etu-modu

Handbook

Table of Contents

1. Introduction

1.1. e-tu-modu handbook

The handbook is primarily intended to provide an overview of the objectives and background of the e-tu-modu project. Information on the major products that were produced as part of the project will be delivered. The handbook will serve as first introduction to e-learning and describe the importance of e-learning in VET and how the project is located against this backdrop.

Moreover, the handbook will inform you on which educational considerations and concepts the project is based on. The special role and function of e-learning in this context will be examined as well as the specific blended learning approaches of e-tu-modu. In addition, the modularised structure and main contents of the e-tu-modu course will be outlined.

Apart from a brief description of the developed materials and their use in e-tu-modu training, there will be an introduction on how to use the e-learning platform.

Finally, the annex of the handbook lists all project partners with contact details.

1.2. E-learning in VET

In Europe, e-learning will radically change the vocational education in the near future and offer new and creative ways to acquire knowledge. Although face-to face is still the dominant form of teaching in VET, the use of e-learning has been established in recent years.

E-learning is tutor-supported learning "in the network" (intranet or Internet) with different, sometimes multi-media learning media. In contrast to CBT-learning, networking with other learners and e-tutors via learning platforms with different communication tools enables "social" and e-tutor-supported learning. E-learning does not replace the learning in seminars or self-learning with CBTs, but provides you with an extension of the existing methods.

It can make learning more efficient at work and stimulate self-learning. The learners – contrary to CBT-learning – do not find themselves alone. He can clarify questions, deepen his expertise with e-tutors or colleagues and get individual feedback from them. He can communicate his practical experience to persons and others can benefit from it. Through the use of e-learning, the tutor obtains much more possibilities to intensify the work on the transfer of practise in face-to face seminars.

In vocational schools and training institutions, the increased trend is that e-learning is used; even parts of the theoretical training can now be completed online. In Scandinavia and the Baltic countries, e-learning has long been recognised in many areas of society as a modern instrument of education. In Central Europe, e-learning is specifically for technical-industrial professions gradually identified as an element that increases the attractiveness of vocational

training. Learning processes, not formalised learning and the use of new media are increasing.

Teachers do not teach knowledge only, they accompany learning processes. Against this backdrop, new media and learning materials require continuous further training. Some teachers are lacking in acceptance or in the necessity of the necessary know-how, to use gainfully e-learning for themselves and their learners. This cognitive overload and disorientation within the medium play an important role, as much inadequate technical conditions as lack of user-friendliness of e-learning platforms. Mostly dedicated teachers with different prior knowledge get involved with e-learning, develop an e-learning platform and use it for lessons. Because of the highly fragmented education and training market in Europe, characterised by a large number of different private and public actors, it is far too complicated to implement a consistent and systematic use of e-learning in the field of vocational education and training. Also, different educational traditions and cultural predispositions play a significant role when it comes to the question of how the acceptance of e-learning can be increased.

The incorporation of e-learning into existing vocational training and further education concepts offers great potential for quickly updating educational content, improving learning efficiency, and therefore, saving time and costs. By combining this new form of learning with attendance courses, learning as a whole can be newly organised. With this approach, training programmes can be designed more efficiently and economically. In doing so, high quality remains the key to measurable success. Here, the respective instructor takes on the important role of an advisor.

In the qualification programme "e-tutor" – wich is part of the project e-tu-modu – the e-tutors obtain the necessary know-how for taking on this role. In this qualification course, professional, methodical and organisational content will be imparted that is necessary for implementing e-learning programmes in schools and for supervising individual e-learning processes.

1.3. e-tu-modu project

In Europe, the use of innovative information and communication technologies (ICT) in vocational education and training is regarded as a priority since a couple of years. Despite a lot of successful programmes, (pilot) projects and initiatives, significant differences in the member states of the EU exist with regard to the implementation of e-learning in vocational schools and institutions of vocational education and training.

One requirement to increase the value and significance of e-learning in vocational schools and in vocational education and training in general is the sensitisation of teachers for the advantages of e-learning and a training of teachers as "e-tutors". The learners and the

teachers need special competences to use and implement e-learning in a successful way – the teachers have to be able to fulfil the tasks of an "e-tutor".

Against this background, the transfer of innovation project "Development and testing of e-learning modules for training teachers of vocational education as "e-tutors" in Europe", in short e-tu-modu, was initiated under the EU Leonardo da Vinci programme. The project consortium – consisting of eight partners from six European countries – pursued the following objectives:

- Conception and development of e-learning modules to train teachers of vocational education and training as "e-tutors"
- Transfer of successful elements of the projects "e-school", "European e-tutor", "Adult Craft Education - Skills for a Lifetime", "e-compete" and the approach of e-competence teams"
- Training of teachers of vocational education and training as "e-tutors" by testing of the developed e-learning modules in selected countries of the consortium (DE, NL, BG)
- Transfer of innovation and knowledge with regard to the topic e-learning in vocational schools and vocational education and training in Europe

A core component of the project was the development and certification of e-learning modules for the training of teachers in vocational education as "e-tutors". Those are in German and English as well as in other project languages available.

