



Syllabus of a training course for improving skills in Planning and Developing Courses in Distance Learning Environments

The syllabus is designed in accordance with the project of Modernization of Higher Education in Central Asia through new technologies (HiEdTec), WP4. Development of courses for trainers and lecturers for the acquisition of digital skills and innovative teaching and learning methods.

1. ABSTRACT

The training course focuses on a general overview on planning and development of courses in distance learning environments, using MOODLE as the Learning Management System (LMS).

2. TRAINING AIMS

Course about general concepts of planning and development of distance learning units and contents. At the end of this course, lecturers and future trainers are expected to develop general skills for planning educational content in distance learning environments, such as:

- a) Characterize learning environments in distance learning education
- b) Recognize Moodle as a Learning Management Platform
- c) Describe pedagogical models of distance courses
- d) Identify basic concepts about curriculum planning in distance learning education
- e) Apply the main steps of instructional design
- f) Apply basic concepts about curriculum planning in distance learning education
- g) Select the basic Moodle tools and resources
- h) Apply the basic Moodle tools and resources
- i) Plan a learning scenario on the Moodle platform

3. PRECONDITIONS

To have participated in the 1st session of the Training Course for Improving Lecturers' Skills in Innovative Educational Technologies and Didactic Models.

- Interactive multimedia guide to innovative educational technologies;
- PowerPoint presentations on the main topics of the syllabus;
- Moodle Platform.



4. SYLLABUS CONTENT

No	TOPIC	L/P	D/W
1.	DISTANCE LEARNING ENVIROMENTS	+	
2.	PLANNING AND INSTRUCTIONAL DESIGN IN DISTANCE LEARNING ENVIRONMENTS	+	
3.	LEARNING MANAGEMENT SYSTEMS: THE MOODLE PLATFORM	+	
4.	A PEDAGOGICAL MODEL OF DISTANCE LEARNING: UC_D	+	+
4.1	The pedagogical model	+	+
4.2	Example: a b-learning course	+	+
4.3	Example: an e-learning course	+	+
5.	LEARNING OBJECTS AND CONTENTS: PEDAGOGICAL DEVELOPMENT	+	+
6.	LEARNING ASSESSMENT	+	+
6.1	Formative Assessment and Summative Assessment	+	+
6.2	MOODLE Resources		+
7.	PLANNING MY DISTANCE LEARNING SCENARIOS		+
	Total:	12 h	12 h

L/P – lecture / presentation

D/W – demonstration / workshop

5. LEARNING METHODOLOGY

The course methodology is based on trainees' active learning, with monitoring of trainers. The theoretical concepts will be presented and discussed with the group, and trainees will be led to reflect on how to apply the content to their professional context.

Teaching and learning approaches:

- Lectures / Presentations – for theoretical explanations and for key concepts.
- Individual and group reflections – thinking and reflecting about trainees' professional experiences related to the course topics.
- Practical use – trainees will be guided to apply the theoretical concepts in a practical exercise on planning.

6. EXPECTED RESULTS

After the training based on this syllabus, the lecturers and future trainers will have acquired the necessary skills to develop online resources and online courses.

They will also have acquired the necessary skills to perform the tasks planned within the scope of the project:



Task 4.4.

Developing PowerPoint presentations of lectures, suitable for delivering on interactive electronic board, recording them as video lectures and publishing in YouTube - 5 at each university – a total of 75.

Selecting a Learning management system (LMS) by each partner country university.

Developing e-Learning courses - 5 at each university – a total of 75.

Task 4.5.

Creating a cloud-based Virtual Library

7. RECOMMENDED LITERATURE

- Adams N. E. (2015). Bloom's taxonomy of cognitive learning objectives. Journal of the Medical Library Association : JMLA, 103(3), 152–153. doi:10.3163/1536-5050.103.3.010. Available at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4511057/>
- Bloom, B. S. (1956). Taxonomy of educational objectives: The classification of educational goals.
- Centre for Teaching Excellence, University of Waterloo, Canada. “Teaching Tips: Blooms Taxonomy”. Available at <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/blooms-taxonomy>
- Instructional Design Org. “ADDIE Model of Instructional Design”. Available at <https://www.instructionaldesign.org/models/addie/>
- Moodle Org. “Teacher Quick Guide”. Available at https://docs.moodle.org/37/en/Teacher_quick_guide
- Silvern, L. C. (1965). Basic analysis. Los Angeles: Education and Training Consultants Company.

8. Each lecturer, who finished successfully the IOT training course, will get a certificate.

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