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SKILLS FOR ONLINE

SKILLS-FOR-ONLINE

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E-TOOLKIT

AIFED
Asociación de Innovación, Formació y Empleo para el Desarrollo Sostenibl

EFE
Ecological Future Education

CUBOFORMA
CENTRO DE FORMAÇÃO

CHAPTER 1 – INTRODUCTION

"Technology is supposed to make our lives easier, allowing us to do things more quickly and efficiently. But too often it seems to make things harder, leaving us with fifty-button remote controls, digital cameras with hundreds of mysterious features and book-length manuals, and cars with dashboard systems worthy of the space shuttle".

James Surowiecki, an American journalist for the New Yorker.

This quote sums up the situation of many adults nowadays. They have access to a new technology, whether it is in communications, driving, or watching TV, their aims are to make our lives easier. However, it is not always intuitive for them to use those innovations. Usually, after a certain age, many adults are disconnected from the reality of new technologies and cannot process every change around them. They tend to give up on buying and using them. There is, therefore, an important issue, and challenge to overcome to help adults learn how to use new technologies.

The project "Skills for Online Facilitation" is addressing this particular issue along with several others. Its main goal is to improve the educational activities offered to adults by partner organisations by developing their digital education practices/methodologies and staff skills. The exact aim is to train adult educators (for them to teach other grown-ups afterwards) in certain specific fields, such as design, implementation and delivery of online courses for adult education. This project will subsequently help adults learn how to use new technologies and give them keys to use them.

“This project is being carried out in collaboration with three organizations. The first one is AIFED, a local organisation working in the areas of training, culture and employment in Granada, Spain. This association develops programs and activities of work and support to the employment. Then, there is CUBOFORMA, a Portuguese association from Braga. It provides training to promote social inclusion, skills development and the integration of employees, unemployed people and youth into the labour market, combating poverty and discrimination. The last one is EFE (Ecological Future Education), a Latvian association from Gulbene. They help introduce a new learning and thinking method which would promote ecology as an interesting adventure where everyone participates.

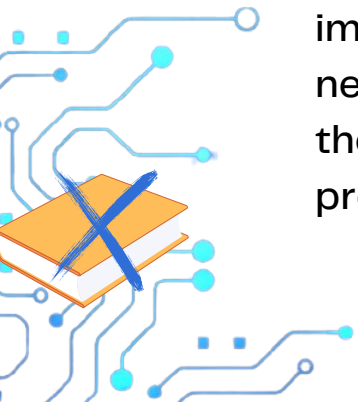
EFE offers various interesting seminars in English and Latvian languages, both for children and adults on how to make our everyday life greener and environmentally friendly. All these associations are therefore united to help adults with online formation.

These associations collaborated to develop an e-toolkit that provides practical tips for transitioning to digital education. The E-Toolkit is designed to support adult educators, trainers, and learners in their journey towards digital education excellence. It offers a comprehensive set of practical tips, strategies, and resources specifically tailored to facilitate a smooth transition to digital. This work not only addresses the technical aspects of digital education but also explores creative and innovative methods to engage adult learners in meaningful ways. It includes 9 innovative methods for digital adult education. It aims to facilitate adult training and be of great use if the courses need to be repeated at a later date, since digital adult education is always an issue to be addressed.

To realise this project, the three associations organized three meetings in different countries. The first one took place in Portugal. It was a 4-day training course that examined digital media and how they can be used to improve the teaching and learning process. This activity was related to develop the skills of adult educators from the three partner organisations to plan, design and deliver online education. The second meeting was celebrated in Granada and focused on getting familiar with digital tools (Doodly, Jamboard, Storyboard That). The last meeting occurred in Latvia, where a five-day training course for adult educators/trainers was conducted. This course aimed to provide participants with a comprehensive understanding of the essential technical and human factors associated with developing online courses.

The e-toolkit is divided in four chapters. The chapters are structured into three modules, except for the introduction. The second chapter of the e-toolkit focuses on discussing learning theories that are essential for the development of online learning. It also covers the principles of Universal Digital Learning (UDL) and explores the concept of open digital educational resources. The third chapter explores the different phases of instructional design models for online courses and creating/evaluating a dynamic online learning environment. The last chapter focuses on synchronous facilitation, as well as designing a plan for an online session and giving tips from online facilitators.

The project skills for online facilitation is addressing many important issues, such as adult learning and online learning. It gives a hint that in our modern world, it is important for every citizen to have access to learning with new technologies. By forming new adult trainers with those technologies, everybody will be benefiting from the project.



CHAPTER 2 - MODULE 1

Many scholars who have developed theories of e-learning have based themselves on principles of sociocultural basis and have created theories of many different perspectives.

Garrison, Anderson, and Archer (2000) state in their theory that the process of learning is the outcome of deeper participation in a learning community where there is an active engagement and atmosphere of instructors and students sharing opinions and ideas. This ideology is what many contemporary learning theories find as being the ideal goal.

Over the twentieth century, four primary learning theories emerged that educators can learn from to design better online experiences.

1. BEHAVIORISM

The behaviourism theory believes that learning is a result of reinforcement and stimulus and as the name implies, it focuses on how people behave. According to behaviourism learning happens reflexively and is an external process that suffers changes over time based on the responses received. This is a process of cause and effect, action, and reaction.

The theory of behaviourism in education examines the behaviour of students while they are learning. Specifically, behaviourism observes the response of students to specific stimuli that can be quantified, evaluated, and controlled by the student when repeated. Behaviourism focuses on the processes that are observable as they are the ones that can truly be studied. If the processes are cognitive, according to behaviourism, they cannot be studied.

Instructors can apply behaviourism techniques in online classes. For example, they can use repetition. One of the best ways to teach concepts is through observation as it is the principal method people learn by.

Using a video presentation with a step-by-step guide that leads to an expected outcome is a fun and engaging way for students to learn what they should do and what the result should look like. After completing the process, students can be asked to watch the video again and repeat the process. This should be effective as the principle of behaviourism states that upon observing how certain events lead to specific outcomes, the person should be capable of making a connection.

Another behaviourist method instructors can implement is constant feedback and recognition. Although students and teachers are not always face-to-face while learning online, instructors can find many ways to positively reinforce the learners. For example, when filling out a questionnaire, students can get feedback in the form of an automated response after they choose the answer. Another common way is to give certificates of completion of modules as it provides intrinsic reinforcement. This will encourage students to continue being active in the next course modules.

2. COGNITIVISM

The cognitivism theory surged from critiques to the behaviorism theory from authors such as Noam Chomsky (1959) who commented on how the mental processes which are especially important to learning were not being considered as they are not observable in the physical word. Cognitive science is interdisciplinary by nature as it draws from other fields such as neuroscience, philosophy, and psychology to explain the workings of the brain and mind, as well as the process of cognitive development, the basis of learning, which leads to knowledge acquisition.

In the educational sector, supporters of the cognitive theory believe that the mind plays an extremely important part in the learning process and study the events between a student's response to the environmental stimulus. They believe that what connects environmental stimulus and the students' reactions is the mind's cognitive process, such as, for example, motivation or imagination, as they are critical elements in the learning process.

The cognitivism theory emphasizes the mechanics of memory and the efficient transfer of knowledge. A cognitivist instructor will first teach his students the concepts and then help them organize any added information around those concepts. Wise application of the principles of cognitivism in the design of learning materials leads to more effective learning for learners of any age. In short, the principles of cognitivism are about optimizing the ways in which learners think about, understand, process, and integrate added information to make sense of what they already know.

There are ways for online instructors to apply cognitivism theory practices to their teaching. Learning should me more **focused and purposeful.** Students learn more effectively when they know the end goal of why they are learning it. They need to understand how the concepts and ideas they will learn can be applied to themselves. In the beginning, the why is often more important than the how. Therefore, the purpose of the learning materials must be clearly stated from the beginning. In addition, the stated purpose should relate to the situations and challenges that participants will face.

Furthermore, the theories taught in a training course should be backed up with practical examples to illustrate their relevance. For example, a technical course for a new project management tool delivered in a small office needs to be explicit about how this efficiency and productivity program, originally intended for a larger company, can be applied to a smaller company. The efficiency and productivity benefits resulting from this program should be translated into terms that the company's employees can easily identify with.

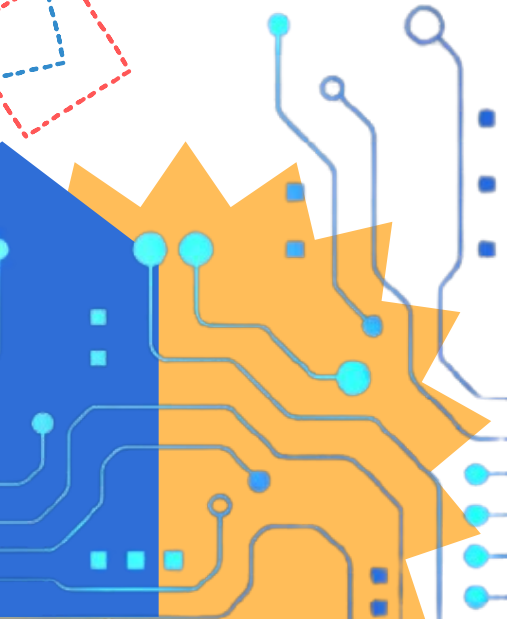
Learning should be **self-directed.** The theory of cognitivism states that students are ready to learn when they have set a clear objective for themselves. Instructors can help learners achieve self-directed learning by asking them what they wish to study and what their expectations are from the course.

Instructors should give students with all the tools needed to facilitate learning. These should enable learners to tailor their learning to their individual pace and needs. For example, a general course on Excel would be useful for students from diverse backgrounds. An accountant would need more information on functions for bookkeeping, while a manager would need tools for trends and data analysis. The course should point these learners to where they can get the specific information, they need to be successful.

Learning should come from discovering and analyzing. The design of online modules should encourage the discovery of information through enquiry. By asking the right questions, students will be stimulated to think critically and feel the need to acquire new information. Learners tend to be more receptive to problem-based learning that gives them an overall idea of how to overcome challenges quickly and effectively. Modules should tap into learners' cognitive learning process by continuously engaging them in the discovery and analysis of newly acquired knowledge.

Activities that apply this principle of cognitivism to online learning include role-plays and case studies. Learners should have the chance to work together, share opinions, and contribute their own ideas and opinions to the didactic discussion. For example, in a Time Management course, learners may be separated into small groups and asked to present various solutions to a single problem. They can also be asked to analyze how a single solution could be applied to two different scenarios.

In summary, the studies on cognitivism in education conclude that no course or module is valuable unless it is understood how the human mind takes in information and processes it more effectively. The best manner to achieve this is to keep the principles of cognitivism in mind and apply them in designing the learning materials.



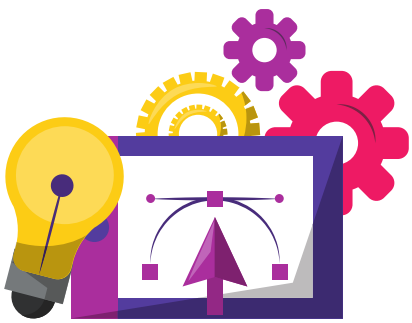
3. CONSTRUCTIVISM

Parallel to behaviorism and cognitivism was the work of many educational theorists who focused on social constructionism to explain and describe learning and teaching as complex interactive social phenomena between instructors and learners. In a simpler way, constructivism sees learning as a social process that is influenced by internal and external factors but relies heavily on the learner's pre-existing knowledge. It also focuses on the learners' uniqueness.

Learners, as individuals, are complex. Genetic factors have a say in how an individual absorbs information, but so do social and cultural factors. Because of these factors, constructivism emphasizes the student's responsibility to engage with the subject matter.

The learning process is seen as a collaborative procedure where students can work together to develop a shared understanding of the concept in question. Constructivism states that teacher should focus more on cooperative learning experiences.

Class discussions, group projects all fit well with the constructivism theory. Constructivism is optimal when there is an up-close relationship between the student and the teacher, which is a sign that instructors should consider this learning theory more carefully.



There are ways for online instructors to apply constructivism theory practices to their teaching. Teachers can use active learning activities. Instructors can develop online learning modules that are centered around the learner, by starting the lesson with learning activities that are engaging and appealing to learners' prior knowledge.

Some of these learning activities could include asking problems, conducting experiments, and stimulating discussion. Instructors must ensure that the learning activities relate to the study subject. An example is a seminar on a physics problem. The seminar starts by dividing the students into groups. Then each group is given a physics problem and asked to explain how and with what strategies they can solve the problem.

Another method is ensuring that students are active learners who construct their learning's meaning in a collaborative environment. Learning needs to be socially constructed, reflective and involve multiple perspectives. Learners take responsibility for their learning. Instructors' learning environments include group work, debates, and group projects. Students should share their knowledge with other learners to ensure multiple perspectives are considered.

Just as no single theory of learning has emerged for teaching in general, the same is true for online teaching. Many theories emerged, most of which are derived from the principal learning theories discussed earlier. In this section, several theories are examined to see if they are appropriate for the online environment.

4.COMMUNITY OF INQUIRY

The "community of inquiry" model for online learning created by Garrison, Anderson, and Archer (2000) has foundations on the concept of three distinct "presences": cognitive, social, and teaching. Anderson, Rourke, Garrison, and Archer (2001), while acknowledging the overlaps and relationships between the three components, advise further research on each.

Their model carries the design of online and blended courses as active learning communities that rely on teachers and learners sharing opinions, ideas, and information. Of note is that "presence" is a social phenomenon and manifests through interactions between teachers and learners.

5. CONNECTIVISM

George Siemens (2004) is the main patron of connectivism, a learning model that recognizes that the way information and knowledge flow, grow and change has been transformed by extensive data communication networks. Internet technology has shifted learning from individualistic activities to group activities.

Connectivism is defined by Siemens as:
integration of concepts from chaos, network, complexity, and self-organization theories, according to which learning is a process that takes place in hazy surroundings with moving central components and is not totally beyond the individual's control. Learning, which is defined as "actionable knowledge," focuses on making connections between specialized information sets and is more essential than our current level of knowledge because it can take place outside of oneself.

Siemens stated that the dynamic of information flow is what propels connectivism as a notion. It's important for students to comprehend how to navigate and identify vast, constantly changing, and evolving bodies of information. Siemens outlined eight connectivism tenets. When the learning purpose or objective is to generate and produce knowledge rather than communicate it, connectivism is especially effective for courses with very high enrollment.

Theoretically, connectivism makes sense since it makes sense to use digital technology to enhance learning possibilities since everyone uses it. This notion can be put into reality in a variety of ways if learning happens via digital and social channels. Gamification, social learning, and mentorship are three tactics that can be used in the workplace with little help from your L&D staff.

GAMIFICATION

Simply said, gamification is a learning strategy that makes use of game elements like points, challenges, and levels in order to accelerate learning and satisfy our innate desire for rewards.Because it makes routine learning tasks, like reading an article or finishing a training module, interactive by rewarding the learner, gamification fosters connectivism.

Additionally, it allows for the real-time delivery of feedback, the promotion of teamwork, and the recognition of employee success. Employees can fail safely using gamification, learn from their mistakes, and strengthen their shortcomings.

Today's learning-based apps frequently include gamification elements. Using a learning software, you may convert your currently available training modules or courses into interactive games. If you wish to integrate gamification, the following features in a learning software are important to consider:

- Leaderboards to promote training and healthy competition.
- Certificates or badges for passing a course. If these badges can be shared, employees will be more inclined to display them on LinkedIn or their resume.
- To bolster knowledge, use interactive quizzes or trivia.
- For students who desire to advance their study, challenge options are available.

SOCIAL LEARNING

Your L&D program's social learning opportunities should encourage employees at all levels to share their internal knowledge and offer suggestions.

Similar to group talks or peer-review sessions, social learning allows students the chance to share knowledge, create their own ideas, and learn from one another in a relaxed setting. Social learning is crucial for promoting psychological safety at work.

With social learning, each employee gets an equal opportunity to voice their opinions and add to a project without worrying about facing criticism or shame. Additionally, social learning possibilities create communities where students can openly exchange knowledge and reinforce it through dialogue.

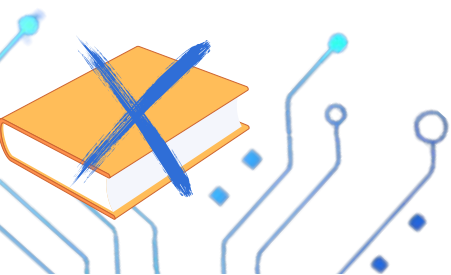
Creating an internal wiki that all staff levels are encouraged to contribute to is an easy way to promote social learning with little effort. Another choice is to provide a discussion board or online area where students may talk about courses or educational possibilities. In real life, this might resemble a Slack channel or another internal platform like a learning management system or app. Employees have the chance to communicate with subject matter experts (SMEs) at your firm through discussion forums.

MENTORSHIP PROGRAMS

By bringing together employees at various career stages to exchange internal information, debate business culture and principles, and address role-related issues, workplace mentoring programs foster connectivism.

According to studies, learners who take part in mentoring programs tend to experience higher levels of job satisfaction, more career advancement, and are more likely to stay with a company. Even though the advantages are well acknowledged, many businesses lack a committed, ongoing mentorship program. According to a 2020 survey, 73% of businesses felt they did not invest enough time on mentoring.

By providing a somebody to ask questions of and learn from, mentoring programs also empower staff members to direct their own development. On demand, employees receive customised knowledge.



In remote locations, there are also effective mentoring programs. By pairing new hires with an onboarding buddy—someone who has been with the company long enough to know all the ins and outs and has accumulated enough internal knowledge to answer queries or knows where to go for answers—mentorship starts on day one.