The training programme consisting of different modules is primarily suitable for tutor supported learning in combination with traditional forms of learning (blended learning). After successful completion of the German e-tutor course and paying an examination fee a certificate of the Distance University of Hagen can be obtained.

In the course of the project these modules were applied in Bulgaria, Germany and the Netherlands and "e-competence teams" in vocational schools or in the education and training centers had been formed.

For the purpose of sustainability, it's an important concern of the project to extend the knowledge about the benefits and opportunities of e-learning in vocational education beyond the project end by an active dissemination and public relations.

2. E-learning with e-tu-modu

2.1. Lerning platform and e-tutor

We provide you with a learning platform on the internet for learning, teaching, and internal communication. Access is only available to authorised persons who use a password after entering the Internet address (URL) in their browser.

The learning platform that you use has different features for learners, e-tutors, and administrators. The learner is provided with e-learning courses with curricula, learning media, and assignments as well as virtual spaces for group work. The e-tutor uses the learning platform to follow the learning progress of his or her participants and to post assignments and tests.

Various learning and teaching scenarios can be made possible via the learning platform, from independent, "free" learning to guided, controlled learning. You'll be able to decide how you want to apply e-learning, depending on different criteria, including e.g. learning goals, the learning group, available learning media and the corporate philosophy.

In the course and on the learning platform, we'll discuss with you what is useful.

The effectiveness of e-learning essentially depends on how you see your role and responsibilities as an e-tutor. As an e-tutor you play a key role.

The e-tutor...

1. is the contact person for e-learners: professionally, technically and organisationally
2. creates and maintains a suitable learning environment on the learning platform with communication tools, virtual classrooms and learning aids
3. encourages self-directed learning
4. oversees learning processes in e-learning scenarios
5. imparts knowledge in the virtual classroom
6. and evaluates learning progress.

2.2. Modularised course structure

The success of e-learning depends to a great extent on the way self-guided learning and particularly PC-supported learning is being organised, guided, supported and monitored. In this qualification programme, professional, methodical and organisational content is imparted, which is necessary for implementing e-learning programmes in institutions and for guiding individual e-learning processes.

The training course for the e-tutor takes place in the form of an extra occupational and supervised online course with required attendance periods. It is divided into three modules followed by a final presentation. The requirements for obtaining the certificate "e-tutor" from the distance learning university in Hagen include: attending all modules, regularly participating in the online phases and developing and presenting one's own online course.

Participants will obtain a participation certificate from LEADING INTERACTIVE for taking part in the modules "Online Moderation" and "Blended Learning".

2.2.1. Content stucture of the e-tutor training

The course consists of following three modules:

Module I: Online Moderation

In the first module of the qualification programme for online tutors and e-learning advisors, participants gain insight views into the methodology and didactics of online teaching.

Module I, Online Moderation, includes the following topics:

- Introduction to the topic of e-learning
- Media literacy: a critical and creative approach to information technology
- Self-guided processes in e-learning
- Forms of cooperative learning with e-learning
- Introduction to asynchronous learning software
- Introduction to synchronous learning software
- The role of an e-tutor
- Educational and didactical guidelines for online courses
- Structuring online courses
- Possible methods of measuring performance in online courses
- Multimedia elements of e-learning: learning theories and their implementation
- Web 2.0 and e-learning 2.0

Module II: Blended Learning

The second module of the qualification programme for online tutors and e-learning advisors focuses on "blended learning solutions", i.e. incorporating e-learning into existing vocational training and further education concepts.

Module II - Blended Learning includes the following topics:

- Blended learning concepts
- Educational and didactic guidelines for blended learning concepts
- Incorporating standard learning programmes into existing vocational training and further education concepts
- Economical aspects of planning blended learning concepts
- Instructional design of learning programmes
- Evaluation of standard learning programmes
- Quality aspects in e-learning
- Legal aspects in e-leaening
- Implementing blended learning concepts with participants

Module III: e-learning in practise

The third module of the qualification programme for online tutors and e-learning advisors addresses the practical application of e-learning. In this coaching phase of the training programme, participants apply their acquired knowledge as an online tutor. They design an online course for a subject of their choice, organise the sequence of the course and are able to subsequently oversee it.

2.2.2. Methodical and time structure of the e-tutor training

In future, further education courses will be characterised by a didactical combination of supervised online learning and attendance courses (so-called blended learning). An important strategic approach consists of the fact that participants will acquire independently a large part of basic knowledge through online learning programmes (web-based training, short: WBT) and quizzes. This leads to homogenous participant groups and, therefore, to increased efficiency in attendance courses and more flexibility for instructors. The e-learning infrastructure enables each employee to use the available course content without forgoing individual supervision.

Attendance Phase

The kick-off workshop provides a general introduction to the topic and allows participants to prepare for the practical implementation.

