOOCs.

Develop scenarios: National and international projects focused on MOOCs followed.

Evaluate scenarios: Our competence of building and moderating MOOCs increased.

Develop workshops and online courses: Developing concepts for integrating MOOCs in teaching scenarios.

Support: Workshops and Online courses were offered and teachers supported by integrating MOOCs in their classes.

We are networking throughout Europe and every year we chair an eLearning conference “eLearning day at the FH JOANNEUM”. We are a multidisciplinary, creative team with technical and didactical excellence and experts in E-Moderating. In our research we approve our knowledge and we never stop learning, because lifelong learning is the foundation of our institute.

Beside national and international projects we have the internal projects “Virtual Campus” and “Moodle”. These two are the eLearning services for all the study courses of the FH JOANNEUM. The aim is to support, train and inform all students and teachers, and enable teachers to integrate innovative learning scenarios and Moodle, our central platform, in their classes. This image shows the service embedded in the FH JOANNEUM and Departments. Explanation of the colours:

Red – central institutes

Green – Department of Applied Computer Sciences

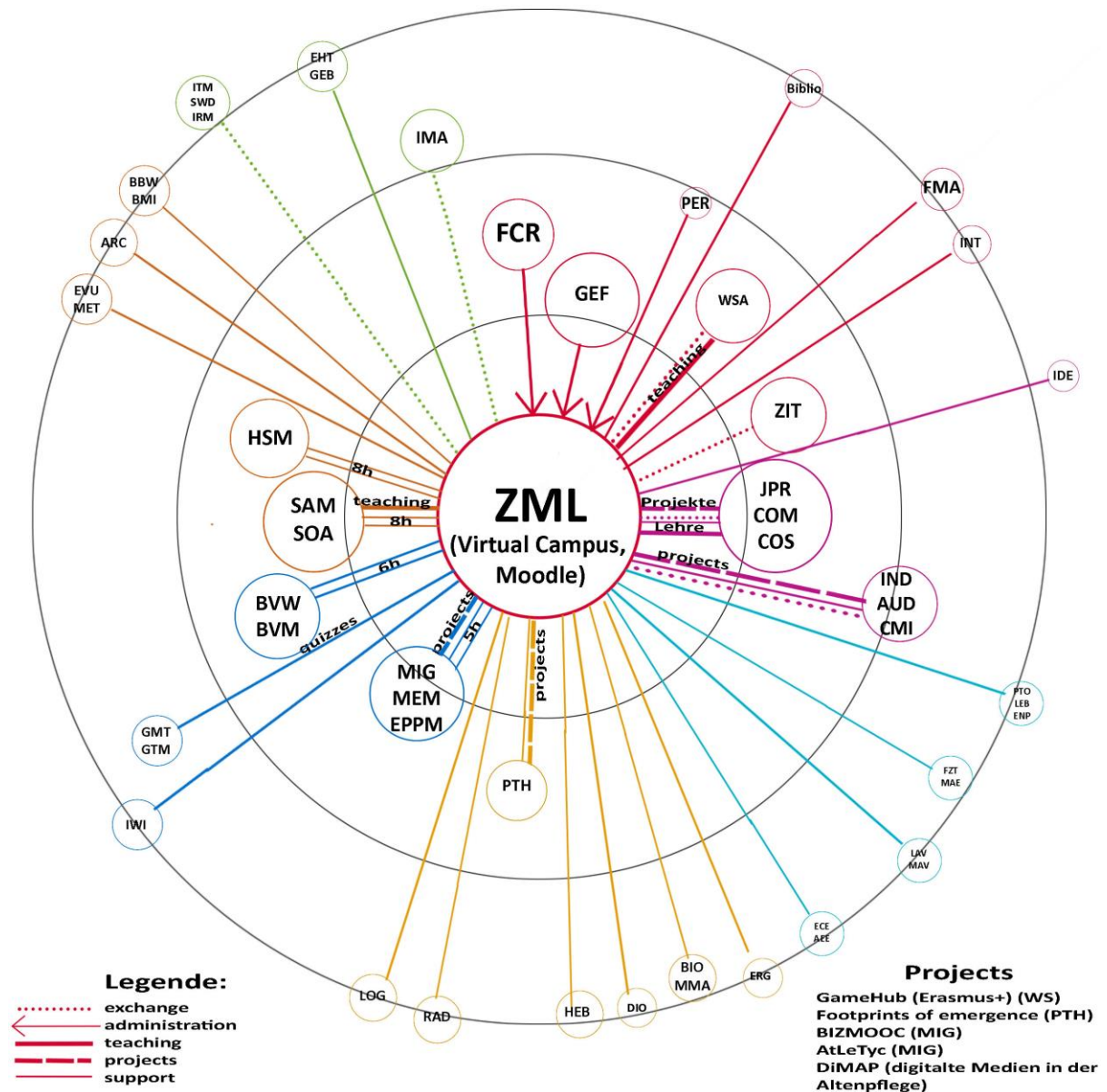
Light Blue – Department of Engineering

Blue – Department of Management

Orange – Department of Building, Energy & Society

Yellow – Department of Health Studies

Magenta – Department of Media & Design



With excellent video productions we support teachers to include video productions, developed by themselves, in their class or in their own created MOOC or other online possibilities.

We built competences in the field game based learning over the last years through our collaboration in the listed projects. We were responsible for carrying out workshops and developing an expertise about gaming in learning situations.

To keep our excellence in all competences, we have a circle of evaluation.

9. Dissemination

9.1 Publications:

Publications in Research gate:

https://www.researchgate.net/institution/Fachhochschule_Joanneum/department/ZML-Innovative_Learning_Scenarios/publications

Publications in OER Blog: <https://oerzml.wordpress.com/>

9.2 Conferences:

Yearly conference for e-learning: <https://www.fh-joanneum.at/en/university/services/virtual-campus/>

10. International relations

Our University has a separate international relations office: <https://www.fh-joanneum.at/en/international/>

11. Future planning

Twice a year we attend a team coaching to plan future activities.

Our current efforts are concentrated in the more efficient transfer of know-how from regional, national and international research projects. Our aim is to mainstream the interests of our university in all of our project aims and objectives. We plan to define aims and objectives for the transfer of know-how from our projects to our university, and we plan to integrate this procedure as a mainstream in all of our projects. For example, each time we define the aims and objectives of our institution in one of our international

projects like Printel, we want to define aims and objectives for the transfer of the know-how generated in the project to our university.

Another future plan is to intensify our contact with individual teachers who are integrating eLearning in their classes, to evaluate their practice, and to interview the students to receive adequate feedback. We aim to increase the quality of eLearning practices at our university and increase the publications as well as visibility of the eLearning implementation at an institutional level.

To increase visibility of eLearning integration we plan to encourage teachers who integrate eLearning into their class to apply for the Didactics award which is awarded by our university to best practice teachers.

12. Others