For the first two months, set up weekly check-in meetings with the mentee and mentor, and then let them go at their own pace. These can take place live in-person or virtually using a video conferencing program. Even if mentees no longer require weekly meetings after the first two months, they still have a relationship with a mentor they may contact if they have any issues down the road.

In summary, collaboration is essential for Connectivism Learning to succeed. The concepts of the Connectivism Learning Theory, such as social engagement, continuing knowledge exchange, and information seeking through digital channels, are built upon in collaborative learning.

6. ONLINE COLLABORATIVE LEARNING (OCL)

A hypothesis put forth by Linda Harasim called online collaborative learning (OCL) focuses on the capabilities of the Internet to offer learning settings that promote cooperation and knowledge building.

According to Harasim (2012), OCL is: a new paradigm of learning that emphasizes Internet use, knowledge construction, and collaborative learning as a way to reform formal, non-formal, and informal education for the Knowledge Age.

Harasim, like Siemens, recognizes the advantages of expanding networked education and bringing teaching and learning to the Internet. In certain ways, Harasim draws on Alberto Barabasi's theory of the influence of networks. Three stages of group discourse-based knowledge production are identified by OCL :

- Idea generation: the brainstorming stage, where many ideas are brought together
- Idea organization is the process of comparing, analyzing, and categorizing ideas through debate and argument.
- Intellectual convergence: the stage in which ideas are synthesized and agreed upon, including when disagreements are allowed, typically through the creation of a joint assignment, essay, or other piece of work.

OCL also has roots in social constructivism since it encourages students to work together to solve problems through discourse and because the teacher serves as both a facilitator and a member of the learning community.

This is a key component of OCL as well as other constructivist theories, in which the teacher plays a more active role in knowledge construction rather than acting as a passive facilitator. OCL is difficult to scale up because of how crucial the teacher's involvement is.

OCL works best in smaller learning situations, in contrast to connectivism, which is best suited for large-scale education. When attempting to find commonalities among the ideas of online education, this final issue becomes more crucial.

IS IT POSSIBLE TO DEVELOP A INTEGRATED THEORY OF ONLINE EDUCATION?

As previously mentioned, Terry Anderson (2011) investigated the potential for developing a theory of online learning, starting from the premise that it would be a challenging, and possibly impossible, endeavor. In addition to stating that many theorists and practitioners view online learning as "a subset of learning in general" he added:

In order to provide access to educational experiences that are at least as flexible in time and geography as campus-based education, online learning has long been considered a subset of distance education.

Any attempt to develop a common theory of online education is complicated by these two views (subset of learning generally and subset of distance education). Even though blended learning models are becoming more and more common in traditional face-to-face and online learning contexts, they do not easily fit into the distant education schema.

The well-regarded work of Bransford, Brown, and Cocking (1999), who proposed that effective learning environments are framed within the convergence of four overlapping lenses: community-centeredness, knowledge-centeredness, learner-centeredness, and assessment-centeredness, was the main focus of Anderson's consideration of a number of theories and models.

As he carefully considered the qualities and resources that the Internet offers with reference to each of the four lenses, Anderson's approach to developing an online education theory was built on the framework of these lenses.

Second, he pointed out that the Internet had changed from being a text-based medium to one that supported and made all types of media available. He also said precisely that the linking functionality of the Internet is best suited to the way human knowledge is stored and accessed.

Anderson then went on to create a model with these three factors in mind, separating community/collaborative models from self-paced instructional models and stating that these two types of models are intrinsically incompatible, he did add one significant component.

Due to the substantial connections between teachers and students, community/collaborative models are difficult to scale up. The self-paced instructional models, on the other hand, are created for independent learning with far less interaction between students and teachers.

The two main human actors, teachers and students, as well as how they engage with the curriculum and one another. Although students can interact directly with knowledge they obtain in various formats, particularly on the Web, many prefer to have their education organized, guided, and evaluated by a teacher. This contact can happen in a community of inquiry using a range of synchronous and asynchronous Net-based activities.

These environments are especially rich in opportunities for social skill development, subject acquisition through collaboration, and the growth of interpersonal connections between participants. But the community ties students to a schedule, requiring regular sessions or at the very least group-paced learning. Drills, simulations, and computer-assisted tutorials are often utilized tools in this approach.

Figure 1, which depicts the instructional flow between the two sides, serves as the skeleton of a theory or model for distant learning. In his conclusion, Anderson stated that his approach "will allow us to deepen our understanding of this complex educational setting" noting that this requires more accurate measurement of the size and direction of each input variable's impact on pertinent outcome variables.

According to Anderson, an online learning-based theory or model might replace all other delivery methods with the exception of "rich face-to-face interaction in formal classrooms," and he also discussed the potential of the Internet for education.

Given that it does not allow for in-person, face-to-face interaction, this presents a conundrum for Anderson as she attempts to build a shared theory of online education. It is also troublesome for those who view online education as a subset of education in general.

AN INTEGRATED MODEL

Because Anderson's model anticipated that no training would be given in a traditional, face-to-face manner, blended learning models with some face-to-face education were not included.

Is it conceivable, then, to approach the search for an integrated model for online education from the standpoint of blended learning or even face-to-face education in general?

In an examination of educational technology, Bosch (2016) identified four blended learning models and compared them using twenty-one different design elements. These methods stressed the incorporation of pedagogy and technology in course design to varying degrees.

One of the ideas was a Blending with Pedagogical Purpose Model (see Figure 2, created by the author, in which pedagogical goals and activities direct the approaches, including the online tools that instructors utilize.

The concept posits that it may be most beneficial for a diverse group of pupils and appealing to do so to combine the goals, activities, and approaches within several modalities. The model consists of six fundamental pedagogical objectives and methods for attaining them to create learning modules.

The key aspect of this concept is that pedagogy determines which strategies will best assist student learning. The modules are also depicted as intersecting; however this is optional; depending on the methodologies utilized, they may or may not intersect or overlap.

For instance, depending on how the collaborative activity is planned, some reflection may or may not be integrated. It might be useful to ask the collaborative groups to specifically evaluate their own work. For the other modules, corresponding possibilities are conceivable. In the end, it matters most that all the modules combined make sense as a whole. Each of these modules is reviewed succinctly in the paragraphs that follow.

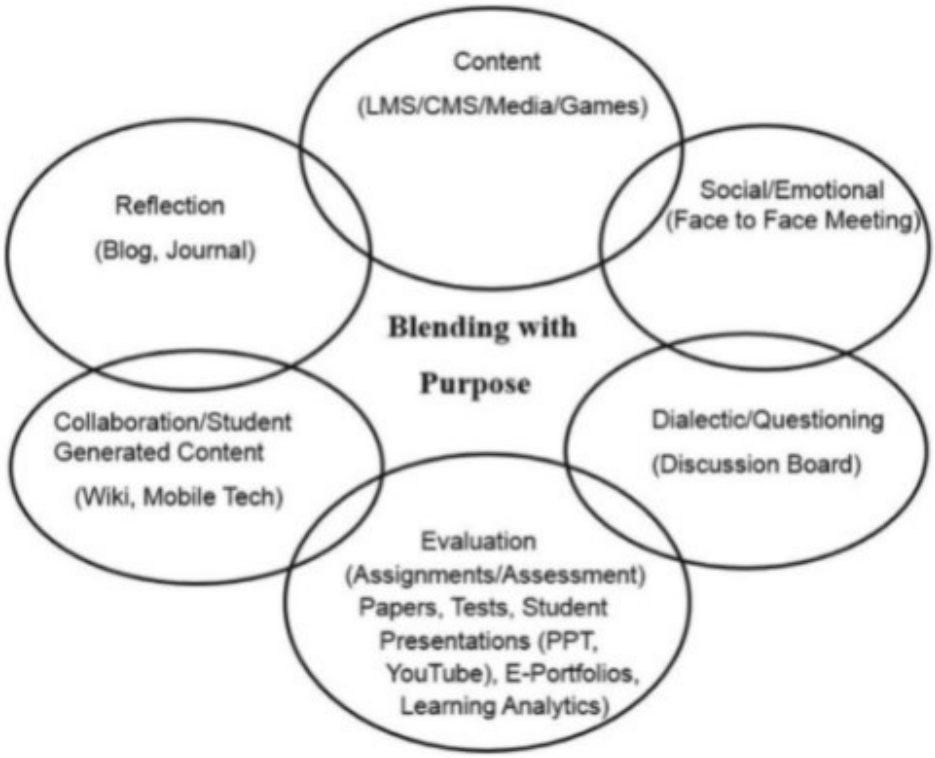


Figure 2

One of the main forces behind instruction is content, and there are numerous ways to convey and deliver content. There is no reason why this has to be the case, whether in a face-to-face setting or an online one. Much of what is taught is transmitted linguistically (teacher speaks; students listen; or instructor writes; students write).

Mayer (2009) conducted in-depth assessments of the studies and came to the conclusion that visualizing significantly improves learning. Visual simulations are frequently used in some subject areas, including science, to illustrate systems and processes.

Rich digital images can also significantly improve the humanities, particularly art, history, and literature. The core content delivery mechanisms for blended learning are provided by course/learning management systems (CMS/LMS) like Blackboard, Canvas, or Moodle.

These systems are adept at handling the distribution of a range of media, including text, video, and audio. Games have developed as well, and they now have a bigger place in educational materials.

The Blending with Pedagogical Purpose concept advises using a variety of technologies and media when offering and presenting content.

According to the Blending with Pedagogical Purpose paradigm, instruction should also help students socially and emotionally in addition to teaching them skills and content. As previously said, constructivists see teaching and learning as naturally social endeavors. In addition to imparting knowledge, a teacher or tutor's physical presence is reassuring and familiar.

Social and emotional development must be recognized as crucial to education at all levels, while possibly being more historically valued as essential for K–12 pupils.

Graduate-level instructors are aware that even at this advanced level, students frequently need someone to talk to in order to understand a complex idea or to offer guidance on career and professional options.

While entirely online courses and programs have advanced to the point where professors can offer some social and emotional support when available and appropriate, this is more usually offered in person in hybrid courses and programs.

Dialectics, or asking questions, is a crucial activity that enables professors to delve into students' knowledge and aid in its elaboration. The Socratic Method is still widely employed in education, and many effective teachers take pride in their capacity to elicit conversation by posing the "correct" queries that encourage pupils to think critically about a subject or issue.

These questions are frequently used to hone and focus a debate on very particular "points" or facets of the subject at hand; they are not intended to be open-ended exercises.
A user-friendly, threaded electronic discussion board or forum, like VoiceThread, is a good strategy for dialectic and questioning activities.

In general, a well-structured discussion board exercise aims to present a topic or issue, ask students to react to questions and offer their own perspectives, and then have them assess and reply to other people's viewpoints.

Students can easily understand how the entire debate or lecture has developed thanks to the "thread's" straightforward, straightforward display. In conclusion, the electronic discussion board has been and still is the primary activity for many online courses, especially for teachers who want to concentrate debate and attention on a particular subject.

Over many years, collaborative learning has changed. Group work developed in popularity and was increasingly used in many course activities in face-to-face classes.

Collaborative learning is a key component of many professional degrees, including business administration, education, health science, and social work. In the past, it was occasionally difficult to arrange the time and resources needed for productive collaboration in face-to-face sessions.

Nowadays, some of these logistical problems are resolved by email, mobile technology, and other electronic communication methods.
Particularly wikis have gained popularity and are now frequently used in group projects and writing tasks.

They are considered crucial tools for producing knowledge and information as well as peer review and evaluation (Fredericksen, 2015). Wikis enable students to create information that can be shared with others both during and after a semester, in contrast to face-to-face group work that often ended up on the instructor's desk when provided in paper form.

Wiki-based papers and projects can be easily transferred from one group to another and from one class to another.

Perhaps the most crucial element of the model is the evaluation of learning. Numerous tools and platforms, including CMSs/LMSs, are available online to help with this. One of the main ways to assess a student's learning is through papers, quizzes, assignments, and portfolios, all of which can be completed electronically.

There is no need for paper when essays and term projects are exchanged between teacher and student. Podcasts and YouTube videos are replacing oral presentations in the classroom. The three-inch, paper-filled binder is giving way to an electronic multimedia presentation of photographs, video, and audio as the portfolio develops.

The instructor can analyze the weekly class discussions on discussion boards or blogs as a permanent electronic record to track student participation and growth over time. They are also very useful for instructors to evaluate their own instruction and to look back on what did and did not work in a class.

Learning analytics are increasingly being considered as the means of utilizing this goldmine of data to enhance teaching and learning. In conclusion, internet technology enables more seamless sharing of evaluation and assessment activities and offers students and teachers a permanent, accessible record.

The six parts of the approach outlined above come together to create a cohesive community of learning where rich engagement, whether online or in person, may be offered and blended throughout all modules. Additionally, not all courses must include the model's activities and strategies.

The activities and, thus, the approaches in a course should be determined by its instructional goals. For instance, dialectic inquiry or collaborative learning are not required in every course.

Faculty and instructional designers may think about reviewing a complete academic program in addition to individual courses to ascertain which model elements best align with the overall programming aims and objectives.

Here, the idea of learning transcends the confines of the course to encompass a wider academic program where activities may cross over. In some MBA programs, for instance, a cohort of students is enrolled in three courses at the same time, but at least one assignment or project must be shared by all three courses.

Whether this Blending with Pedagogical Purpose model may be expanded or changed to be called a model for online education generally is the crucial question for our debate. This is conceivable by adding a number of the elements from other theories and models covered earlier in this article.

In addition to building on the Blending with Purpose strategy, Figure 3 shows a Multimodal Model for Online Education that incorporates a number of fresh ideas from Anderson and others, including community, engagement, and self-paced, autonomous instruction.

The idea of a learning community is first highlighted, as advocated by Garrison, Anderson, and Archer (2000) and Wenger and Lave (1991). The idea of a course as a learning community.

This group can encompass a bigger academic program. Second, it is acknowledged that interaction permeates the model to the necessary amount and is a fundamental aspect of the community.

The inclusion of the self-study/independent learning module, which Anderson emphasized as being incompatible with all of the community-based models, is the third and, arguably, most significant modification.

This paradigm allows for the integration of self-study/independent learning with other modules as necessary or as the main form of instruction delivery. Adaptive learning software, a style of self-study that is becoming more and more popular, can be used independently or combined with other parts of the model.

The latter is frequently carried out at the secondary school level, when adaptive software packages are mostly used in stand-alone mode with teachers on hand to serve as tutors when necessary.

Additionally, adaptive learning simulation software is included into conventional, face-to-face classrooms, such as science, where the lecturer may offer a lab exercise.

APPLYING THE INTEGRATED MODEL

Following are numerous examples of the integrated model's use to help you understand it better. An illustration of the model as a representation of a completely online, self-paced course is shown in Figure 4.

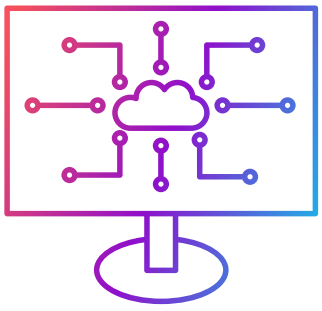
The content as it is supplied on an LMS/CMS, a self-paced study module, and assessment/evaluation are the three main components [in green] for this course. A blog or discussion board to facilitate student interaction might be added to the concept, but it is not strictly necessary.

This illustration is particularly suitable for online programs with rolling admissions and flexible scheduling for students. As with several online education programs, students finish the course at their own pace. This illustration is adaptable and works with lots of students.

Similar to the course described in Figure 4, Figure 5 shows an example of another course that is mostly self-paced online but is also intended to have a teacher or tutor on hand as needed. Additionally, a discussion board is provided to enable continued communication between the teacher and pupils.

Although most of the training would be supplied through the self-paced study module, this course would have a semester timetable and a conventional class size.

A instructor or tutor would be assigned to lead and assist with instruction, and the course would be organized according to normal procedures. Students having trouble with any of the self-paced content could get assistance from the teacher or tutor.



Secondary schools increasingly offer courses of this nature, such as credit recovery courses.

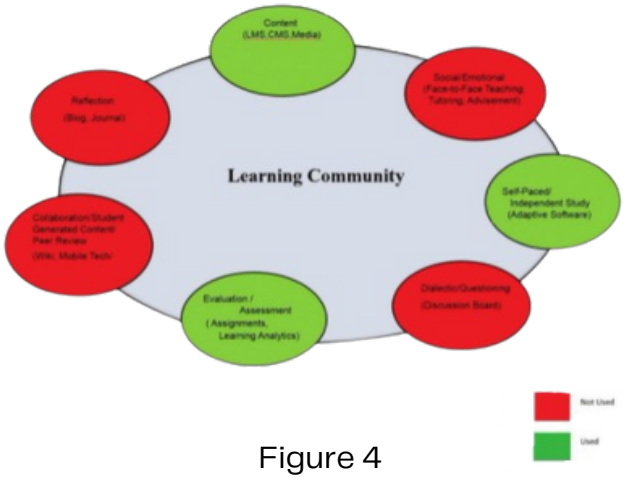


Figure 4

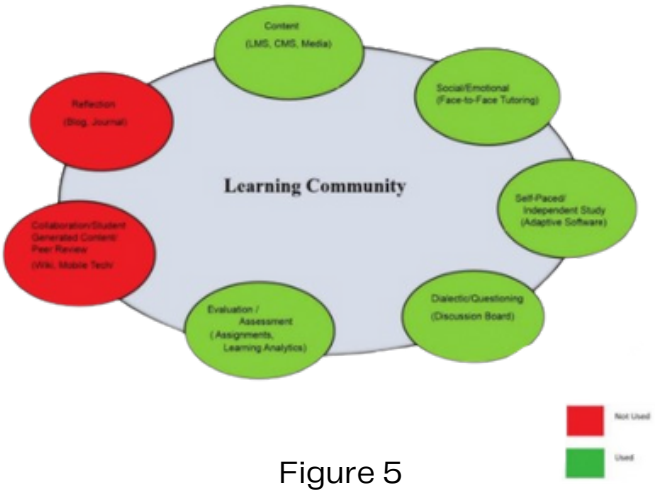


Figure 5

An illustration of a teacher-led, entirely online course is shown in Figure 6. A LMS or CMS together with other media are used by the teacher as needed to provide the course material.