Online Phase – 3 Weeks

The online phase is designed to work extensively on the topics discussed in the attendance course. In these three weeks, participants of the qualification programme "Online Moderation" experience e-learning by participating in an online course. They are supervised

by an experienced e-tutor and are able to actively use the communication tools of e-learning. They work on assigned topics from the WBT and receive corresponding assignments from the tutor.
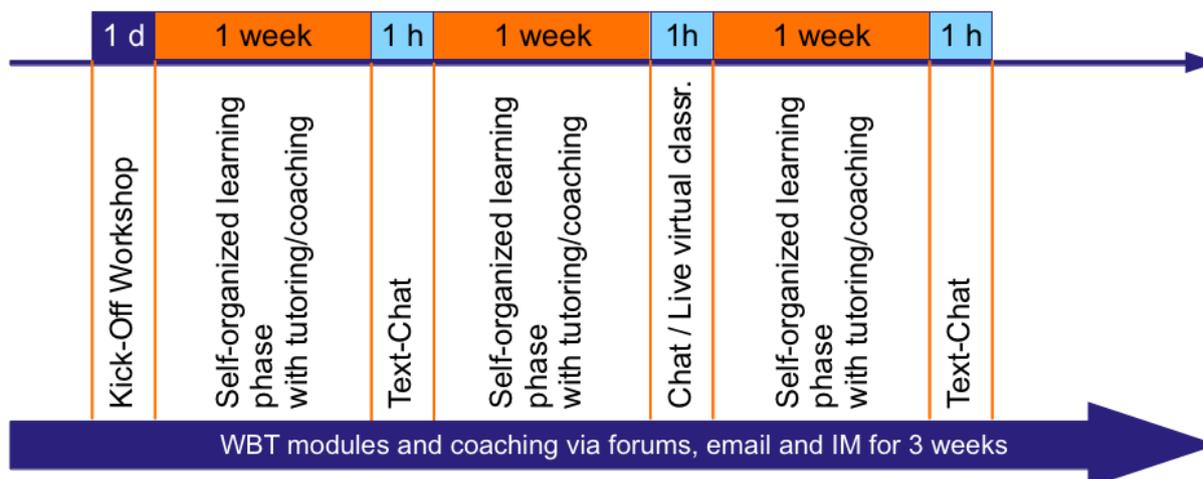
In addition, participants and the tutor meet once a week in a synchronous chat to reflect on what they have learned and to communicate with each other.
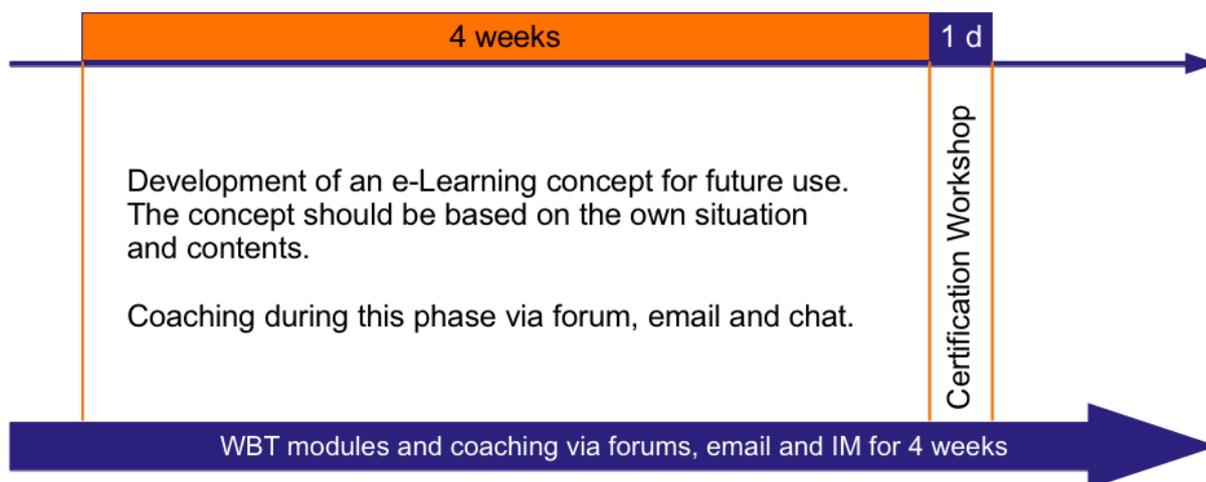
Linking the Attendance and Online Phases

The online phase which is following the attendance phase includes:

- Follow-up work with regard to attendance seminar by studying materials and literature on one's own
- Trying out teaching and learning via learning platform individually and in virtual teams
- Teamwork on projects, which participants – depending on their occupational requirements – choose to work on during the further education programme
- Self-guided learning and teamwork between participants and course leader

Timeline of the Qualification Programme e-tutor – Module I and II

1 d	1 week	1 h	1 week	1h	1 week	1 h
Kick-Off Workshop	Self-organized learning phase with tutoring/coaching	Text-Chat	Self-organized learning phase with tutoring/coaching	Chat / Live virtual classr.	Self-organized learning phase with tutoring/coaching	Text-Chat

WBT modules and coaching via forums, email and IM for 3 weeks

Timeline of the Qualification Programme e-Tutor: Module III Certification (optional)

2.3. WBT „From trainer to e-tutor"

WBT "From trainer to e-tutor" is an interactive learning programme and compendium for anyone who wants to be qualified as an e-tutor:

Target groups are teachers, trainers, instructors and lecturers. The main topics of the WBT are as follows:

- the role of an e-tutor
- methods of e-tutoring
- interaction with students
- e-tools
- netiquette

The WBT is didacticised by different elements. Exercises allow you to use the programme interactively and ensure lasting learning effects. **Slideshows** illustrate everyday situations of e-tutors. In the **lexicon,** you can find information about keywords that are relevant to. **Check lists help** you in preparing for and reviewing e-supported qualification courses.

Participants have a total of three months access to the WBT.

3 weeks online phase with WBT "From Trainer to e-tutor"

In the online phase, participants will acquire independently a great part of the basic knowledge through an online learning programme (web-based training, WBT), knowledge tests and discussion forums. In this process you will be supported and supervised by a tutor.

Technical Implementation

Participants of the online course have access to the e-tu-modu learning platform, where asynchronous online tutoring takes place. The asynchronous virtual classroom is easily accessible over the Internet, so that participants are able to study on the go or from home. The utilised WBT will also be integrated in the asynchronous virtual classroom. Thus, participants will be able to access the learning programme anytime and anywhere without having to log onto a system again.

If needed, synchronous chats or VCs (virtual classrooms) can also be used. The dates for the synchronous meetings in chat rooms will be determined before the beginning of the online course.

LEADING INTERACTIVE ensures a smooth technical process and a stable system. It is also responsible for technical support for participants in the online course.

Technical Requirements

In order to conduct the qualification the participants have to meet following technical requirements:

- Asynchronous learning platform from LEADING INTERACTIVE
- Access via all Internet browsers
- WBT "From Instructor to e-tutor"
- operating systems Windows 2000, XP, or newer versions
- Internet Explorer 6 or newer, Windows Media Player 6.4 or newer
- multimedia PC with a sound card and loudspeakers or a headset

2.4. Learner Type Test

Although the vast majority of consulting firms and e-learning service providers are still focused on software and different systems, the most important factor in e-learning is probably the question of how people learn and teach – the pedagogy of e-learning. There are many different approaches to learning and teaching. But it is clear that effective ways of learning and teaching with the use of information and communication technologies do not really differ from those methods used in the context of traditional face-to-face teaching. Nevertheless, the application of these technologies for mediation of learning contents offers some special opportunities and challenges.

E-learning can cover the whole range of learning activities, from support of learning processes to online courses. Our experience of working in companies shows that a successful e-learning solution, regardless of the technology used, is characterised by following features:

- Active involvement of learners in the learning process
- Promotion of self-learning and development of knowledge and learners' skills
- Stimulation for further learning

Particularly the self-learning competence of learners – i.e. the ability to control your own learning process, to define individual learning objectives, develop learning strategies and to reflect your own learning process – is a key factor for effective e-learning practice. The dealing with one's own learning process, knowing how to learn best or what type of learner you are is therefore an important part of self-learning.

On the basis of psychological studies LEADING INTERACTIVE has developed a Learner Type Test that supports learners in developing appropriate learning strategies.

The Learner Type Test of LEADING INTERACTIVE takes only five minutes. The evaluation results will be displayed as graphical profile. In addition, the students receive a precise and detailed description of their learner type and a recommendation for their individual learning strategy.

The Lerner Typ Test, embedded in a learning platform, provides valuable information for tutors and trainers who are able to evaluate the test results and also adapt their pedagogical approach if necessary. Companies can easily integrate the Learner Type Test into their own learning management systems.

2.4.1. Learner types and their learning strategies

e-tu-modu does not differ between auditory, visual, motor or communicative learner types, but breaks down the learning types according to their character in four learner types:

1) The logical learner type
2) The organised learner type
3) The emotional learner type
4) The visionary learner type

This approach is based on the HDI model (Herrmann-Dominanz-Instrument) and on information gathered from the studies of Honey / Mumfort and Kolb.

The logician: He is characterised by the fact that he excellently understands to think in logical contexts. He is suspicious about things that are not based on profound chain of causes and he thinks analytically. Visionary ideas play a minor role; major drafts without clarification of feasibility cannot be expected.

Learning strategy: You acquire knowledge with a high level of discipline. You benefit from lecture-style seminars. Computer programmes for self-learning are also suitable because you find it easy to discipline and to motivate yourself repeatedly.

Since you are able to study on your own initiative, you do not depend on learning groups which often do not help you anyway. The organised learner has a way of thinking which is strongly based on a structure.

The organised: Similar to logicians the organised is not focused on ideas and visions, but on doing that is based on security with a penchant for perfection.

In contrast to the logician the organised attempts to put things into action; he is very practical oriented.

Learning strategy: It is important to you to finish things properly before you take on something new. You prefer to start new things by using the acquired knowledge. Therefore a "learning by doing" – strategy is recommended. Just do it and check the result.

Important instrument for checking the progress should be learning plans with middle-term and long-term goals. In the same way tests are needed to motivate and to make the success immediately transparent. Also, clearly structured books and lectures will help you, but should not replace or remove the "learning by doing" method.

The emotional: An emotional learner type places extremely high value on relationships with other people. He is very emotional and approaches the world rather intuitively. Also, the

learning pocess happens more on an emotional level. Among the most striking features is the effort for having an intact social environment and friendliness.