The discussion board, blog, and wiki offer platforms for communication between instructors and students, as well as between students and content.

In this class, the instructor would instruct students to view a fifteen-minute lecture that is available in the LMS database before posing a series of questions to them on the discussion board.

The teacher can then lead students in an interactive discussion board exercise based on the student comments. The approach also includes space for group discussions and reflection.

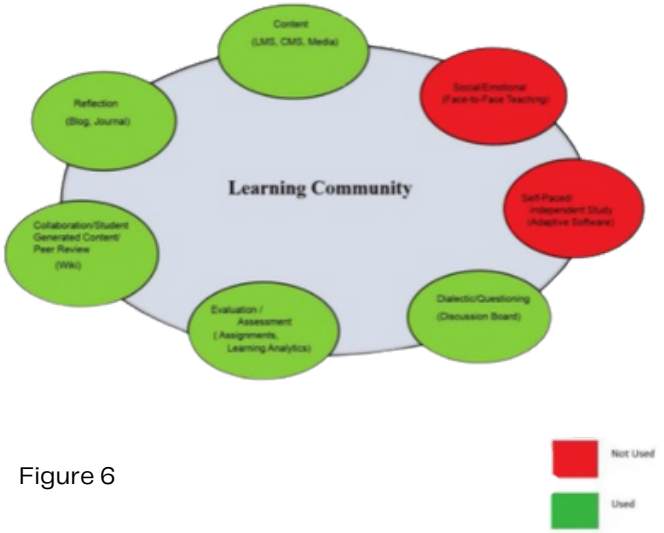


Figure 6

An illustration of a blended course with teacher-led instruction is shown in Figure 7. The additional modules are meant to supplement and broaden the curriculum.

The teacher serves as the primary instructional guide, and an LMS/CMS would add information as necessary. Although certain teaching activities would be carried out online, on a discussion board, blog, or collaborative wiki, the course would meet in a physical classroom. The instructor would plan out in advance which parts of the course will take place online and in person.

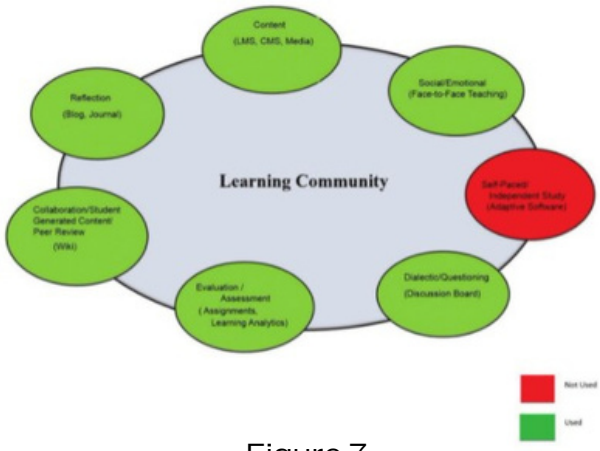


Figure 7

ATTRIBUTES AND LIMITATIONS OF THE MULTIMODAL MODEL

Many of the key characteristics of various learning and online education theories and models are present in the suggested Multimodal Model for Online Education. For instance, behaviorists will discover components of independent study and self-study in adaptive software.

Reflection and dialectic inquiry are significant components of the concept that cognitivists can find appealing. Social constructivists will like the model's emphasis on interaction and community throughout.

Connectivists might like the opportunity for student-generated content as well as cooperation. The model's adaptability and capacity to grow when new learning methodologies, potentially prompted by technological advancements, develop, may be its most important feature.

The model has some shortcomings. Many viewpoints and academic fields can be used to approach learning theories.

For an online learning theory, behavioral psychologists, cognitive psychologists, sociologists, and teacher educators may underline the necessity for more in-depth considerations of respective views.

The multimodal model presented here is an integrated composite of a number of these viewpoints, but it is primarily a pedagogical model, and as such, it may be more appealing to instructional designers, academics, and other professionals who concentrate on learning objectives.

CHAPTER 2 - MODULE 2

The Universal Design for Learning (UDL) framework was created by CAST (a book publisher for educators), an Understood founding partner.

This approach allows to effectively fulfill the learners' needs and exigencies, UDL provides a useful guide to develop supportive and effective learning experiences. UDL principles are based on brain science and the teaching practices are evidence-based.

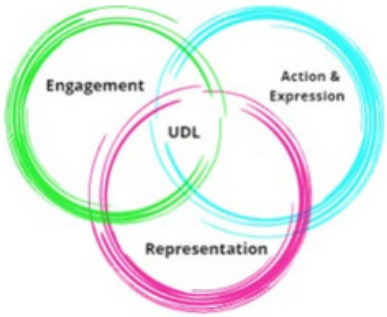
The goal of UDL is for all learners to become "expert learners. It, as a style of approaching teaching and learning, aims to provide all students with an equal chance of success.

THREE MAIN PRINCIPLES OF UDL

1. Representation: UDL advises providing information in more than one format. Textbooks, for example, are mostly visual. However, combining different format text, audio, video, and hands-on learning allows all children to access the content in the method that best suits their learning abilities.

2. Action and expression: UDL recommend providing children with several ways to interact with the subject and demonstrate what they've learnt. For example, students may be given the option of taking a pencil-and-paper examination, making an oral presentation, or working on a group project.

3. Engagement: UDL urges instructors to consider several methods of motivating pupils. Allowing students to make choices and providing them activities that are relevant to their life are two ways teachers may keep students interested and engaged. Making skill development feel like a game and providing opportunities for students to get up and move around the classroom are two other typical methods.



IN ADDITION, THE UDL IS INSPIRED BY THE FOLLOWING PRINCIPLES:

Equitable use: It is important that the design can be used by people that have different degrees of ability. Learning should be designed to be useful and accessible to people with different abilities. Provide the same means of use for all learners: identical where it is possible, and equivalent where this is not possible. Example: A subject website is designed considering web accessibility standards in such a way that it can be used by users of a variety of support products.

Flexibility in use: The design should allow people with different abilities to choose between a wide range of options in relation to the individual abilities and preferences. Instruction should be designed to accommodate a wide range of individual differences. Allow choice in methods.

Simple and intuitive use: People should be able to have a simple and intuitive use of the design, regardless of the user's experience, knowledge, language, and level of concentration. Unnecessary complexity should be eliminated.

Perceptible information: The users should immediately capture the relevant information. This can be possible when the design communicates the main information to people, regardless of environmental conditions or the user's sensory abilities. Example: A video presentation that includes closed captioning.

Error tolerance: The design minimizes the unwanted consequences of unintended or accidental actions. Instruction anticipates variability in learning rates and prior skills required. Example: A virtual learning environment provides aids and guidance for erroneous or inappropriate response situations.

Minimal physical/cognitive effort: People should be able to use the design efficiently and comfortably with minimal physical fatigue. Instruction should minimize unnecessary physical/cognitive effort. Example: Web pages are designed without too many levels of nesting and with usability criteria in mind.

Community of learners: The learning environment promotes interaction and communication among students and between students and teachers. Example: Create varied settings for learners, e.g., use of email groups, social networking, discussion groups.

Instructional climate: Instruction should be designed to be welcoming and inclusive. High expectations for all students should be considered. Example: Include a specific mention in the syllabus of the subject indicating the desire to consider the educational needs of all students and the possibility of agreeing on these needs with the teacher.

Universal Design for Learning must answer the following questions:

Provide Multiple Forms of Representation (the "what" of learning): Provide options for perception; Provide multiple options for language, symbols and mathematical expressions; Provide options for comprehension.

Provide Multiple Forms of Action and Expression (the "how" of learning): Provide options for physical interaction. Provide options for expression and communication. Provide options for executive functions.

Provide multiple Forms of Engagement (the "why" of learning): Provide options for engaging interest. Provide options for sustaining effort and persistence. Provide options for self-regulation.

THEIR IMPACTS ON DIGITAL TEXT DESIGN

UDL necessitates the use of more materials and methods than usual, but technology makes them readily available. For instance, instead of notebook writing, you may have kids utilize a digital journaling tool that allows them to express themselves through images, videos, music, and other media.

According to the National Association for Media Literacy Education (NAMLE, 2016), media literacy is “the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyze and produce mediated messages.” A similar definition is provided for digital literacy.

Consequently, digital and media literacy are often considered interchangeable, as they share several features. Both involve competence in different ways of communication, and both digital literacy and media literacy involve the use of technology in some form.

There is a relationship between digital literacy and media literacy, and that technology plays a powerful role in the implementation of UDL. For the above reasons, UDL is considered in the context of digital and media literacy.

When information is available and provided in digital format, it can be easily changed and enhanced. This characteristic of digital information can be an opportunity when it comes to consider, plan, and implement UDL in digital and/or various media environments.

It is possible now to see how best practices in media literacy education also follow specific core principles. These include:

1) Active inquiry and critical thinking about messages;

2) Expanding literacy to all forms of media;

3) Building and reinforcing media skills for all ages;

4) Developing informed and reflective participants in a democratic society;

5) Recognizing media as part of culture and socialization; and

6) Affirming individual skills, beliefs, and experiences in constructing personal meaning from media (NAMLE, 2016).

Firstly, the principles of UDL provides access through media and technology tools and they can be leveraged by using tools that offer content and information in a variety of formats – visual, auditory, video, print, verbal, tactile (as with refreshable braille devices), and even through virtual reality.

Secondly, comprehending messages and using critical thinking to analyze message quality, veracity, credibility, and point of view, while considering potential effects or consequences of messages enhance analyzing and evaluating skills.

Thirdly, the principles also help to compose or generate content by using creativity and confidence in self-expression, with awareness of purpose, audience, and composition techniques. Furthermore, it concerns applying social responsibility and ethical principles to one's own identity and lived experience, communication behavior and conduct.

Lastly, it encourages working individually and collaboratively to share knowledge and solve problems in the family, the workplace, and the community, and participating as a member of a community at local, regional, national, and international levels.

When we get deeper into the principal “representation”, we may see some other effects on digital text design. This focuses on the support that should be provided to students to help them to better understand a symbol that they encounter when learning, for example when it comes to interpreting a graph or an image.

It also focuses on clarifying syntax and structure to support students' understanding of syntactic and structural relationships. In addition, language and numbers must be encoded in visual symbols in order to render them accessible through print.

This leads to a new demand, that is decoding the symbols. This activity can be carried out easily for many students but raises significant barriers for some

The effectiveness of providing automatic text-to-speech for students who have especial difficulty decoding text plays a significant role in terms of overcoming the barrier.

Moreover, while students come to school with many different language backgrounds, the language of instruction is typically only in English, raising barriers for many.

UDL recommends a range of approaches such as incorporating multimedia support, embedding vocabulary support, establishing models of peer support, etc. in order to deal with this problem.

Additionally, in formal schooling, most information is provided in printed text. There is, in fact, the tendency to present the information in language. This affects all those students for whom the language is not a strength.

Consequently, they will have obstacles and barriers to learn that other students don't experience.Different researchers pointed out the importance of representing the information in various formats, such as video, diagram, image, music or animation.

TYPES OF TEXT-BASED DIGITAL MEDIA

Here, we refer to the types of digital documents which, depending on the type of information they store, can be classified as follows:

- **Textual documents**: they contain only text, they are very common, among them, we find electronic books, press articles, legislation, etc. In turn electronic texts can be divided into:

- **Pure text:** It is unformatted text that corresponds to files that only store textual information including letters, numbers, punctuation marks, and other symbols.

- **Formatted text**: The textual information is provided with additional features in order to improve the document presentation. It includes the choice of the font (bold, italics, indentation, paragraph justification), text with images, graphics, tables.

- **Non-text documents:** This document contains both textual information and no-textual information i.e., images, sound, video, executable programs.

- **Multimedia documents:** electronic documents that combine text, graphics, sound, images and executable programs, allowing user interaction, for example online encyclopedias.

- **Hypertexts**: documents that allow the definition of a complex structure composed of elements with different types of multimedia information linked by logical links. They are elements that can be browsed quickly and whose visualization does not have to be sequential, the example par excellence being web pages.

MAIN TYPES OF DOCUMENTS IN DIGITAL FORMAT:

Electronic books or e-books: usually accessed by online consultation, the book is accessed via the Internet for free or for a fee. They can also be accessed by downloading to a personal computer for further reading.

Another widespread option is that they can be downloaded to a digital book reader, these are small book reading devices that are connected to the computer and the books are downloaded to the device.

Specialized journals: the expansion of the internet apported several benefits to this type of publications, with an increasing number of scientific and technical journals having an online version, so the cost of production is lower, they are aimed at a wider audience, distribution is quicker and cheaper, and it is possible to include complementary documents.

Press: This sector has successfully exploited the use of digital distribution of its content. In terms of main features: all major newspapers have online versions on the Internet, digital editions provide access to the full text and additional information, they are updated several times a day, and they have additional services (e.g., forums, sending news by post), they also allow consultation and retrieval of previous editions, access is totally or partially free and consultation is via a navigation system, newspaper news is presented as web pages.

Reference works: this type of document condenses and facilitates quick access to information, thanks to digital versions the search is easier and faster, the content can be browsed by connecting related topics, and the contents can be updated more quickly. The main reference works that can be found in digital format are dictionaries, encyclopedias, directories, geographical sources (maps, plans, general or specialized atlases), and official publications (repertories of legislation or official gazettes) and secondary reference works (library catalogs and bibliographies).

After the confinement due to COVID 19, technology was the emergency response.

The unexpected phenomena are that digital networks became a dominant part of daily aspects not onl in the educational field, but in all socio-economics sectors. It now takes part in most of the usual activities such as: shopping, entertainment, work, communication.

The confinement forced the immediate interruption of face-to-face teaching to be abruptly and suddenly replaced by education through both synchronous technologies (such as real-time video calls) and asynchronous technologies (virtual environments).

This required the organization and improvised adaptation by education administration, both national and international, but also regional to implement a new model of digital learning made at home by students and teachers.

Different solutions were taken, the most widespread were the videoconferencing systems or online meetings to take classes but also to hold teaching staff reunions that helped in the coordination of measures and actions at cycle and subject level, to regulate and agree on common didactic methods and regulate evaluations.

These solutions allowed the continuation of the didactic activities by establishing tasks and exercises. The professors and the teachers supervised and guided the students, explained the contents and finished the program but also carried out assessment tests.

The promotion of LMS (Learning Management System) environments or platforms such as Moodle, Blackboard and similar, so that teachers can create virtual spaces or classrooms to monitor students' academic work (providing study materials, handing in homework, maintaining asynchronous communication, etc.).

The online resources provided such as web portals, online libraries, other digital resources, teaching materials were selected and disseminated among students.

The selection and dissemination of apps, software and computer programs that allow both teachers and students to create digital content of different types, such as videos, infographics, animations, podcasts, etc.

All the work was possible due to the agreements with telecommunications and digital services companies and corporations that, either free of charge or at a reduced price, would allow the use of their products for educational purposes on a temporary basis.

Organization of courses, webinars and other online teacher training activities on the use of ICT.

APPLIED CONCEPTS

The following headings gives an example of UDL based on each of the principles for small, medium, and large time investments.

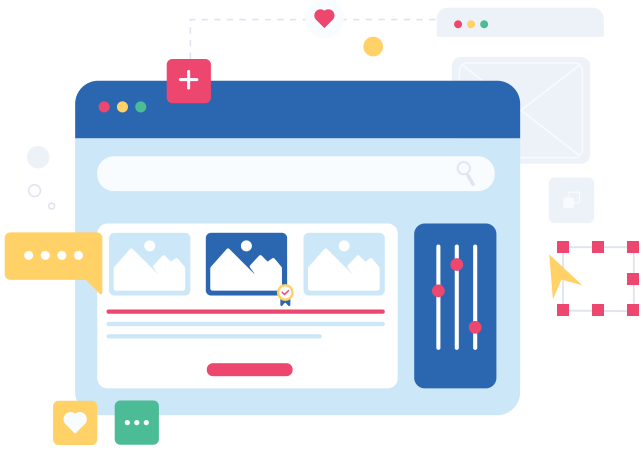
If you have limited time to devote to preparation and implementation of UDL, you could look for strategies that require a lower time investment. Other times, you could invest more time in strategies with the potential for a huge benefit for all learners.

Higher Time Investment:

- Doing small group work or discussions in the online learning environment and using a problem-based learning approach
- Preparing transcripts for video and audio files and creating a study guide with exercises on key concepts
- Giving cumulative assignments with frequent feedback and offering students a choice of assignments

Moderate Time Investment:

- Opening with a course trailer Incorporate case studies into a couple of classes
- Using a student response system (Top Hat™) to check for comprehension Use open education resources
- Using a variety of question types on exams Offer students a choice of essay topics



Lower Time Investment:

- Incorporating small group discussions into lectures Embed engagement materials such as sample exam questions into lecture notes

- Using common file formats such as .doc and .pdf Use open education resources

- Incorporating in-class peer feedback Schedule office hours

An UDL classroom is very different from a traditional classroom. Educators should focus on different ways to teach the subjects to the learners in classrooms that have different necessities.

Teachers plan lessons to address a wide range of needs and strengths. It is not anymore possible to identify a “typical” student.