Learning strategy: Based on your personal predisposition it is almost inevitable that learning on your own is not suitable for you. Learning in groups and discussions takes you further. If you need to learn alone, you do it with some music in the background. This helps you to study the learning materials.

Study trips abroad could also be an option, since you are an open-minded person.

The visionary has the overall picture. He develops broad concepts and is open for new ideas and suggestions. Being open-minded and curious as well as eager to acquire knowledge is the foundation of his character.

Learning strategy: As intuitive and associative type you perceive learning materials most effectively with the help of graphics or images.

It is important that freedom and informality remains at all times. You must be able to develop ideas without limitation. Therefore, strict curricula and static teaching structures are not conducive.

Because of your ability to associate ideas you can get access to any relevant theme even if you deal with abstract issues.

3. Moodle – the e-learning platform

3.1. Moodle

Moodle is one of those newly developed virtual learning environments. A virtual learning environment is software which is used in parallel with traditional learning settings. Moodle runs as an interactive Web page in the browser and provides the learners with a wide range of possibilities to promote collaborative and learner-based learning.

Moodle is a very intuitive to-use tool. How easily or quickly someone is able to access Moodle also depends on previous knowledge. In general one can say: Try it and see what happens.

The following paragraphs will give you brief overview of the basic functions of the Moodle platform.

3.2. Logging in

To visit the e-tu-modu learning management system, go to following web address: http://www.etumodu.eu/login/index.php

Login screen appears like this:

Tutors enter their login data on the right side of the login screen. Students on the other hand can create their accounts using the left side of the login screen, by clicking the "Create new account" button and then entering their user information or it can be done by the administrator of the moodle platform (LEADING INTERACTIVE).

All tutors will have "teacher" privileges. Tutors can do anything within a course, including changing the activities and grading students.

3.3. Editing the profile

Now that you are logged on to Moodle we would advise you to go straight to "Edit your profile". Editing your profile will allow you to become familiar with the options available to you in order to personalise your environment.
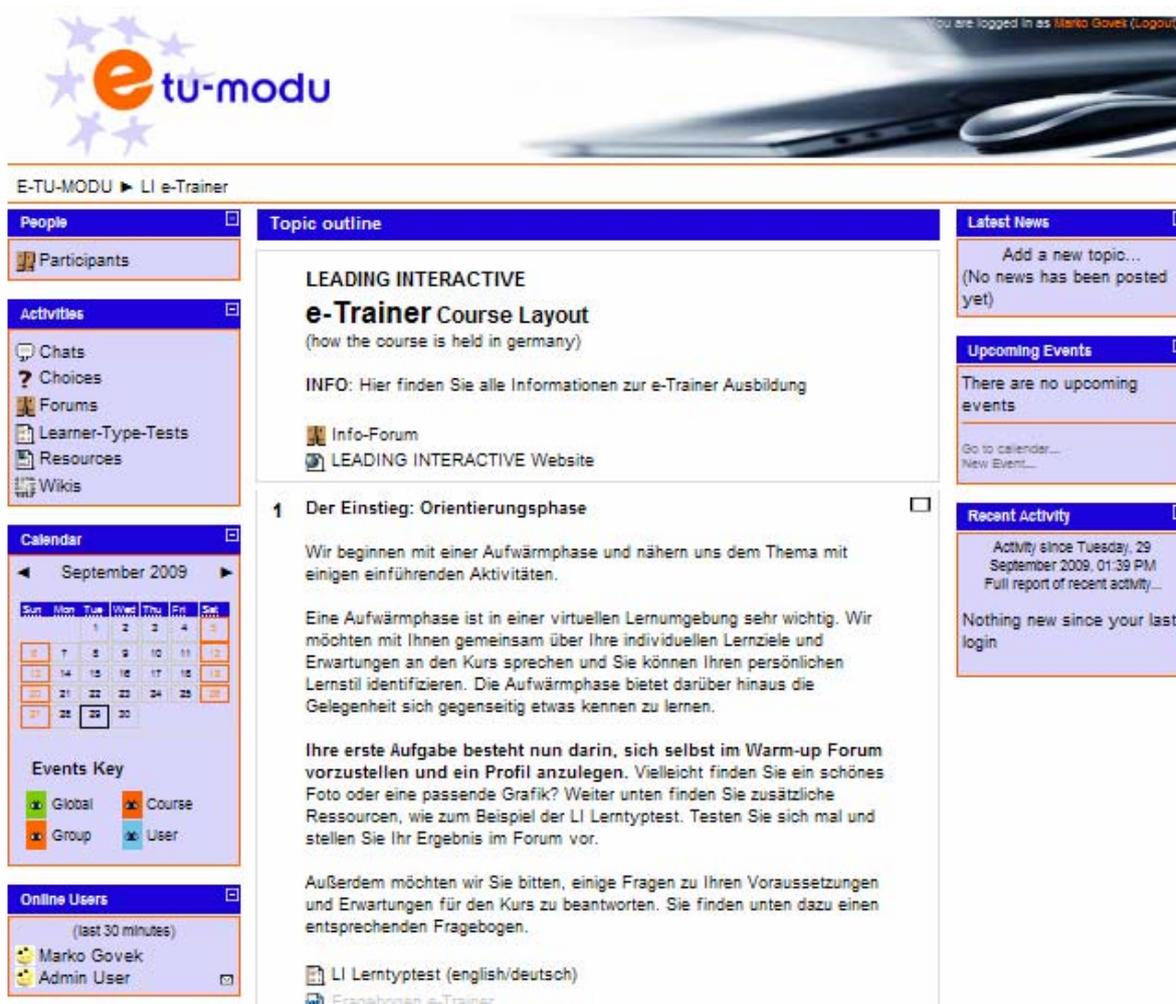
To edit your profile from your homepage, click on your name on the banner at the top of the page.

From here you will be taken to your profile page. Select "Edit Profile" from the middle tab under your name. You will now see a page containing a series of options. If you are unsure about the selection, just use the questionmark symbol beside each option.

Although you may modify any of the settings, most of them should be left as they are in order to ensure that the Moddle platform works properly.

3.4. Overview of the basic functions

The Main menu for tutors is displayed after clicking the "Turn editing on" button:

Add a resource function: adds different resource types.

Add an activity

Moodle contains a wide range of activity modules that can be used to build up any type of course. Since the course will be preset, tutors are advised to use only the following activities:

- 🖎 **Assignments**

  Assignments allow the trainer to specify a task that requires students to prepare digital content (any format) and submit it by uploading it to the server. Typical assignments include essays, projects and reports. This module includes grading facilities.

- **Offline activity**

  This is useful when the assignment is performed outside of Moodle. It could be something elsewhere on the web or face-to-face.

  Students can see a description of the assignment, but can't upload files or anything. Grading works normally, and students will get notifications of their grades.

- **Online text**

  This assignment type asks users to edit a text, using the normal editing tools. Tutors can grade them online, and even add inline comments or changes.

- **Upload a single file**

  This type of assignment allows each participant to upload a single file of any type. This might be a Word processor document, an image or a zipped web site.

- **Advanced uploading of files**

  This type of assignment allows each participant to upload one or more files in any format. These might be a Word processor documents, images or a zipped web site. This type also allows you to upload multiple response files. Response files can be also uploaded before submission which can be used to give each participant different files to work with.

  Participants may also enter notes describing the submitted files, progress status or any other text information.

  Submission of this type of assignment must be manually finalised by the participant. You can review the current status at any time; unfinished assignments are marked as draft. You can take any ungraded assignment back to draft status.

Settings: Allow resubmitting

By default, students cannot resubmit assignments once the tutor has graded them. If you turn this option on, then students will be allowed to resubmit assignments after they have been graded (for you to re-grade). This may be useful if the trainer wants to encourage students to do better work in an iterative process.

Email alerts to tutors

If enabled, then tutors are alerted with a short email whenever students add or update an assignment submission.

Only tutors who are able to grade the particular submission are notified. So, for example, if the course uses separate groups, then tutors restricted to particular groups won't receive any notices about students in other groups.

Maximum size

This setting specifies the maximum size of the file which the students can upload as their submission. If your students are uploading word processing documents or spreadsheets, typically you only need to allow for a few megabytes. If your students are submitting

multimedia projects or other files with many images or audio clips, then the space allowed will need to be larger.

🖳 Chats

The Chat module allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed – the mode of using a chat room is quite different from the asynchronous forums. The chat module contains a number of features for managing and reviewing chat discussions.

Adding a chat

- **Name of the chat room**

Begin by entering a name for your chat room. The name entered here will be the name that learners see in the course content area. Learners will click on this name to view the description of the purpose of the chat room and then to enter the chat. It is useful to name your chat room with a name that implies its purpose. For example, if you will be using your chat room for virtual office hours, then you might name your chat room "Virtual Office." Alternatively, if the chat room is designed solely to give learners a place to socialise or discuss class activities, you might name the chat room "Student Lounge".

- **Introduction text**

Type the description of the chat here. Include precise instructions for students regarding the subject of the chat.

The introduction text is designed to welcome learners to the chat and to provide information regarding the purpose of the chat room. The introduction can be as simple or as complex as you would like. As an example, you could simply explain that the chat room is being made available for learners to collaborate on group projects. A chat could also be used for structured discussions of course content; in that case, the Introduction text might present a specific list of questions to be addressed or the protocols to be followed.

It might also be beneficial to let the learners know in the Introduction text who will be able to see the transcripts of the chat sessions. The teacher will be able to see every part of any conversation that takes place in the chat room. However, you can choose to make these transcripts visible to all learners as well. When working with younger learners, experience has revealed that discussions in the chat rooms are more likely to be on-task and appropriate when the learners are aware that their discussions can be viewed by the teacher and/or other learners. The same may well be true with adult learners.

- **Next chat time**

If you wish to schedule chat sessions for or with your learners, then you can use this setting to publish a time and date for the next chat. The date you select here will be displayed on the course calendar along with a link to the chat room. Realise that setting a date and time here will not restrict access to the room at other times, it is merely a tool to communicate with your learners; to let them know when they can

expect to find you or other learners in the chat room. If you wish to make the chat room unavailable, you must hide it from the learners.

To choose a chat time, use the drop down menus to choose the day, month and year. Then, set a time with the last two fields on the line. Note: the time is based on a 24 hour clock or "military time," so 14:00 refers to 2:00 p.m.