When preparing the material, the teacher should include a variety of ways. For example, a history lesson might include a traditional lecture. But then it might integrate a visual material for students to watch or an online class forum for discussion.

There might even be a board game that students play to understand the history of the war. In addition to this, there is great diversity of resources in UDL classes.

For instance, when the principal material of a lesson is a book, the book will be available to the entire class in multiple forms. That includes text-to-speech, Braille, digital text, and large print.

Also, is important that teachers and students work together to set individual learning goals for each learner. In this way, each student gets to make choices about how to accomplish personal goals.

The aim is to have each student understand how they learn best and become an “expert learner.”

Additionally, an UDL classroom should be adaptable to the different needs and the room must have different spaces to carry out the different kinds of work — quiet, individual work, small and large group work, and group instruction.

Teaching is flexible, depending on the lesson and student needs. The teacher is in movement, he moves from space to space, helping students as they work. When students must complete an assignment, they can do it in different ways.

Students can show their abilities in different ways, in relation to their strengths and how they express themselves. They can, for example, choose how to develop their book report, the format, such as video, presentation or essay.

Furthermore, the grades should be used only to reinforce goals, and to allow students to have continuous feedback on how they’re doing. They’re encouraged to reflect on their learning and whether they met lesson goals. Grades feed into that discussion.

Elements	UDL Connections
Teaching Approaches: Start each lecture with an overview of key concepts. Break up the lecture at the 15-minute mark to incorporate a discussion question and at the 30-minute mark to have students work through an example.	**Multiple means of engagement:** fosters collaboration, variety in teaching and learning activities, encourages learning and increases motivation Multiple means of action and expression facilitates information management, demonstration of skills and knowledge
Learning Activities: Discussion: students pair up to discuss a new concept and add a definition to their course glossary. Exercise: students work through an example and compare to the rubric.	Multiple means of representation: comprehension and key concepts, student-created materials, check for understanding Multiple means of action and expression: demonstration of skills and knowledge, opportunity to practice

Resources: Examples, visual models, detailed comments in a PowerPoint slide, alternative format textbook (e-books), video lectures, podcasts.

Multiple means of representation: accessible course materials, multimodal sources of information.
Multiple means of engagement: choice of learning materials

Learning Environment:
Students in the lecture hall will turn to one another for impromptu discussions. When doing the sample problem, they can refer to resources in the online course. Top HatTM will be used to poll the students' answers.

Multiple means of engagement: interaction with others, use of technology Multiple means of representation: accessible course materials, check for understanding

Assessment: The activities are not formally assessed. Students get informal peer feedback during the discussion. After working through an example, they compare their notes to the instructor's.

Multiple means of engagement: choice of activities Multiple means of representation: comprehension and key concepts, check for understanding
Multiple means of action and expression: demonstration of skills and knowledge, opportunities for feedback

BENEFITS OF UNIVERSAL DESIGN FOR LEARNING

UDL has the capacity to make teaching and learning more inclusive and accessible for everyone. Educators and workers who implement UDL often find a reduction in the need for, and time required to arrange, individual learning and assessment accommodations.

In addition to this, it helps as the proactive approach supports. Also, they can find greater opportunities for students to fully, and more accurately, demonstrate their knowledge, and improve access and inclusion in their teaching and learning spaces.

UDL also supports people to identify and minimize barriers to learning and wellbeing hidden in their teaching, consider how to offer useful options and support that can be built into the learning environment at the outset, solve problem with colleagues using the shared language of UDL.

Moreover, it supports their growth and development as an inclusive school and consistent, coherent inclusive teaching and learning practices across their school.

Lastly, UDL guides the design of more inclusive systems and processes, community events and building projects and provides a shared language that can be used with all stakeholders, across all contexts.

CHAPTER 2 - MODULE 3

Module objective:

Module N° 3 introduces term Open Educational Resources, raises awareness among educators of e-learning benefits, importance of qualitative and accessible education (Sustainable Development Goal N°4). Provide educators with essential competences and tools in order to introduce digital tools and e-learning to adult learners.

Target audience:

Educators working with adult learners.

Learning outcomes:

- Understand the concept of open process and open digital educational resources
- Articulate motivations for OER adoptions and use
- Comprehend benefits of OER for learners, educators and educational institution
- Introduces practical examples of OER that can be used working with adult learners
- Be able to use open education resources
- Gain essential educators competences on how to introduce OER to adult learners

Chapter content:

- Open process and open digital educational resources
- Importance of open educational resources
- Open educational resources benefits
  - –OER benefits for learners
  - –OER benefits for educators
  - –OER benefits for education institutions
- Main barriers to OER implementation
- The Value of OER and online education
- Reflection
- Self-evaluation
- Module attachment
- References

OPEN PROCESS AND OPEN DIGITAL EDUCATIONAL RESOURCES

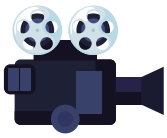
Open process refers to the use of transparent and inclusive practices in the development and implementation of educational initiatives. This can include involving stakeholders such as educators, learners, and community members in the decision-making process and making resources and information freely available to all.

Open educational resources (OER) are educational materials that are openly licensed and freely available for anyone to use, adapt, and distribute.

OER can include a wide range of materials, such as text, images, videos, and interactive activities, and can be used in a variety of educational settings.

The use of open process and OER can help to promote equity and access to education, as well as foster collaboration and innovation in the educational field.

Based on UNESCO definition OER are learning, teaching and research materials in any format and medium that reside in the public domain or are under the copyright that has been released under an open license, that permits no-cost access, re-use, re-purpose, adaptation and redistribution by others.



Watch video
Why Open Educational Resources (OER)?
*video in English language

Open educational resources 5Rs provides users with permission to:

- **Retain** – the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)

- **Reuse** – the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)

- **Revise** – the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)

- **Remix** – the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)

- **Redistribute** – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)"

IMPORTANCE OF OPEN EDUCATIONAL RESOURCES

OER offers easier access to learning materials. The open educational resources are available for free and have made it easily accessible for learners from anywhere in the world at any given time.

OER are cost saving and accessible for all learners. Equal access to resources is an important step towards accessible education. While there are many short-term measures that learners can use to gain information such as using library reserves and borrowing training materials, none of these options is as innovative as OER.

Open educational resources, like open textbooks, can decrease the cost of education and ensure that provided information is updated.

Regular update of class materials and resources offers up to date learning that is not available in the textbooks and lecture notebooks and each learner gets the latest and updated version of every course at their disposal.

The many cost saving benefits of OER are matched by the equally important pedagogical benefits of open education. One of the main teaching benefits is that, since open materials are fully revisable and remixable, they can be customized to fit the way an educators wants to teach a course.

When using static traditional resources that cannot be easily edited or combined due to copyright restrictions, educators may be forced to teach their courses in a way that conforms to available resources, rather than teach the course in their ideal way.

Using OER allows the freedom to revise material by removing irrelevant content or adding one's own content, as well as the flexibility to combine parts of resources together, thereby ensuring materials are contextualized to a specific course.

OER supports a future where learners and educators have free access to a wide variety of high-quality educational resources that have been collaboratively developed, reviewed, revised, and shared across institutions.

OER supports a future where educational resources can be easily adapted to fit within the context of specific courses and to meet the needs of specific learners.

It also supports a future where the cost of creation, use, and maintenance is much lower than the current rising costs of textbooks and other classroom resources.

OPEN EDUCATIONAL RESOURCES BENEFITS

The use of OER has numerous benefits, both for learners and educators. OER can promote equity and inclusivity in education. By providing access to high-quality materials at no cost, OER can help to remove barriers that may prevent some learners from fully participating in their education.

OER benefits for learners

For learners, OER can provide access to high-quality educational materials at a significantly lower cost than traditional textbooks. This can be especially important for learners who are already struggling to afford the cost of the training courses.

Many learners has to drop out of studies due to cost. Eliminating the costs of course materials is one of the most compelling reasons to use OERs.

OERs can help guarantee that every learner in a course has access to course material at the same time and at the optimal time. Several studies indicate that access to course material helps learners succeed in a course and in their advancement towards graduation.

OER increase equity and is available to learners of all ages, personalises learning and supports competency-based education.

Learner engagement and advocacy are other key benefits of OER. Including your learners' voices in the conversation surrounding affordability and inclusive course materials is critical. Using OER tools can benefit your classroom's immediate feedback and learner involvement.

OER benefits for educators

For educators, OER can provide an opportunity to create and share their own materials, contributing to the development of a rich and diverse educational ecosystem. This can also help to build community and collaboration within the education field.

OER can also be more flexible and customizable than traditional materials, allowing educators to select and modify the content to better suit the needs and goals of their learners. This can lead to more engaging and effective learning experiences.

Adapting, adopting, or creating OERs gives educators the opportunity to tailor course content in new ways, allowing them to maximize the use of content to provide innovative and/or optimized learning experiences and environments for learners. OER supports open pedagogy and open education.

Educators have more freedom to design learning experiences by creating or finding a wide variety of high-quality, standards-aligned OER to support and supplement their teaching.

OER tools allow educators to edit, modify, update, and improve course materials so the learning outcomes are met and the course material's content is designed for the learner's needs.

Educators using OER enjoy great freedom in selecting course materials that they customize to fit the specific needs of their learners and the goals of their classes.

OER also provide increased opportunities for faculty to engage in open pedagogical practices with their learners. As mentioned above, learners play a vital role in OER.

Learner involvement also provides valuable opportunities for them to help create effective and successful open education programs at your institution. Open pedagogy focuses on instructional approaches which allow learners to use, reuse, revise, remix, and redistribute open content. In other words, learners move from knowledge consumers to knowledge creators.

Other key benefits to educators include saving time and energy by adapting or revising resources that have already been created. Tailor resources to fit specific contexts within personalised courses and research. Expand interdisciplinary teaching by integrating resources from multiple disciplines.

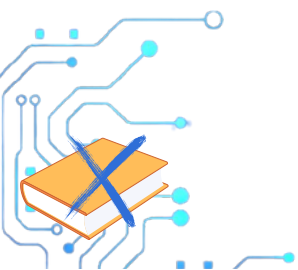
Networking and collaborating with other educators by accessing educational resources that have been peer-reviewed by other experts in the educational field. Explore reviews and annotations that provide more in-depth knowledge of the resource. Collaborate on creating new resources that can be used within or across disciplines.

OER benefits for educational institutions

OER are hosted online, so they can be updated more quickly than traditional print textbooks. OER keep training content updated and high quality.

Introducing OER to the classroom or organisation level has benefits for institutions as well. For example, OER can reduce the dropout rate and raise the attractiveness of educational institutions.

Research shows that learners who enrolled in OER courses tended to enrol in more course credits than learners who enrolled in non-OER courses, thus generating additional tuition revenue.



OER promotes equity, transparency and openness. When discussing open educational resources and exploring their use and benefits, remember that access and equity are not the same.

As you learn more about OER, consider how open education practices and the use of OER can enhance your own teaching practices and learning materials to become more equitable, diverse, and inclusive.

MAIN BARRIERS TO OER IMPLEMENTATION

There are still barriers that education institutions and educators have to deal with in order to successfully implement and adapt open educational resources. These include a mixture of true barriers and barriers caused by institutional perceptions of OER and open pedagogy.

Time: Adopting or adapting OER will take time. Institutions that are new to OER may deal with difficulties finding relevant course materials, as well as the time involved in finding them, as barriers to adoption. It is thus important that institutions provide staff and library support for the adoption process. It takes time to review the content and to then either adapt the course to it or to adapt the OER to the course.

Quality: Educational institutions are used to using traditionally published resources, and may be hesitant to adopt OER when they don't know if they can trust their quality.

However, those who have used OER often report their quality as equal to or better than traditional resources. The pedagogical benefits that come with the flexibility of OER should be emphasized in messaging to faculty, as these can contribute to improved perception.

Most OER repositories include peer reviews and/or rating systems that can help to determine the quality of open educational resources.

Ancillary content: Traditional textbooks often come with not just a book, but also with ancillary resources like online homework platforms or banks of exam questions. Institutions and educators will be more likely to adopt OER if, in doing so, they can adopt both a textbook and a package of related materials.

Internal culture: The educational institution may be reluctant to adopt OER if they perceive that they are alone in doing so, or that they are acting against the culture of their institution.

This makes it more difficult for an institution to choose to adopt OER, because of the competing interests and values of educators.

Learner advocacy should target institutions and administrations that set strategic priorities and make decisions about what initiatives to fund. Showing broad support from the learners can also help to shift institutional culture.

This can be effective in leveraging the support of educators who are willing to do the work behind adoption.

Understanding licensing: Not all OER are created equal, although most are associated with one of several Creative Commons Licenses. It is important to check the licensing rules. The most usable OER include a CC-BY license, which simply requires that the user attribute the creator(s) of the content.

THE VALUE OF OER AND ONLINE EDUCATION

In early 2020 the world experienced a public health pandemic and all world went online. As the impact of the pandemic grew, educational institutions around the world rushed to transition to remote learning and services in a matter of weeks.

For learners who previously relied on libraries for access to physical copies of textbooks and other learning tools, this access no longer was available.

Within days of many institutions announcing their transition to online learning, libraries responded by reaching out to faculty and learners to connect them to freely available open educational resources or library-licensed content.

Now (at the time of writing this module) that we're past the time of such radical adjustments for individuals and institutions, it is unlikely that education will return to the same style it worked before pandemic.

Online education and its tools have been normalised and both learners and educators feel more confident to use them during the training. After returning to normal e-learning, blended learning and open educational resources is a part of nowadays education system that will not go anywhere.

These tools are increasingly being used in education systems around the world. Both e-learning and OER have the potential to increase access to education and improve the quality of teaching and learning.

However, it is important to ensure that the technology and resources being used are appropriate and effective and that learners have the necessary skills and support to succeed in an online learning environment.

Blended learning is a teaching approach that combines online and in-person learning. There are many ways to implement blended learning, and the specific approach will depend on the needs and resources of your educational institution.

Here are some steps you can follow to implement blended learning:

1.Define your goals: Determine why you want to implement blended learning and what you hope to achieve. This will help you create a plan that aligns with your goals.

2. Assess your resources: Consider your current resources, including your budget, technology, and staff. Determine what you have available and what you will need to purchase or develop.

3. Develop a plan: Create a plan for how blended learning will be implemented. This should include details about the types of online and in-person activities students will engage in, as well as how you will assess their learning.

4. Choose and integrate technology: Select the technology you will use to support blended learning. This may include learning management systems, virtual meeting platforms, and other educational software.

5. Train teachers and staff: Provide training for teachers and staff on how to use the technology and how to effectively teach in a blended learning environment.

6. Pilot and assess: Consider starting with a pilot program to test your blended learning approach and make any necessary adjustments. Evaluate the effectiveness of the program and make changes as needed.

7. Expand and refine: Once you have a successful blended learning program in place, consider expanding it to other grade levels or subjects. Continuously assess and refine your approach to ensure that it is meeting the needs of your students.

E-learning refers to learning that takes place online, using technology such as a computer or smartphone. This can include anything from taking a fully online course to using technology to supplement in-person learning.

Example of step by step e-learning implementation process experiences applied to adult educators:

1. Identifying the learning objectives and desired outcomes for the e-learning experience.
2. Gathering or creating appropriate e-learning content, such as videos, readings, quizzes, and other interactive elements.

3. Designing the e-learning course or program, including the flow and structure of the content and any assessments or activities that will be included.

4. Testing the e-learning content and course design to ensure that it is functioning properly and meeting the desired learning objectives.

5. Promoting the e-learning course or program to adult educators, including through email marketing, social media, and other channels.

6. Onboarding adult educators onto the e-learning platform, including providing any necessary training or support for using the platform.

7. Monitoring and tracking adult educators' progress through the e-learning course or program, including providing feedback and support as needed.

8. Evaluating the effectiveness of the e-learning experience, including collecting and analysing data on adult educators' learning outcomes and experiences.

9. Using the insights from the evaluation to make improvements to the e-learning course or program, as needed.

REFLECTION

Open education resources are freely available educational materials that can be used and modified by anyone. These materials can include things like textbooks, lesson plans, and assessments.

OER can be a useful resource for educators looking to incorporate online learning into their classrooms, as they provide access to high-quality educational materials at no cost.

Blended learning is a teaching approach that combines online and in-person learning. There are many ways to implement blended learning, and the specific approach will depend on the needs and resources of your educational institution.

E-learning refers to learning that takes place online, using technology such as a computer or smartphone. This can include anything from taking a fully online course to using technology to supplement in-person learning.

Advantages of using OERs include:

- Expanded access to learning. Learners anywhere in the world can access OERs at any time, and they can access the material repeatedly.
- Scalability. OERs are easy to distribute widely with little or no cost.
- Augmentation of class materials. OERs can supplement textbooks and lectures where deficiencies in information are evident.
- Enhancement of regular course content. For example, multimedia material such as videos can accompany text. Presenting information in multiple formats may help learners to more easily learn the material being taught.
- Quick circulation. Information may be disseminated rapidly (especially when compared to information published in textbooks or journals, which may take months or even years to become available). Quick availability of material may increase the timeliness and/or relevance of the material being presented.
- Continually improved resources. Unlike textbooks and other static sources of information, OERs can be improved quickly through direct editing by users or through solicitation and incorporation of user feedback. Instructors can take an existing OER, adapt it for a class, and make the modified OER available for others to use.

In summary, OER are an important resource for both learners and educators, providing access to high-quality materials at a lower cost, promoting flexibility and customization, and supporting equity and inclusivity in education.

As the use of OER continues to grow and expand, it is important to recognize and support their value in the education system.

SELF-EVALUATION

Here are some self-evaluation questions to use to reflect on the module 3 about open educational resources (OER):

-How do you feel about the adaptation of OER?
-What were your goals for implementing OER in your teaching approaches?
-How do you plan to start the adaptation process to implement OER?
-What concerns do you have about implementing OER?
-What did you learn from your experience with online education, and how will you apply this knowledge in future?
-What did you learn from your experience with using OER, and how will you incorporate this learning into the future use of OER?

MODULE ATTACHMENT

USEFUL LIST OF OPEN DIGITAL EDUCATIONAL TOOLS FOR INTERACTIVE ONLINE TEACHING AND LEARNING

AnswerGarden– A tool for online brainstorming or polling, educators can use this real-time tool to see learner feedback on questions.

The Answer Pad– Allows educators to capture data from learners using the web or the app and is touted as being ideal for the flipped or blended classroom.

ClassPulse– A mobile and web app that increases learner engagement outside of the classroom by creating a more collaborative environment.

Coggle– A mind-mapping tool designed to understand learner thinking.

Conceptboard – This software facilitates team collaboration in a visual format–similar to mind-mapping, but using visual and textual inputs.

Crowdsignal – Quick and easy way to create online polls, quizzes, and questions. Learners can use smartphones, tablets, and computers to provide their answers, and information can be culled for reports.

- Expeditions – Google Expeditions is an immersive education app that allows educators and learners to explore the world through over 1000 virtual-reality (VR) and 100 augmented-reality (AR) tours. You can swim with sharks, visit outer space, and more without leaving the classroom.
- Google Forms – A Google Drive app that allows you to create documents that learners can collaborate on in real time using smartphones, tablets, and laptops.
- Kahoot – A game-based classroom response system, where educators can create quizzes using internet content.
- Padlet – Provides an essentially blank canvas for learners to create and design collaborative projects. Great for brainstorming.
- Pollmaker – A popular polling tool that has some unique features, such as allowing multiple answers to one question.
- Quizalize – A great tool that allows educators to easily create quizzes and homework for learners. Educators can then see how the learners did and identify areas for improvement.
- Quizlet – Create flashcards, tests, quizzes, and study games that are engaging and accessible online and via a mobile device.

- Random Name/Word Picker – This tool allows the educator to input a class list and facilitates random name picking. You can also add a list of keywords and use the tool to have the class prompt a learner to guess the word by providing definitions.

CURSOR OUTLINEFULL LIST OF OPEN DIGITAL EDUCATIONAL TOOLS YOU CAN FIND HERE REFERENCES

- Open digital educational tools for interactive online teaching and learning

https://www.unicef.org/serbia/en/open-digital-educational-tools-interactive-online-teaching-and-learning

- Open Educational Resources (OER): OER Benefits/Challenges

https://libguides.lib.umt.edu/oer/benefits

- Benefits of Using OER

https://oer.psu.edu/benefits-of-using-oer/

- Sustainable Development Goal no.4.

https://sdgs.un.org/goals/goal4

- Step One: What Are OER, Why Are They Important, and What are the Barriers to Adoption?

https://ecampusontario.pressbooks.pub/studenttoolkit/chapter/step-one-what-are-oer/

- Why Are OER Important?

https://www.michigan.gov/mde/services/academic-standards/go-open/why

- WHY OER?

https://open.ocolearnok.org/learnoer/chapter/chapter-2-why-oer/

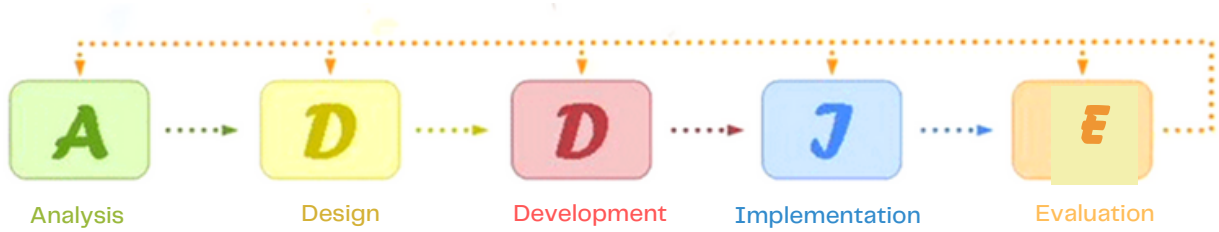
CHAPTER 3 – MODULE 1

THE INSTRUCTIONAL DESIGN AND THE ADDIE MODEL

The best-known methodology for developing new training programs is today defined as Instructional Design. The approach provides a step-by-step system for assessing learner's needs, designing and developing course materials, and evaluating the effectiveness of the intervention.

The concept of Instructional Design (ID) evolved from post-World War II, research carried out by the United States Armed Forces with the aim of discovering effective and manageable ways to create training programs.

There are over 100 different ID models, but most of them are based on the generic model known as the ADDIE model – Analysis, Design, Development, Implementation, Evaluation.



ANALYSIS

This phase is crucial for all subsequent work in the remaining phases, as it is here that specific information relevant to the implementation of the training project must be collected. An attempt should be made to carry out a survey and the respective analysis of information related to the following elements:

EXISTING TRAINING NEEDS

Design should be based on a correct identification and analysis of existing training needs and the most suitable learning environment.

TRAINEES

For the instructional objectives, it will be necessary to analyze the characteristics of the target audience, taking into account two essential aspects: knowledge base (skills, school or academic and professional qualifications, etc.) and available technical means (technical equipment, Internet connection, etc.).

ACTIVITIES

Depending on the needs of the target audience, the activities and contents to be developed in order to achieve the training objectives should be analyzed.

AVAILABLE RESOURCES

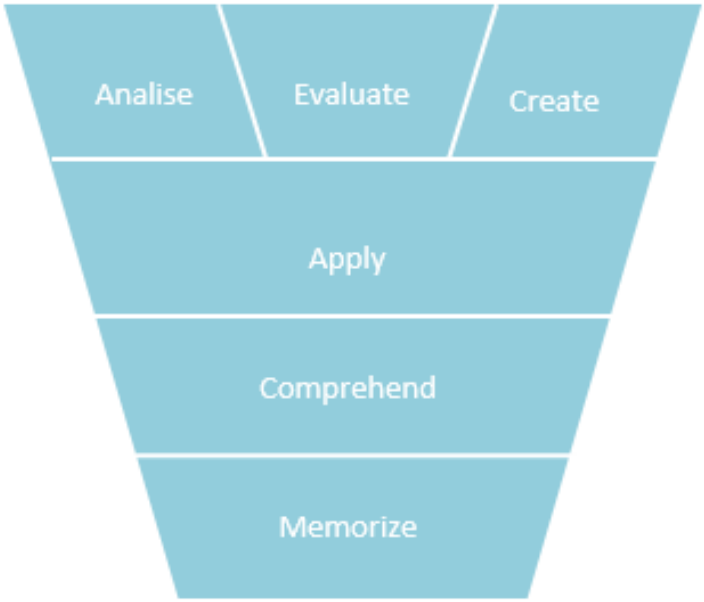
Available resources that can be used for the development of training, from human and financial resources, technical equipment, courses and existing materials, etc. Possible constraint factors that may affect training should also be analysed.

ANALYSIS

This phase is crucial for all subsequent work in the remaining phases, as it is here that specific information relevant to the implementation of the training project must be collected. An attempt should be made to carry out a survey and the respective analysis of information related to the following elements:

DESIGN

After the Analysis phase, you should move on to designing the solution, which implies the concrete and detailed definition of the final product (in this case, the course).



Some of the elements that should be defined at this stage are:

OBJECTIVES

The course will respond to identified needs, a correct and adequate definition of its objectives is essential. As in conventional training, a well-defined objective includes the specification of conditions, behaviors (knowledge, skills and attitudes) and norms according to which the trainee should be able to act at the end of the training.

Benjamin Bloom led a group of educational psychologists that developed in the 1950s a classification of knowledge levels in learning. Defined as "Taxonomy of educational objectives", the classification is still used today.

Knowledge – The learner remembers, defines, recognizes or identifies specific information.
Comprehension – The trainee can demonstrate understanding of the acquired information (expressing a definition in his own words, giving examples, interpreting, etc.)
Application – The trainee can recognize and apply the information in concrete situations.
Analysis – The learner recognizes the information, can break it down into its constituent parts, and can explain the relationships between them.
Synthesis – The trainee is able to collect information from various sources, perform combinations, interpret and synthesize.
Evaluation – The trainee can give opinions about the information and its value.

COURSE STRUCTURE

It refers to the definition of a schematic plan containing the syllabus arranged in a logical structure for the trainee (for example: module, unit, lesson).

LEARNING AND MOTIVATION STRATEGIES

Once the syllabus involved in the course has been defined, you should develop the learning strategies and motivation of the trainees that will be addressed

ASSESSMENT METHODOLOGY

It is mainly about two types of methodologies: one of pedagogical evaluation, of the trainees' knowledge, and another of functional evaluation, of the accomplished contents.

INTERFACE

Specify which navigation scheme and interface will be used in the course, including usability principles in the instruction.

Communication technologies

Select the synchronous and asynchronous communication tools that will be used in the learning process.

DEVELOPMENT

Proceed to the development and production phase of the course itself, based on the results obtained in the two previous phases. The main activities to be carried out at this time will be:

Prepare the presentation text of the contents;

Create and integrate multimedia materials (audio, video, images, animations, graphics, etc.);

Prepare support materials; Preparing tests and exams;

Validate the defined program.

IMPLEMENTATION

This phase involves launching and monitoring the final version of the course for users.

ASSESSMENT

Assessment represents a fundamental phase in this process, as it serves to measure the effectiveness of instruction, with a view to progressive quality improvement. The assessment should take place mainly at two important times, when it comes to:

Formative evaluation – It is carried out during the phases of the process, to determine the improvements that must be made before the implementation of the final version.

Summative assessment – It is carried out after the course is over, to assess the efficiency of the learning process involved.

2. PRACTICAL CONSIDERATIONS (PRIVACY, TRUST, SESSION LENGTH, LOGISTICS, TESTING PLATFORM, SPACE)

There are many practical considerations that we must take into account when planning synchronous online sessions to ensure that the session is successful and meets participants' expectations. Some of these considerations include:

1. Privacy: Make sure the platform you are using has measures security measures to protect the privacy of participants. Consider also the need to seek consent from participants to record the session.

2. Confidence: Clearly convey information about the session, including the objective, duration, content and methodology. If possible, provide examples of the type of content to be addressed and the format of the session.

3. Session Duration: Set the session duration based on the content to be addressed and on the ability of the participants to concentrate. also conside include regular breaks to allow participants to rest and relax refresh. The duration of a session may vary depending on the type of activity, the purpose of the session and participant preferences. Generally, shorter sessions are more easy to maintain attention and concentration, while longer sessions can allow for more in-depth coverage of a subject. For activities that require a lot of concentration, such as business meetings or online classes, a 30- to 60-minute session is usually adequate. for activities lighter, such as presentations or informal discussions, a shorter session of 15 30 minutes may be enough. However, it is important to remember that everyone is different, and some people may prefer shorter or longer sessions. It is also important to do regular breaks to allow participants to rest and refresh mind.In short, there is no stict rule about how long a session should last. The ideal is consider the purpose of the session, the target audience and the preferences of the participants to determine the most appropriate duration.

4.Logistics: Make sure participants have the necessary information to access the session, including an access link and login information. check if the audio and video equipment is working properly before the start of the session.
Logistics is a crucial part of ensuring the online session is successful and that participants can access easily. Some of the logistical considerations include:

a) Announcement: If the session is not restricted to a specific group, consider the possibility of creating an announcement or disclosure so that more people can participate. Social networks and discussion lists are good channels to communicate about the session.

b) Registration: If it is necessary to limit the number of participants, create a registration system registration so that people can register for the session in advance. It is important to provide information about the registration process, as well as the date and session time.

c) Session access: Provide participants with clear information on how to Access the session, including an access link and login information. send these information early enough to allow participants time to prepare.

d) Submission of attachments: If necessary, send participants attachments or materials needed before or after the session. Be sure to clearly state when attachments will be sent and how they can be accessed.

e) Technical support: Be available to offer technical support during the session, in case of technical problems. Be sure to inform participants about how to contact you for help. By considering these logistical issues, you can help ensure that the session online runs smoothly and participants can access it easily.

5. Platform Tests: Conduct platform tests in advance to ensure that everything is working properly, including the audio and video equipment, screen sharing settings and conversation features.

Some of the considerations you can make include:

a) Familiarity with the platform: If you have used the platform before, it is important check that you are up to date with new features and changes to the platform. If you have no prior experience with the platform, it is recommended that you do some training and testing to familiarize yourself with it before the session.

b) Platform tests: Test the platform before the session to ensure that everything is working properly, including the audio and video connection, screen sharing, breakout rooms and other features you can use.

c) Preparation of materials: If you are using a PowerPoint presentation or other materials, make sure they are ready and adapted for the online session format, including interactivity.
d) Instructions to participants: Make sure participants know how to use the platform, including how to annotate, share your screen, and use the breakout rooms. Also be sure to inform them of the settings for security, like the waiting room.

e) Internet connection and equipment: Check the quality of your internet connection and make sure you have a properly working headset or earbuds to improve the audio quality of the session. By considering these issues, you can ensure that the online session run smoothly and meet the expectations of participants.

6. Space: Make sure you have adequate space to hold the session. This includes a quiet, comfortable environment with good lighting and an appropriate background for the session.
Some of the considerations you can make include:

a) Location of the space: Choose a quiet and private place to hold the session, preferably in a closed environment, to minimize external noise. Avoid public or open spaces where there is a risk of interference and outside noise.

b) Lighting: Choose a well-lit space with natural light or adequate artificial lighting so that participants can see you clearly.
c) Background: Think of an adequate and organized background, preferably with a neutral wall or curtain, so as not to distract the attention of the session participants.

d) Elimination of interruptions: Inform family members or housemates that you will be in a session and that you should not be interrupted. Close doors and windows to minimize outside noise. If you have pets, keep them in a separate place and inform participants of their presence. If you need to take a call or respond to a message, let participants know that you need to step away for the moment.

e) Camera focus: Position the camera so that the participant can see clearly your face and upper body. Make sure there isn't objects or other people in front of the camera that may obstruct the view
.

f) Virtual Background: If necessary, you can use a virtual background on the online session to eliminate unwanted elements or to add an image more professional.
By considering these issues, you can create an appropriate environment for the online session, ensuring that the quality of the session is not impaired by external interruptions or distractions.

CHAPTER 3 - MODULE 2

CREATING A DYNAMIC AND SUPPORTIVE LEARNING ENVIRONMENT

Today the research in educational technology in the E-learning field with new and diverse initiatives, both for commercial and research, every day. The aim of this chapter therefore is to present how to develop a higher quality course.

WHAT IS A DYNAMIC LEARNING ENVIRONMENT?

A dynamic environment is defined as “learning characterized by constant change, activity, and progress.

” Unlike static learning, which is lacking in movement, action, or change and is exemplified by worksheets and other “one-and-done” types of learning activities, dynamic learning “takes place organically,” It grows, evolves, and inspires students throughout the year, with students “collaborating, creating, and communicating to demonstrate progress and mastery.” (Kasey Bell).

DYNAMIC LEARNING Do this	**STATIC LEARNING**
Genious hour project developing a protoype of a new product that solves a real-world problem	Worksheet about the scientific method
A public class website on hispiring storical figueres in which the content is updated throughout the year	Written biography of Winston Churchill
Skype interview with a War survivor in another country	Research paper on World War II

A dynamic learning environment is characterized by engaged and active students or users, and is featured by concrete tasks with an application in the real-world that are relevant in users' lives.

One of the keys to success is the design of the course, it is scientifically supported a clear connection between the design of the learning environment and the type of learning that occurs there.

In the literature have been identified six instructional elements that support dynamic learning:

Choice ,Comfort ,Versatility ,Connection,Stimulation ,Technology

1. Choice:

A methodological way to organize the content in order to develop a dynamic learning environment is to create "learning zones" through the setting of different tabs for different levels, topics or tools.

For example, one tab could be for theory notions, another tab for tips and advice, another for practical applications and exercises to support the notions learned.

2.Comfort:

The user can choose the best learning zone and type of seating to support their individual preferences and the type of activity they are working on.

It is helpful to insert a reminder in the page about choosing a correct and stimulating place where to practice and work.

For online classes set a comfortable environment, properly manage technical problems during the lessons, include the use of new features as online quiz websites, setting breaks, vary the interaction and set clear expectations and classroom rules will help to create a comfortable learning experience.

3. Versatility:
Embracing a variety of subjects, fields or turning with ease from one thing to another. Versatility is by definition the main feature of dynamic learning.

4. Connection:
By providing environments that are comfortable and flexible, the users and learners involved learn easily. Users need to feel comfortable and welcome in the learning environment to be ready to learn, more invested in activities.

This investment allows them to be more highly engaged with the facilitator, the content, and other participants.

5.Stimulation:
Stimulating interest is the main feature to set the intention and make the teaching and the course effective.

Asking for feedback gives the possibility to recognize the users' need in learning and make the proper adjustments in content supply in order to make the course appealing and stimulating.

Give the possibility to the participants to choose where to start assure to set the right level for the lessons.

6. Technology:
the last element is technology as the course aims to develop digital and online skills for adults assure the use of the right tool and methods of teaching.

Dynamic learning is more engaging and active, bringing learning to life method to structure a course. To support this type of instruction, participants need the right kind of learning environment.

By following this advice, you can create highly effective dynamic learning environments that lead to better outcomes.

The LMS (Learning Management System) has to be designed in order to provide materials in a consistent way. Organize your LMS so that each aspect is in the same place each week.