For courses involving users across different time zones, it is useful to know that the time you set here will be adjusted to match the time zone of the user viewing it.

If you do not wish to publish chat times, then you can disregard the date and time settings here and then choose not to publish them in the next step.

Planning and implementing chat sessions

- **Don't publish any chat times**

  If you prefer not to schedule chats for the chat room, select this setting. This option will cause Moodle to disregard the date and time set above for the next chat time. Not publishing chat times could be used to indicate to learners that the chat room is available at all times for them to use.

- **No repeats – publish the specified time only**

  This setting will publish only the date and time selected for the next chat time. The date and time will be displayed on the course calendar as well as when the learners click on the title of the chat room in the course content area.

- **At the same time every day**

  In some situations, you may need to schedule a chat session for the same time every day; this setting allows this option. The scheduled chats will then be based on the time of day you selected above for the next chat time. Scheduled daily chats are useful for scheduling daily office hours or work sessions with learners.

- **At the same time every week**

  To schedule a chat for the same day and time every week, select this option. When this option, the scheduled chats will be on the same day of the week at the same time you indicated in the next chat time area above. If you regularly give assessments on the same day of the week, this setting could be useful for scheduling review sessions prior to each assessment. You could also schedule a weekly chat to meet and review key ideas and questions related to the content assessment.

- **Save past sessions**

  When several users participate in a chat session, a record, or complete transcript of the session is created. As teacher, you can choose how long these transcripts are saved and available for viewing. You may wish to never delete the messages from a special chat room used for discussions between learners and visiting authors, but you may choose to keep transcripts from an open, informal chat room for only 30 days.

  If you have any concerns about discussions that might take place in your chat room, you may want to keep transcripts for an extended period of time to allow the transcripts to be used for documentation. Likewise, you may find the documentation provided by the transcript to be useful for accreditation or evaluative purposes. Another consideration is how long you expect your learners need to have access to the transcript. For instance, if learners are using the chat room to collaborate on a group project, you won't to delete the messages until that project is completed and assessed.

- **Everyone can view past sessions**

  You can decide here whether or not everyone ia allowed to view past chat sessions.

  Tutors in a course can always view transcripts from sessions in the chat rooms. However, you also have the option to make these chat transcripts available to all of the learners in the course. If you select "Yes" for this setting, learners can click on the title of the chat room and then view past sessions to see any interactions that have taken place in the chat room. If you select "No" here, then only the instructors in the course will have access to the transcripts. If learners need access to a specific transcript though, the instructor can always copy the transcript and share it with learners in the form of a document.

Group mode

Here is another location to set the group mode for the activity. If group mode is forced in the course settings then this setting will be ignored.

Visible

Changing the Visible setting from "Show" or "Hide" is the equivalent of opening or closing the eye next to the resource or activity. If you choose Show, then students in the course will be able to see this chat. If you choose Hide, then only someone with teacher or administrative permissions in the chat will be able to see it.

❓ Choices

A choice activity is very simple – the tutor asks a question and specifies a choice of multiple responses. It can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course or to gather research consent.

Forums

This activity can be the most important – it is here where most discussions take place. Forums can be structured in different ways, and can include peer rating of each posting. The postings can be viewed in a variety for formats, and can include attachments. By subscribing to a forum, participants will receive copies of each new posting in their email. A tutor can impose subscription on everyone if they want to.

Guidelines for Teaching and Learning Forums

When you decide to use a discussion forum as an activity in an e-learning environment it is important to be aware that your time will be needed in some sense in order to make the activity successful. If your goal is to encourage discussion, the forum will only work if:

- Participants feel there is a need/reason to participate and they will gain something from the experience. Incentives for learning, gathering support etc. should be explored and encouraged early on in order to clearly convey the purpose of the forum to others. Anyone considering offering grades or marks for participation is advised to think very carefully about the difference between quantity and quality of discussions in forums.

- A sense of community and purpose can be fostered amongst participants. This sense of community can be fostered through tutor/teacher initiative and scaffolding, or primarily through the students/participants themselves depending on the intentions of the activity.

Selecting of forum type

Moodle has four kinds of forums each with a slightly different layout and purpose.

Which of the forums will best suit your needs for a particular activity? In order to answer this question it is useful to think how you might lead such a discussion in a face-to-face environment. Would you throw the question out to the class and sit back to observe them in their answers? Or would you break them up into smaller groups first and ask them to have discussions with a partner before bringing them back to the main group? Or perhaps you would like to keep them focused on a particular aspect of a question and ensure that they do

not wander away from the topic at hand? All of the above approaches are both valid and useful, depending on your learning outcomes.

A standard forum for general use

The standard forum probably most useful for large discussions that you intend to monitor/guide or for social forums that are student led. This does not mean that you need to make a new posting for each reply in each topic although, in order to ensure that discussion does not get 'out of control', you may need to be prepared to spend a significant amount of time finding the common threads amongst the various discussions and weaving them together. Providing overall remarks for particular topics can also be a key aspect of your responsibilities in the discussion. Alternatively, you could ask students to summarise discussion topics at agreed points, once a week or when a thread comes to an agreed conclusion. Such a learner-centred approach may be particularly useful once the online community has been established and, perhaps, when you have modeled the summarising process.

A single simple discussion

The simple forum is most useful for short/time-limited discussion on a single subject or topic. This kind of forum is very productive if you are interested in keeping students focused on a particular issue.

Each person posts one discussion

This forum is most useful when you want to achieve a medium between a large discussion and a short and focused discussion. A single discussion topic per person allows students a little more freedom than a single discussion forum, but not as much as a standard forum where each student can create as many topics as they wish. Successful forums of this selection can be active, yet focused, as students are not limited in the number of times they can respond to others within threads.

Question and Answer forum

The Q & A forum is best used when you have a particular question that you wish to have answered. In a Q and A forum, tutors post the question and students respond with possible answers. By default, a Q and A forum requires students to post once before viewing other students' postings. After the initial posting, students can view and respond to others' postings. This feature allows equal initial posting opportunity among all students, thus encouraging original and independent thinking.

Tips for Question and Answer

When the Question and Answer mode is selected, Moodle hides the replies to the initial thread post by the trainer but not the entire forum itself.

- Tip: Post each question as a thread in the forum and then have students posting replies to it. This way, Moodle will protect the replies from being viewable by other students but allow the initial post/thread to be visible for reply by all students.

- Tip: Do not post the question in the forum summary because every student answer will become a thread and visible to all students. In this scenario, it may appear as if the Question and Answer forum is not working correctly, since the new initial posts in the thread are intentionally designed not to be hidden, just their replies.

- Tip: If you have set up groups for your forum the moderator needs to post a question to each of the groups and not to all "participants", because in this case questions are able to be read by all students. Questions posed to group members are only visible to those group members and replies are only visible once a group member has posted a message.

Quizzes

This module allows the trainer to design and set some extra quiz tests, consisting of multiple choices, true-false and short answer questions. These questions are kept in a categorised database, and can be re-used within courses and even between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the trainer can choose whether to give feedback or to show correct answers. This module includes grading facilities.

Surveys

The survey module provides a number of verified survey instruments that have been found useful in assessing and stimulating learning in online environments. Trainers can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.

- Turn on editing for the course.
- In the section you wish to add an activity, use the "Add an activity" drop down menu.
- Select the Survey activity.
- Give the survey a name.
- Select the type of survey you want to give from the dropdown list.

- Click Continue.
- On the following screen, edit the introductory text if necessary.
- Click OK.
- The next screen displays the question set you have chosen. Click Check and Continue at the bottom of the page.

Viewing a survey

Once students have begun to answer the survey questions, the trainer may track the survey results via the "View xx survey responses" link at the top right of the page.

Survey report

The survey report section in each survey allows you to view the data by course, by student, or by question. You can also download the data as a spreadsheet or text file.

Note: Moodle surveys are not anonymous. While students cannot see each other's results, you can view each student's survey. There is no way to assure anonymity. If you are using these results for research, you must develop a scheme to download the data and assign participant numbers. You should also inform students of this limitation.

The COLLES and ATTLS questions are five-point scales. These results are reported in graphical form when you view them.

The Critical Incidents survey is a free-response survey where students must type their answers. You can see what students have typed for each answer.

Blocks

A trainer can utilise many kinds of blocks in a course page. Typically a course home page contains blocks in the left and right columns. Using the blocks, user can enable functions he needs in certain activity. With blocks one can easily organise working space in Moodle, showing functionalities on the right/left side of active window.

Block types

There are many different types of blocks in a course that can be used by a tutor. The tutor can add blocks from a pull down menu. Other blocks provide information or settings that a trainer may use. Some activities allow blocks to be inserted by trainer.

Pull down

Each course has an add block pull down menu.

Blogs - Tags and Menu

Calendar

Global Search block

HTML

Loan Calculator

Mentees block

Messages

Online Users

People

Quiz Results

Random Glossary Entry

Remote RSS Feeds

Section Links

Other blocks

- Activities
- Administration
- Courses
- Latest News
- Recent Activity
- Search Forums
- Upcoming Events

Blocks seen by students

Each course homepage generally contains blocks on the left and right with the centre column containing the course content. Blocks may be added, hidden, deleted, and moved up, down and left/right when editing is turned on.

4. Appendix

e-tu-modu consortium

Coordinator: **Stiftung Bildung & Handwerk, Germany**
www.stiftung-bildung-handwerk.de

Partner 1: **Leading Interactive GmbH, Germany**
www.leading-interactive.de

Partner 2: **Pärnu Saksa Tehnoologiakool, Estonia**
www.saksatk.ee

Partner 3: **Pro-Eco, Slovenia**
www.pro-eco.si

Partner 4: **Noorderpoort College, Netherlands**
www.noorderpoort.nl

Partner 5: **Deutsch-Bulgarisches Berufsbildungszentrum Pleven, Bulgaria**
www.bgcpo.bg

Partner 6: **Innovación y Cualificación, S.L., Spain**
www.innovacionycualificacion.com

Partner 7: **Universität Paderborn, Centre for Vocational Education and Training, Germany**
http://cevet.uni-paderborn.de