Use rubrics of the same type for the same kinds of assignments. Give the same reminders each week i.e. “Complete your quiz by Friday”.

This element of routine helps to create a comfortable method, each week goes by and limits stress, allowing to focus on the content of the course.

Indispensable features to implement a dynamic setting are creativity and interaction. In a typical classroom, students draw information from the environment created for them, the difference in an online course is evident however the concept is the same.

Using different types of tools and content fosters the capacity to adapt and develop personal and transversal skills.

The learner will not only learn how to use applications and tools presented in the classes but will interiorize a method, a way of thinking that allows him to adapt those notions in the use of similar tools.

Engaging the learner, making him an active part and not a passive reader, watcher of content presented is the most effective method to teach and to assure the knowledge will be apprehended.

There are many different styles of learning, as well as many varying strengths among a group of students. There are people who find videos, audio (such as a podcast), visual static content such as reading materials, group projects, or live sessions as the best or easiest method of learning through online platform.

While it is not possible to completely cater to each of these, it is possible to incorporate different features throughout the course.

This can help different participants to be proactive at different points, which helps to prevent only certain members from dominating the course and others falling behind. A truly successful online course is one that helps every learner succeed.

The learning environment and learning tasks used, to be effective, should be authentic and reflect the complexity of the real-life environment where learners are expected to be able to function after training.

To facilitate the development of flexible and useful knowledge and skills contextualize or anchoring the content being learned to its authentic context, it will produce active or rich knowledge.

In such wealthy environments, learning becomes the memorization of concrete, and linked entities.

Flipped learning is a methodology thatcan help facilitators to prioritize active learning during course time by assigning participants lecture materials and presentations to be viewed at home or outside of class.

One of the most exciting advancements in the modern classroom is flipped learning.

When working with a group of learners, no matter what their age, it is important to create a learning environment where support is a key part of the culture.

Adults, or individuals in general, are not going to want to share their ideas or ask for help if they feel that they are not supported by the people around them.

In online courses this is even more difficult. In fact, students can feel isolated, and the lack of human contact and face-to-face communication discourage them to feel involved in the course.

So, educators need to establish a supportive learning environment from the beginning of the course and ensure that everyone feels supported by them and their fellow learners.

Before explaining the reasons why, a supportive learning agreement is important, we should first provide a definition of it and understand what supportive means when we talk about learning environment.

WHAT IS A SUPPORTIVE LEARNING ENVIRONMENT?

Being supportive can be defined as providing encouragement to someone or providing additional help or information.

When we talk about a supportive learning environment, this do not refer to the resources used in the courses but is primarily about relationships and values.

When educators are able to prioritize relationships and focus on the quality of their connections with the students, we see over and over again the educators feeling more effective and the adults being more engaged, learning more and feeling more effective.

Adults often describe supportive learning environments as expanding their sense of family and enhancing their self-esteem, which, when combined with increased literacy skills, help them take more chances in pursuing their goals.

So, at the core of a supportive classroom is a caring, engaging educator who establishes authentic trusting relationships with each adult.

WHY IS IMPORTANT A SUPPORTIVE LEARNING ENVIRONMENT?

The reason is that when individuals feel supported, they are encouraged to participate actively in educational activities, and this will lead to a greater involvement.

No one likes to fail, and unfortunately it is often the students who most need help who are afraid to ask for it. The more the learning environment is supportive, the more likely it is that the educators and the students will be successful in resolving problems and doubts.

HOW TO CREATE A SUPPORTIVE LEARNING ENVIRONMENT?

A supportive learning environment very rarely happens by itself. The educators will almost always have to create it.

Here are some tips to create a supportive learning environment for adults:

Build a strong community ,Focus on connections , Motivate online learners

1. **Build a strong community**

The adult education classroom can play an important role in helping students build stronger and larger networks.

Classrooms provide students and staff with friendship, skills, and contacts beyond their immediate communities.

Intentionally building networks in the classroom can create meaningful, supportive relationships among students and teachers.

Community is particularly important in online courses given the potential for students to feel isolated and alone. In e-learning, community forms and happens differently than the classes onsite because the connection is mediated by technology.

To create a supportive learning environment is important to build a strong community, that is more than just participation. In facts, it requires moving from participation to engagement, involvement, and action.

2. Focus on connections

To create a supportive environment, educators should go beyond content and create an experience that empowers online learners to thrive. See teaching not only as a one-way channel of communication but a dialogue among the students.
It is important to seek out connections with the students. They're not merely people in seats or names on a virtual call. They have stories, dreams, goals, challenges, fears, and a potential they're pursuing. Online learners should be encouraged to share their stories.

3. Motivate online learners

When it comes to online learning, it is important to keep students engaged and motivated. Here the pathway to increase motivation.

Personalize learning: each student had their own learning methods. When it is possible, creating personalized learning pathways so that it aligns with the learning preferences of individual students.

Providing Meaningful Feedback: it is essential to provide online students with honest feedback.

Feedback helps them to keep track of their performance and get a better idea about the steps they must take to improve their performance.

Setting Clear Goals and Learning Paths: with a clear course path, learning outcomes, and assessment schedule on display, accessible by all students, it is possible for students to plan ahead and be more organized.

Doing so could help learners feel more in control. Consequently, they would feel motivated to achieve the goals laid out in front of them and perform much better than they would in the case where learning is disorganized.

Allow Self-Monitoring: a good way to keep students motivated and aware of their learning progress is through self-monitoring.

Online learning platforms can give to students insight on how well they performed in each module.

This allows them to evaluate their own performance from a third-party perspective and know their strengths and weaknesses. Consequently, they can approach the course with greater confidence.

Providing Free Access to Learning Materials: Many online learning resources and inaccessible to students due to paywalls. It is essential for students to have full access to all the required learning materials necessary for a good performance.

CHAPTER 3- MODULE 3

Module objective: Module N° 3 introduces the importance of online course evaluation. Recognize the significance of evaluating online courses in assessing their effectiveness, identifying areas for improvement, and enhancing the learning experience. Helps educators to effectively pace and schedule an online course to promote learner engagement, optimise learning outcomes, and provide ongoing support through communication channels.

Target audience: Educators working with adult learners.

Learning outcomes:

- Understand the importance of evaluation in online courses
- Be able to implement pacing and scheduling strategies
- Equipped learners with the knowledge and skills necessary to effectively evaluate and improve online courses,
- Ability to create engaging learning experiences, and adapt to the evolving landscape of online education.
- Understand the importance of ongoing evaluation and improvement

Model content:

- Evaluation of online courses
- Importance of evaluating online courses:
- Benefits of effective evaluation
- Key considerations for evaluating online courses
- Evaluation criteria for online courses
- Strategic plan for modes of delivery
- Pacing and scheduling strategies

- Applying concepts and promoting engagement
- Evaluation and continuous improvement
- Reflection
- Self-evaluation

EVALUATION OF ONLINE COURSES

Evaluating online courses is essential for ensuring the quality of training, effectiveness, and alignment with the needs of learners. By the end of this model, educators will have a clear understanding of why evaluation is crucial and how it can contribute to the improvement of online learning experiences.

Importance of Evaluating Online Courses:

- Ensuring Quality: Online courses must meet certain quality standards to provide effective and engaging learning experiences. Evaluation helps identify areas that need improvement, ensuring that courses meet the expected quality benchmarks. By evaluating online courses, educators and instructional designers can make informed decisions to enhance the content, instructional design, assessment methods, and overall course structure.
- Enhancing Learning Outcomes: Evaluation enables the identification of strengths and weaknesses in online courses, allowing for targeted improvements that can enhance learning outcomes. By assessing the effectiveness of course content, instructional strategies, and assessment methods, educators can make data-driven decisions to optimize the learning experience and improve learners' knowledge acquisition and retention.
- Meeting Learner Needs: Every learner is unique, with diverse backgrounds, learning styles, and preferences. Evaluation helps in assessing the extent to which an online course meets the needs of its target audience. By collecting feedback from learners and analysing their experiences, instructors can tailor courses to better align with learners' expectations, ensuring greater engagement and satisfaction

Benefits of Effective Evaluation:

- Continuous Improvement: Effective evaluation is a cycle of reflection, analysis, and improvement. By regularly evaluating online courses, educators can identify areas that require enhancement and implement changes accordingly. Continuous improvement ensures that courses remain relevant, up-to-date, and aligned with the evolving needs of learners, resulting in improved learning experiences and outcomes.
- Accountability and Accreditation: Evaluation plays a crucial role in establishing accountability and meeting accreditation requirements. By assessing the quality and effectiveness of online courses, educational institutions can demonstrate their commitment to delivering high-quality education and meeting accreditation standards. The evaluation also helps identify areas for compliance and ensures that courses meet the necessary regulations and guidelines.
- Cost-Effectiveness: Evaluation helps optimize resource allocation by identifying areas where resources can be better utilized. By assessing the effectiveness of instructional strategies, technologies, and learning materials, institutions can make informed decisions about investing resources in the most impactful areas, leading to improved cost-effectiveness and efficient use of resources.

Key Considerations for Evaluating Online Courses:

- Alignment with Learning Objectives: Evaluation should focus on assessing the alignment between course content, instructional strategies, and defined learning objectives. Effective evaluation ensures that the course components directly support the intended learning outcomes and goals.
- Engagement and Interactivity: Online courses should be engaging and interactive to promote active learning and maintain learners' interest. Evaluation should examine the level of engagement offered by the course materials, activities, and assessments to ensure they effectively capture learners' attention and participation.

Assessment and Feedback Mechanisms: Evaluation should scrutinize the assessment methods used within the course and the feedback provided to learners. Assessments should be aligned with the learning objectives, offer appropriate challenges, and provide meaningful feedback to guide learners' progress.

Technology and Infrastructure: Evaluation should consider the reliability and accessibility of the online platform used to deliver the course. The technology infrastructure, including the learning management system and other tools, should be evaluated to ensure they support smooth course delivery and provide a seamless learning experience.

EVALUATION CRITERIA FOR ONLINE COURSES

Evaluation criteria emphasize the need for course content to align effectively with predefined learning objectives. The evaluation process involves a thorough assessment of the relevance and currency of the content to reflect the latest advancements, research, and best practices in the field. Furthermore, the evaluation encompasses the depth and breadth of content coverage, striking a balance between comprehensive subject exploration and avoiding excessive information overload.

The organisation, of course, materials are vital for a seamless learning experience. Clear and logical structuring enables learners to navigate the course effectively. Additionally, engagement and interactivity play a crucial role in evaluating online courses. The inclusion of interactive elements such as multimedia, simulations, discussions, and collaborative activities promotes active learning and sustains learner engagement throughout the course.

Appropriate assessment methods that align with the learning objectives are a pivotal aspect of the evaluation process. The evaluation criteria emphasize the significance of employing a variety of assessment approaches, including formative and summative methods such as quizzes, assignments, projects, and discussions. Timely and constructive feedback mechanisms are essential for learners to gauge their progress, identify areas for improvement, and gain a comprehensive understanding of their strengths.

Furthermore, the evaluation process also considers the technical aspects of the online course delivery. Ensuring the reliability and accessibility of the online platform is crucial. The platform should offer uninterrupted access to course materials, be compatible with various devices and web browsers, and adhere to accessibility standards to cater to learners with diverse needs. The availability of technical support and troubleshooting resources is also an important consideration.

STRATEGIC PLAN FOR MODES OF DELIVERY

When selecting delivery modes, aligning them with the intended learning objectives is of paramount importance. The chosen modes should effectively support learners in attaining the desired outcomes. Assessing learner needs and preferences is pivotal in designing the strategic plan. Striking a balance between flexibility and interaction is essential, as it ensures learners have the flexibility to access and progress through the course while providing ample opportunities for meaningful interaction and collaboration.

The strategic plan's successful implementation heavily relies on leveraging technology tools and platforms that seamlessly support the chosen delivery modes. Careful consideration should be given to selecting and utilizing appropriate technology to enhance the learning experience.

By developing a well-crafted strategic plan for modes of delivery in online courses, educators and instructional designers can curate engaging and effective learning experiences that cater to learners' needs and optimize their learning outcomes.

PACING AND SCHEDULING STRATEGIES

The effective management of pacing and scheduling is paramount to optimising the learning experience, promoting learner engagement, and ensuring course completion. By considering factors such as course duration, module sequencing, and learner support, educators can develop a strategic plan that facilitates a smooth and productive learning journey. Key aspects include determining course duration and structure based on learning objectives and content complexity, breaking down the course into modules and lessons for better organization, and finding the right balance between flexibility and accountability. Additionally, providing learners with flexible access to course materials, establishing clear deadlines and milestones, and implementing progress-tracking mechanisms are important considerations. Ongoing learner support is emphasized through effective communication channels, opportunities for peer interaction and collaboration, and constructive instructor feedback. By incorporating these strategies, educators can create well-paced and effectively scheduled online courses that foster learner engagement, support learning outcomes, and ensure a positive and successful learning experience.

APPLYING CONCEPTS AND PROMOTING ENGAGEMENT

The effective application of concepts in real-world situations and the promotion of learner engagement are crucial aspects of online courses. By incorporating practical assignments, case studies, simulations, reflective activities, interactive multimedia elements, online discussions, gamified elements, personalization, formative assessment, feedback, learner support, and communication, educators can create an engaging and impactful learning experience. Learners will develop a clear understanding of how to apply concepts effectively and promote engagement in their online courses.

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EVALUATION AND CONTINUOUS IMPROVEMENT

Evaluating and improving your online course is essential for enhancing the learning experience, achieving learning objectives, and staying up to date with educational practices.

Course evaluation surveys allow learners to provide valuable feedback on their learning experience, course content, delivery methods, and overall satisfaction. Designing effective surveys with relevant questions and response scales, while ensuring anonymity and confidentiality, encourages honest feedback.

Additionally, analysing assessment data and learner performance helps identify areas for improvement and informs instructional design decisions.

Regularly reviewing and updating course content ensures its relevance and currency. Conducting content audits, identifying outdated material, and incorporating new developments or trends helps keep the course up to date. Adopting an iterative approach to course design and delivery, using pilot groups, beta testing, and feedback loops, allows for ongoing improvement and responsiveness to learner needs. Engaging in professional development activities and staying informed about best practices and advancements in online education is crucial for continuous improvement.

Tracking learner engagement and participation metrics provide insights into course effectiveness. Monitoring completion rates, time spent on activities, forum participation, and assessment performance helps identify areas for improvement. Analysing learning outcomes and performance indicators allows for the assessment of learning objectives and the identification of learning gaps. Leveraging learning management system analytics and other tracking tools helps gather data and make data-driven instructional decisions.

REFLECTION

In conclusion, this training module has covered essential topics related to evaluating online courses, developing strategic plans for delivery modes and pacing, applying concepts, and promoting engagement. The module has discussed the importance of evaluation in assessing course effectiveness and explored different evaluation methods, including surveys, feedback, and data analysis. Additionally, the module emphasized the key criteria for evaluating online courses, such as content quality, instructional design, and learner engagement.

The module also provided insights into developing a strategic plan for modes of delivery, considering factors like synchronous, asynchronous, or blended learning. Strategies for incorporating interactive elements, multimedia, and learner-centred approaches were explored. Pacing and scheduling strategies, as well as the significance of ongoing learner support and effective communication channels, were highlighted.

Module delved into the application of concepts and the promotion of engagement by designing practical assignments, case studies, and simulations for real-world relevance. The integration of interactive multimedia elements, online discussions, and gamification was discussed to enhance learner engagement. Additionally, the module emphasized the importance of implementing learner-centred approaches through personalization, formative assessments, and effective communication.

Evaluation and continuous improvement were identified as crucial aspects of online courses. The module introduced evaluation methods such as course evaluation surveys and assessment data analysis. Continuous improvement strategies, including content review, iterative course design, and professional development, were explored. Furthermore, the module emphasized the significance of monitoring course analytics and metrics to measure learner engagement, participation, and learning outcomes.

Ongoing evaluation and continuous improvement were highlighted as essential for the success of online courses. By regularly assessing course effectiveness and making improvements, instructors can enhance learning outcomes, meet learner needs, promote engagement and satisfaction, and adapt to changing contexts.

In conclusion, this training module encourages educators to apply the knowledge and skills acquired. Conduct a comprehensive evaluation of your current online course, incorporating the evaluation criteria and methods discussed. Incorporate interactive elements, multimedia, and learner-centred approaches to promote active learning. Seek and analyse feedback from learners to make informed decisions about course improvements. Stay informed about the latest trends and best practices in online education through ongoing professional development and networking. By embracing a mindset of constant learning and improvement, will create impactful online courses that meet the needs of your learners and foster their success.

SELF-EVALUATION

Here are some self-evaluation questions to use to reflect on module 3 about the evaluation of online courses:

- Reflecting on this module, what are the key concepts and strategies you have learned about evaluating online courses?
- What evaluation methods and tools have you discovered or gained proficiency in through this module? How do you plan to utilize them in your online course evaluation?
- How will you balance flexibility and accountability for your learners?
- How will you actively seek feedback from your learners and incorporate it into your course enhancements and adjustments? How will you ensure an ongoing feedback loop for continuous improvement?
- How do you envision applying this newfound knowledge in your future online course creations?

CHAPTER 4 - MODULE 1

Online synchronous facilitation refers to the act of leading and guiding a group of participants in an interactive and real-time online environment. It involves facilitating discussions, activities, and learning experiences using online tools and technologies that enable immediate communication and collaboration.

Synchronous online facilitation relies on the participants being present and engaged at the same time, allowing for instant feedback, dialogue, and interaction. Unlike asynchronous facilitation, which occurs at different times and lacks immediate interaction, synchronous facilitation creates a shared experience among participants.

The importance of online synchronous facilitation lies in its ability to foster collaboration, engagement, and active participation. Despite the physical distance, it enables real-time communication and interaction, replicating the dynamics of in-person meetings or classrooms. Synchronous facilitation is particularly valuable in situations requiring immediate feedback, group collaboration, or a sense of community among participants.

1. BENEFITS OF ONLINE SYNCHRONOUS FACILITATION INCLUDE:

Live interaction: Synchronous facilitation allows participants to engage in real-time conversations, ask questions and receive immediate answers, fostering a sense of connection and community.

Increased engagement: The real-time nature of synchronous facilitation encourages active participation and engagement, reducing the likelihood of interruption or disengagement.

Collaborative opportunities: Synchronous facilitation enables group activities, teamwork and collaboration that encourage participants to work together to solve problems and achieve learning objectives.

Immediate feedback: Teachers can provide immediate feedback to participants to help them understand concepts, clarify doubts and reinforce learning.

Social presence: Synchronous facilitation creates a sense of social presence and belonging among participants, resulting in stronger bonds and increased motivation. Online synchronous facilitation tools and techniques include:

Video conferencing platforms: tools such as Zoom, Microsoft Teams or Google Meet enable real-time audio and video communication, screen sharing and group rooms for group discussions.

Chat and messaging tools: platforms such as Slack or Microsoft Teams offer chat functions that allow participants to ask questions, share resources and collaborate during synchronous sessions.

Virtual whiteboards: Tools such as Miro or Mural offer virtual whiteboards where participants can exchange ideas, draw diagrams or collaborate on visual content.

Polls and voting tools: applications such as Mentimeter or Poll Everywhere allow teachers to collect instant feedback, conduct polls or measure participants' understanding.

2 – KEY SKILLS AND ROLES OF AN ONLINE SYNCHRONOUS FACILITATOR INCLUDE:

Technical competence: teachers must be proficient in online tools and technologies to facilitate and solve technical problems.

Communication skills: Clear and effective communication is essential to lead conversations, provide guidance and foster an inclusive and respectful environment.

Time management: Trainers must effectively manage session time and ensure that all planned activities are covered, while allowing for interaction and engagement of participants.

Adaptability: trainers must adapt to the different learning styles and needs of participants and adjust their approach and activities accordingly.

Collaboration and teamwork: trainers should encourage collaboration among participants and create opportunities for teamwork and collaborative learning.

In a synchronous online environment, the facilitator's responsibilities and roles are as follows:

Preparing materials: Trainers must prepare and organise the resources, presentations or activities to be used during the synchronous session.

Creating an online environment: Organisers must ensure that the chosen online platform is set up correctly, that the necessary functions are in place and that participants are accessible.

Lead discussions and activities: Teachers lead discussions, ask thought-provoking questions, guide and direct activities to achieve the desired learning outcomes.

Manage participant participation: trainers monitor participant participation and interaction, encouraging active participation and responding to possible challenges.

Providing feedback and support: trainers provide feedback on participants' contributions, address questions and concerns, and provide support during the session.

3 – TO PREPARE PARTICIPANTS FOR AN ONLINE SYNCHRONOUS SESSION, FACILITATORS CAN:

Share pre-session materials: Provide participants with any necessary pre-session materials, such as readings, videos, or instructions, to familiarize them with the topic or activities.
Communicate session expectations: Communicate the objectives, agenda, and expectations for the session, including any required preparation or participation guidelines.
Technical setup guidance: Offer instructions on setting up the necessary technical requirements, such as ensuring a stable internet connection, using the recommended tools, or testing audio and video settings.
Provide orientation or training: If participants are new to the online platform or tools being used, offer a brief orientation session or provide resources for self-guided training.

Address questions and concerns: Establish channels for participants to ask questions or seek clarification before the session, ensuring they feel prepared and confident.
By adequately preparing participants, facilitators can maximize engagement, foster a positive learning environment, and create a smooth and productive online synchronous experience.

4 - OVERVIEW OF ONLINE SYNCHRONOUS FACILITATION (DEFINITION AND KEY CONCEPTS; WHAT IS SYNCHRONOUS ONLINE FACILITATION AND WHY SYNCHRONOUS ONLINE FACILITATION?)

Online synchronous facilitation refers to the practice of leading and guiding a group of participants in an interactive and real-time online environment. It involves facilitating discussions, activities, and learning experiences using online tools and technologies that enable immediate communication and collaboration among participants.

Synchronous online facilitation takes place in real time, where all participants are present and engaged simultaneously. It allows for immediate feedback, dynamic interaction, and shared experiences, similar to in-person meetings or classrooms. This contrasts with asynchronous facilitation, which occurs at different times, lacks immediate interaction, and relies on participants accessing materials or discussions at their convenience.

The key concept of synchronous online facilitation is the ability to create an interactive and engaging learning environment despite physical distance. It allows participants to engage in live discussions, ask questions, collaborate on activities, and receive immediate feedback from the facilitator. Synchronous facilitation fosters a sense of community, promotes active participation, and supports social interaction among participants.

The synchronous format is particularly beneficial in situations that require real-time collaboration, instant feedback, or a sense of shared presence. It allows for dynamic discussions, group problem-solving, and collective learning experiences. Synchronous facilitation can be applied in various contexts, including online courses, virtual meetings, webinars, workshops, or any scenario where immediate interaction and engagement are desired.

Overall, synchronous online facilitation enables participants to connect, learn, and collaborate in real-time, transcending geographical barriers and creating a rich and interactive learning experience

5 – IMPORTANCE AND BENEFITS OF ONLINE SYNCHRONOUS FACILITATION

Synchronous web-based facilitation offers several important advantages that increase its general relevance in various educational and collaborative environments. Some of the main advantages are

Live communication: Synchronous facilitation allows participants to engage in real-time conversations, ask questions and receive immediate answers. This real-time interaction increases engagement and fosters a sense of connection and community among participants.

Active participation: Synchronous facilitation encourages active participation when participants are simultaneously present and engaged. It encourages participants to participate, share their views and collaborate with others in real time, leading to deeper learning and increased motivation. Collaboration and teamwork: Synchronous facilitation provides opportunities for collaboration and teamwork. Participants can engage in group activities, collaborate on projects and solve problems together, fostering collective responsibility and social learning.

Immediate feedback: Facilitators can provide immediate feedback to participants during synchronous sessions. This immediate feedback helps clarify concepts, correct misunderstandings and reinforce learning, leading to more effective learning.

Sense of presence and connection: Synchronous facilitation creates a sense of presence and connection among participants. Live interaction, visual cues and real-time interaction help create interaction and community that can increase engagement and support the social aspect of learning.

Urgent issues or tasks: Synchronous facilitation is especially valuable for tasks that require immediate attention or collaboration. It allows for quick decisions, problem-solving and urgent issues to be addressed in real-time.

Increased accountability: The real-time nature of synchronous facilitation encourages participants to be accountable. Knowing that others are present and actively participating can motivate people to move forward, participate meaningfully and take responsibility for their own learning or collaborative responsibilities.

Efficient use of time: Synchronous facilitation allows facilitators to cover a significant amount of material or to carry out activities in a given amount of time. This helps maximize the efficient use of time by minimizing delays or waiting times typically associated with asynchronous communication.

In a nutshell, the importance of synchronous facilitation via the Internet lies in its ability to promote participation, collaboration, and immediate communication among participants. It creates a dynamic and interactive learning environment that fosters active learning, social presence, and a sense of community that ultimately enhances overall learning.

Tools and techniques for synchronous online facilitation (design of learning outcomes, lesson plans and community).

When choosing tools and techniques for synchronous online facilitation, it is important to align them with desired learning outcomes, lesson plans and community-building objectives. Here are some commonly used tools and techniques and how to adapt them to the following aspects.

Video conferencing platforms: Tools such as Zoom, Microsoft Teams or Google Meet enable real-time video and audio communication. They facilitate interactive discussions, allow screen sharing for presentations or presentations and support small group work. These platforms are suitable for learning outcomes related to communication, collaboration and presentation skills. Chat and messaging tools: Platforms such as Slack or Microsoft Teams offer chat functions that allow participants to ask questions, share resources and collaborate during synchronous sessions. These tools can foster the creation of communities by providing a space for continuous discussion, exchange of ideas and fostering a sense of belonging among participants.

Virtual whiteboards: Tools such as Miro or Mural offer virtual whiteboards where participants can exchange ideas, draw diagrams or collaborate on visual content. These tools are aligned with learning outcomes related to visual thinking, problem solving and collaboration.

Polling and survey tools: Applications such as Mentimeter or Poll Everywhere allow facilitators to gather instant feedback, conduct polls, or assess participants' understanding. These tools can be used to align with learning outcomes related to formative assessment, gauging participant opinions, or checking for comprehension.

Learning management systems (LMS): LMS platforms such as Moodle, Canvas or Blackboard provide a central hub for hosting course materials, assignments and assessments. They can support synchronous facilitation by providing functions such as discussion forums, assignment posting and grade tracking. LMS platforms are suitable for organising lesson plans, monitoring learning progress and providing unified learning.

When choosing tools and technologies, it is important to consider factors such as ease of use, accessibility, compatibility with participants' devices and the specific needs of the learning environment. The tools chosen should be compatible with the learning outcomes and facilitate effective class management, active participation and community building among participants.

6 – KEY SKILLS AND ROLES OF AN ONLINE SYNCHRONOUS FACILITATOR

The role of a synchronous online facilitator is important in creating a positive and effective learning experience. Here are some of the key competencies and roles of a synchronous online facilitator:

Technical competency: Trainers should have a good understanding of the online platform and the tools used to facilitate synchronisation. This includes being able to navigate the platform, effectively use communication features, troubleshoot common technical issues and ensure a smooth experience for participants.

Communication skills: Effective communication is crucial for a synchronous online assistant. Teachers must have strong oral and written communication skills to clearly articulate instructions, lead discussions, ask thought-provoking questions and provide explanations. They must also actively listen to participants and foster an inclusive and respectful dialogue environment.

Time management: Synchronous moderators must manage time effectively to ensure that the session runs on schedule and that all planned activities are covered. They should allow sufficient time for discussions, activities and feedback, while being flexible and adapting to the needs of the participants.

Facilitation techniques: Trainers should be familiar with facilitation techniques that promote engagement, collaboration and active learning. This includes techniques such as icebreakers, energisers, teamwork strategies and techniques that encourage everyone involved to participate. Adaptability: Synchronous online moderators must adapt to different learning styles, participants' needs and unforeseen challenges. They must be able to adapt their tutoring style and activities according to the dynamics of the session, the level of engagement of the participants and any problems that may arise.

Evaluation and feedback: Trainers assess participants' understanding, progress and performance. They should provide timely and constructive feedback to help participants learn and develop. They can do this by providing individual feedback, facilitating peer feedback or using formative assessment strategies during the session. Community building: Facilitators should foster a sense of community among participants, even in an online environment. They can create opportunities for participants to communicate, share experiences and collaborate. This may include icebreakers, group activities or creating spaces for ongoing communication and networking.

In general, an effective synchronous online teacher possesses a combination of technical knowledge, communication skills, facilitation techniques, adaptability and a focus on creating a supportive and engaging learning community.

7 – RESPONSIBILITIES AND ROLES OF A FACILITATOR IN THE ONLINE SYNCHRONOUS ENVIRONMENT

In a synchronous online environment, teachers have specific responsibilities and roles to ensure smooth and effective learning. Here are some of the basic duties and roles of a supervisor in a synchronous online environment:

Set the stage: Teachers are responsible for creating a positive and welcoming online environment. They set the tone for the session, set expectations for participant behaviour and create a safe space for open and respectful communication.

Facilitating conversations: Moderators lead and moderate conversations during a synchronous session. They ask thought-provoking questions, encourage all participants to participate, and foster meaningful discussions that are aligned with the session objectives and learning outcomes. Manage the flow of the session: Trainers manage the flow of the session and ensure that planned activities and discussions stay on track. They maintain the pace and smooth transitions between topics or activities and ensure that all participants have the opportunity to participate.

Explanations and clarifications: Facilitators are responsible for providing clear explanations and clarifications when participants have questions or need to understand something else. They address misunderstandings, provide additional information and ensure that participants understand the concepts being discussed.

Encourage participation and involvement: Trainers encourage and promote the involvement of participants throughout the session. They create opportunities for active participation, promote a stimulating and inclusive environment and ensure that all participants have the opportunity to share their thoughts and ideas.

Provide information and guidance: Trainers provide feedback and guidance to participants during the session. They provide constructive feedback on participants' contributions, offer suggestions for improvement and guide participants towards deeper understanding and learning.

Technical problem management: Trainers are responsible for managing and solving technical problems that arise during the session. They help participants resolve technical issues, ensure that everyone has access to the tools and resources they need, and keep the online platform running smoothly. Assessing learning progress: Trainers will assess participants' learning progress during the session. This may include informal methods, such as monitoring participants' engagement and understanding, or formal methods, such as questionnaires, surveys or other formative evaluation techniques.

Stimulating community building: Trainers contribute to fostering a sense of community among participants. They encourage collaboration, facilitate networking and interaction, and promote a stimulating and inclusive learning community.

In general, the roles of a facilitator in a synchronous online environment include leading discussions, managing the flow of the session, providing clarification and feedback, supporting participant engagement, resolving technical issues, assessing learning progress and fostering community among participants.

8 – HOW TO PREPARE PARTICIPANTS

Preparing participants for an online synchronous session is essential to ensure their readiness and active participation. Here are some steps to effectively prepare participants:

Share pre-session materials: Provide participants with all necessary pre-session materials such as lectures, videos or instructions. This will allow them to familiarise themselves with the topic or activities beforehand, enabling them to make more meaningful contributions during the session.

Communicate session expectations: Communicate the objectives, agenda and expectations of the session. Inform participants about the expected outcomes, the format of the session (e.g. interactive discussion-based activity) and any special instructions for participation or preparation.

Instructions for technical preparation: Provide instructions for setting up the technical requirements for the session. Guidance to ensure a stable internet connection, using the recommended internet platform or tools, and to pre-test audio and video settings to avoid technical problems during the session.

Offer orientation or training: If participants are unfamiliar with the online platform or the tools being used, consider offering a short orientation session or providing resources for self-study. This ensures that participants know the basic functions and can effectively navigate the online environment.

Respond to questions and concerns: Create channels for participants to ask questions or seek clarification prior to the session. Encourage participants to communicate technical questions or difficulties and respond quickly to ensure they are comfortable and prepared for the session.

Encourage preparation and reflection: Encourage participants to prepare by reviewing pre-session materials, writing questions or thoughts, and reflecting on their own experiences or perspectives related to the theme of the session. This encourages active participation and deeper discussion during the session.

Grounded Community: Foster a sense of community among participants by creating opportunities for pre-session presentations, sharing expectations or goals, or participating in pre-session discussions or ice-breaking activities. This helps create connections and a supportive learning environment.

Provide reminders and session details: Send timely reminders to attendees, including the date, time, and other instructions or resources they need to access. Make sure participants have the necessary links or login details to join the session without any problems.

By taking these steps, you can effectively prepare participants, set a positive tone for the session and maximize their engagement and contribution during the synchronous online experience.

ANNEX
APPLIED CONCEPTS IN ONLINE SYNCHRONOUS FACILITATION INCLUDE:

Basic digital literacy skills are necessary for participants and facilitators in synchronous online facilitation. This includes the ability to use computers, browse online platforms, and effectively use tools and features to communicate and collaborate.

Platform familiarity: Facilitators should be familiar with the online platform chosen for synchronous facilitation. Understanding the platform's features, configurations and capabilities allows teachers to maximize their potential for engaging, interactive sessions.

Selection of tools: Instructors should carefully select and use appropriate tools and techniques to improve teaching experience. For example, using group rooms on video conferencing platforms or using virtual whiteboards for collaborative brainstorming for group discussions.

Communication and collaboration: Synchronous online facilitation is based on effective communication and collaboration. Concepts such as active listening, clear and concise communication, and providing opportunities for participants to interact contribute to a successful training experience.

Digital Tag: Trainers should promote and model the digital tag during synchronous sessions. This includes respectful and inclusive communication, allowing participants to speak without interruption and fostering a positive and welcoming online environment.

Accessibility considerations: Facilitators should consider accessibility considerations to ensure that all participants can participate in fully synchronous sessions. This may include adding subtitles to videos, using accessible presentation formats, or accommodating the special needs of participants with disabilities.

By applying these concepts, facilitators can create a complete, engaging and effective online synchronous facilitation experience for participants.

CHAPTER 4 - MODULE 2

Top 15 tips from experienced online presenters :

1) Establish clear objectives

Before each live event, the organiser needs to define specific objectives that need to be achieved at a given time. Whether the aim is to inform, entertain, promote a product or establish a connection with the audience, clear objectives will help to guide the content and measure the potential for success. An objective motivates and holds people accountable, encouraging them to get involved in an action. It gives them a precise guideline for their work and defines a goal to be achieved. This makes it possible to measure the quality of the work, to measure progress. The objective will improve the quality of the various actions.

When employees know precisely what they have to achieve, they can think more clearly about how they should use their energy, resources and time to reach their objective. What's more, an objective enables the work done to be appreciated. When employees achieve their objective, it's a real source of satisfaction. Succeeding in a challenge maintains motivation and enthusiasm.

How do you set an objective?
When you set an objective, make sure it is simple, clear, understandable and precise. To avoid any ambiguity, the objective must be easy to understand. To formulate a specific objective, answer these few questions: who? what? where? when? how? and why? Finally, the objective must be addressed to a specific person. If you set a general objective, no one will really be responsible.
To avoid being subjective, all objectives must be measurable both quantitatively and qualitatively. This means that it must contain a quality, a quantity, a cost, a frequency... In other words, a value that can be used to measure progress and determine when the objective has been achieved.

The 3rd essential characteristic is that the objective must be attractive, ambitious and acceptable to the employee. The objective must be sufficiently challenging to make them want to surpass themselves, while remaining reasonable. So make sure that the objective remains accessible in terms of skills, knowledge, resources, etc.

While the objective must be ambitious, it must also remain realistic. When a goal is unrealistic, people are demotivated because they don't believe in their ability to achieve it. We don't invest much effort, so we don't achieve much. On the other hand, when the objective is realistic, we tell ourselves that we have every chance of succeeding, we are motivated and we want to surpass ourselves to achieve the objective (and even go beyond it). So don't set the bar too high so as not to discourage yourcolleague.

To avoid procrastination, the objective must be clearly defined in terms of time. A start, an end, a specific duration or a deadline should be set to create a sense of urgency and encourage the employee to get on with the job.[Salto de ajuste de texto]This also enables the employee to plan their actions and organise their schedule strategically so as to achieve their objectives.
Of course, when you set objectives for your team members, they don't always have to match these 5 characteristics. Some objectives are simply not measurable, such as emotion, fulfilment, creativity, etc.

2) Plan and structure the session

Organise your session by dividing the content into clear segments or sections. This makes it easier for your audience to navigate and follow the flow of the session.

Conducting a needs assessment of your team will help you structure your training session. Defining your company's needs from those who experience them on a daily basis will enable you to design a training session that will enhance your team's skills and ultimately help you achieve your business objectives.

Learning objectives form the basis of your training session. These will highlight the skills and knowledge your team will master by attending your event, but more importantly, learning objectives should be derived from the needs assessment we mentioned earlier. Clear objectives maximise the potential and impact of your session by setting expectations and assuring participants that the topics covered relate to the feedback they have provided.

3) Develop a detailed agenda,

Here is an example of a detailed timetable for a day of online lessons: 8:00 – 8:15: Log in and check equipment
Connect to the online course platform.Check the Internet connection, audio and video. Make sure all the necessary documents and tools are ready. 8:15 – 9:00: Live class session
Presentation of the course and the day's objectives.
Presentation of key concepts and new lessons.Answering students' questions and clarifying important points. 9.00am – 10.30am: Interactive lessons .

Presentation of new information or skills. Use of visual aids, videos or presentations to illustrate concepts/Encouraging student participation through discussions, exercises or live polls. 10.30am – 10.45am: Break

Take a short break to relax and recharge. Stretch the body and recharge the mind. 10.45am – 12.30pm: Practical activities
Assigning practical exercises or projects to students. Guidance and support during the activities. Answering questions and clarifying doubts12:30 – 13:30: Lunch break .

Take a lunch break to rest and recharge your energy. Enjoy a balanced, healthy meal.13:30 – 14:30: Individual or small group tutoring sessions
Allocate time slots for individual or small group discussions with students. Answer specific questions and provide personalised advice.14:30 – 15:30: Independent work and individual study .

Time dedicated to individual study of the subjects covered. Completion of additional assignments or recommended reading. Access to online resources or course materials to deepen knowledge. 15:30 – 16:00: Closing session
Recap of key points from the day's course.Answers to students' final questions.
Announcement of assignments or activities for the next session. 16:00: End of the day's online course

4) Engage participants from the start

– Interactive e-breaker: Start the session with an interactive ice-breaker to break the ice and encourage participants to get involved. For example, ask them to quickly introduce themselves in the chat or share a photo representing their favourite hobby.

– Polls and Q&A: Use live polling tools to ask participants questions and collect their answers. You can also encourage and answer live questions to encourage active participation.

– Sharing experiences: Ask participants to share their experiences or knowledge of the course topic. This will create a collaborative learning environment where everyone can contribute and feel valued.

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- Personal reflection activities: Offer personal reflection activities where participants can take a few minutes to think about a specific topic or question. They can then share their thoughts in chat or in live discussions.

- Group exercises: Organise virtual group exercises where participants can collaborate and solve problems together. Use videoconferencing tools with screen sharing and sub-group rooms to facilitate interaction.

- Interactive games or quizzes: Integrate interactive games or quizzes into your online course to make learning fun and stimulating. Use e-learning platforms that offer gamification features to keep participants engaged.

- Encourage participation: Create a welcoming and encouraging environment where participants feel comfortable asking questions, sharing ideas and actively participating. Praise and thank participants for their contributions to encourage them to stay involved.

5) Use interactive tools

.Use tools such as Mentimeter, Poll Everywhere or Kahoot to create interactive polls in real time. Participants can answer questions on their mobile device or computer, and the results can be displayed instantly to generate discussion and reflection. You can also use Virtual whiteboards such as Miro, Mural or Jamboard allow participants to collaborate and share ideas in real time. They can contribute by writing, drawing, adding sticky notes, etc. Use these tools to encourage creativity and active participation.

Divide participants into small groups using video conferencing tools such as Zoom, Microsoft Teams or Google Meet. Create virtual chat rooms where participants can discuss specific topics, solve problems as a team and share ideas in brainstorming sessions. Live chat features in online course platforms, such as Moodle or Canvas, can be used to encourage participants to ask questions, share their thoughts and interact with the instructor and other participants throughout the course.

Integrate interactive quizzes and games into your online course using tools such as Quizizz, Quizlet Live, or TriviaMaker. These tools allow participants to test their knowledge, engage in fun activities and encourage learning through play. Some videoconferencing platforms offer integrated polling, whiteboarding and screen- sharing features. Explore these features and use them to interact with participants by asking them questions, inviting them to annotate documents or encouraging them to share their ideas.

6) Encourage active participation

During live sessions, ask open-ended questions that require thoughtful, in-depth answers. Encourage participants to share their ideas, opinions and experiences by using the chat, microphone or hand-up function.

Divide participants into small virtual groups for in-depth discussions. Give them specific topics to discuss and encourage them to share their conclusions with the rest of the group in a pool. Use videoconferencing tools that make it easy to create virtual discussion rooms.
Create asynchronous discussion forums where participants can ask questions, share resources and interact between live sessions. Encourage them to participate regularly by posting thoughts, comments or answers to other participants' questions.

Use interactive activities, such as case studies, simulations, surveys or virtual role-playing games, to encourage participants to get actively involved. These activities allow participants to apply the concepts taught and engage in critical thinking.

When participants are actively contributing, thank them and congratulate them on their participation. Highlight their contributions and stress the importance of their involvement in enriching the learning experience.

Integrate online collaboration tools such as Google Docs, Trello or Microsoft OneNote, which allow participants to work together on projects, share ideas and provide feedback in real time. This fosters collaboration and encourages active participation.

Invite participants to reflect individually on what they have learned and to assess their own understanding of the subject. They can share their thoughts in chat, in live discussions or through self-assessment exercises.

7. Manage time effectively

Define specific, achievable short-term and long-term objectives. This will help you focus on the most important tasks and prioritise your activities.
Take a few minutes each day to plan your activities and draw up a list of tasks. Use time management tools such as calendar applications or to-do lists to organise your activities.
Identify which tasks are the most important and urgent. Prioritise them and start with those that will have the greatest impact on your goals. Be disciplined and avoid putting off important tasks. Start with the most difficult tasks or those you tend to avoid, and use time management techniques such as the Pomodoro technique to stay focused. Learn to say no to non-essential requests that can distract you from your important tasks. Set clear limits and learn to delegate or ask for help when necessary.

Identify distractions that distract you from your work, such as notifications on social networks, incessant emails, etc. Put measures in place to minimise these distractions, such as turning off notifications during your working hours or using website-blocking applications.

Allocate specific time slots to specific tasks. For example, set aside time to reply to e- mails, for meetings or to work on individual projects.

Explore different time management techniques such as the Eisenhower matrix, the 2- minute method, or the "Eat the Frog" method to optimise your time and productivity.
Give yourself regular breaks to rest, relax and recharge your batteries. Breaks help maintain your energy and concentration levels.

Review your schedule regularly to assess your productivity and identify areas for improvement. Make adjustments if necessary to optimise your time.

8. Be adaptable and flexible

Accept that change is inevitable and be open-minded about new ideas, different methods and new circumstances. Adopt a positive attitude towards change rather than resisting it.
Develop your ability to see things from different angles and adapt to new perspectives. Question your own beliefs and adopt an attitude of curiosity to continually learn and grow.
Be ready to adjust your plans and approaches to changing circumstances. Develop an agile mindset that allows you to adapt quickly and find alternative solutions when things don't go as planned.

Be prepared to acquire new skills and train in new areas. Be proactive in your professional development to stay relevant and adaptable in a constantly changing world.
Cultivate your ability to bounce back from adversity. Learn how to manage stress, overcome obstacles and learn from setbacks. Resilience will help you adapt quickly to change and keep moving forward despite difficulties.
Develop your communication skills so that you can communicate clearly, collaborate with others and handle tricky situations. Be open to feedback and ready to adapt to the needs and preferences of others.
Being flexible also means knowing how to reorganise your priorities to meet changing needs. Master time management skills so you can allocate your resources effectively and adapt to new tasks and deadlines.
Flexibility also means being able to manage your emotions and those of others constructively. Develop your emotional intelligence to maintain positive relationships, resolve conflicts and adapt to different working and communication styles.

9. Foster a safe and inclusive environment

Define rules of conduct that promote respect, benevolence and inclusion. Share these rules with participants and ensure that they understand and respect them. Value the diversity of perspectives, experiences and opinions. Create a space where everyone feels free to express themselves without fear of judgement or discrimination.
Practise active listening by paying genuine attention to participants. Show interest in their ideas, concerns and contributions. Respond respectfully and constructively Encourage participants to treat others with respect and courtesy, whatever their differences. Make sure participants feel safe to express their opinions and ask questions without being harassed or discriminated against.

If inappropriate behaviour occurs, respond quickly and appropriately. Take the necessary steps to protect participants and maintain a safe and respectful environment.
Organise specific discussions or sessions on inclusion and diversity. Raise participants' awareness of inclusion issues and encourage them to challenge their own prejudices and adopt inclusive behaviours.
Provide secure and confidential communication channels for participants to report any inappropriate behaviour or concerns. Ensure that these reports are treated confidentially and that there is a process for responding appropriately. Educate trainers and participants on the importance of creating a safe and inclusive environment. Organise training on diversity, inclusion and anti-harassment to promote respectful and inclusive practices. Regularly collect feedback from participants on their experience of a safe and inclusive environment. Use this feedback to continuously improve your practices and approach.

10. Use visuals and multimedia

Create visually appealing slide shows to accompany your online course. Use images, graphics, icons and diagrams to illustrate key points and make them easier to understand. Keep the visual content clear and concise, and avoid overloading the slides with too much information. Incorporate explanatory videos into your course to present complex concepts in a visual and engaging way. You can create your own videos or use existing resources such as tutorials, demonstrations or educational videos. Make sure the videos are of high quality and relevant to the subject. Use infographics to summarise key information, processes or complex data. Visually appealing infographics are easy to assimilate and help participants to memorise and understand information more effectively. Use diagrams, flow charts or mind maps to visually represent the relationships between ideas and concepts. This helps participants to visualise and understand the structure and links between the different information presented.

Include relevant images and illustrations to support your explanations. Images can help make abstract concepts more concrete and engage participants.
Use interactive media such as interactive quizzes, serious games or simulations to make learning more interactive and engaging. These media allow participants to test their knowledge, apply the concepts taught and immerse themselves in practical scenarios.
Use virtual whiteboard tools to facilitate real-time collaboration. You can create diagrams, take notes or solve problems live with participants. This encourages interactivity and allows participants to contribute actively.
Provide visual summaries of the key points of the course or lessons. This can take the form of mind maps, graphic summaries or summary diagrams. These visual summaries help participants to quickly review the essential information and consolidate their understanding.

11. Provide clear instructions

Give precise and specific instructions, clearly indicating what the participants must do. Avoid vague or ambiguous wording that could lead to confusion.
Avoid complex jargon or excessive technical terms. Use clear, simple and easily understandable language to communicate instructions in a way that is accessible to everyone.
Break instructions down into clear, orderly steps. This makes it easier to understand and enables participants to easily follow the actions to be taken.
Accompany written instructions with visual elements such as diagrams, schematics or screenshots. Visual aids reinforce understanding and make it easier to assimilate instructions.

Illustrate instructions with concrete examples to show participants how to put them into practice. Examples help to clarify expectations and guide participants through the tasks.
Use clear, organised formatting to structure the instructions. Use headings, bullets or numbers to distinguish the different parts and make them easier to read.
Try to anticipate common questions that participants might have and include answers or additional clarifications in your instructions. This will prevent misunderstandings and avoid mistakes.
Ask participants to repeat or summarise the instructions to make sure they have understood them. You can also use quizzes or check questions to assess their understanding.
Make yourself available to answer participants' questions and provide a clear and easily accessible communication channel for additional questions or clarifications.

12. Active listening

Give your full attention to the person speaking. Eliminate distractions, look at the camera or screen and show that you are engaged in the conversation.
Show interest and empathy towards the participants. Use verbal and non-verbal cues to show that you are paying attention, such as nodding, smiling and giving brief encouraging responses.
Let participants express themselves without interrupting. Wait until they have finished speaking before formulating an answer or asking further questions. This shows respect for their ideas and opinions. If you don't understand something or would like more details, ask clarifying questions. This deepens mutual understanding and encourages participants to express their ideas more clearly.

Take a moment to think before responding to participants' questions or comments. Avoid giving hasty answers. Taking the time to think shows that you value their contributions and that you are providing a well-considered response.
Summarise or rephrase the main ideas expressed by participants to make sure you have understood them. This shows that you are paying attention and trying to fully understand their point of view.
Try to put yourself in the participants' shoes and understand their emotions and perspectives. Show empathy by acknowledging their feelings and validating their experiences.
Suspend your judgements and avoid jumping to hasty conclusions. Listen carefully before forming an opinion or giving an answer.

Be open to different ideas and perspectives. Avoid prejudices and preconceptions, and be prepared to question your own opinions.
Even in written exchanges, such as online discussions or e-mail comments, practise active listening by reading messages carefully and responding thoughtfully.

13. Facilitate group dynamics

Define clear rules for participation and mutual respect. Encourage participants to listen actively, respect the opinions of others and contribute constructively.
Ensure that each participant has the opportunity to express his or her views and make a contribution. Encourage more reserved participants to take part by asking open questions, giving them the floor directly or using anonymous participation methods.
Incorporate group activities that encourage collaboration and the exchange of ideas. Use videoconferencing tools that allow participants to work in small virtual groups and share their results with the rest of the class. Value the diversity of opinions and experiences within the group. Encourage participants to bring different perspectives and consider different approaches to solving problems.

Make sure that instructions and information are clear and understandable to everyone. Use visual aids, concrete examples and summaries to facilitate understanding and avoid misunderstandings.

Show interest and empathy towards participants by practising active listening. Ask clarifying questions, restate the main ideas and show that you are taking everyone's contributions into account.

In the event of conflict or disagreement, intervene neutrally and encourage respectful discussion. Show empathy, encourage mutual listening and guide the group towards a constructive resolution.

Stimulate critical thinking by asking questions that encourage participants to analyse, evaluate and question the information presented. Encourage debate based on solid arguments and encourage participants to defend their points of view with evidence.

Give constructive and positive feedback on participants' contributions. Highlight strengths and encourage improvements. Use constructive criticism to guide participants towards greater understanding and participation.

Foster an environment where participants feel safe to express their opinions and ask questions. Establish a relationship of trust with participants by being open, respecting their point of view and providing constructive feedback.

14. Manage technology effectively

Before the start of the course, make sure that your equipment (computer, webcam, microphone, Internet connection, etc.) is working properly. Carry out tests to check the audio and video quality, as well as the stability of your Internet connection.

Choose reliable, user-friendly technological tools for your online course.

Opt for recognised and tested videoconferencing platforms that offer features tailored to your teaching needs.

Familiarise yourself with the functions of the tools you are using. Learn how to share your screen, use chat, activate/deactivate microphones and cameras, create sub-group rooms, etc. This preparation will help you to use the technology smoothly during the course.
The stability of your Internet connection is crucial to a successful online course. Try to connect via a wired connection rather than Wi-Fi if possible. If you have connection problems, consider using an Ethernet cable or moving closer to the router for better reception.

In the event of a major technical problem, have a back-up plan. Have another device ready to use, a back-up Internet connection or a means of communicating with participants in case of need.
Provide participants with clear instructions on the technical requirements for joining and participating in the online course. Explain how to log in, how to use the tools and how to solve common problems. This will reduce technical problems and make it easier for participants to take part.

Understand that technical problems may arise during the course. Allow extra time to resolve technical issues and adjust your schedule accordingly. In the event of a technical problem during the course, remain calm and reactive. Communicate clearly with participants about the problems encountered and the solutions envisaged. Be prepared to make changes or switch to a back-up plan if necessary.

Be prepared to adapt and improvise in the event of unforeseen technological problems. Have alternatives ready, such as downloadable files or documents, to share essential information in case you can't access certain technological functions.
After each online session, take time to reflect on the technical problems encountered and the solutions implemented. Identify the lessons learned and make the necessary adjustments to improve your technology management in future courses.

15. Regularly check for understanding

Ask participants questions to check their understanding. Use open-ended questions that require a detailed response rather than simple yes/no answers. Encourage participants to explain concepts or give examples to demonstrate their understanding.
Incorporate quizzes or assessments into your online course to assess participants' understanding. Quizzes can be in the form of multiple choice questions, short answer questions or essay questions.

These assessments allow participants to test their knowledge and provide you with feedback on their understanding.
Organise group discussions where participants can exchange ideas, ask questions and clarify any points they are struggling with. Encourage participants to engage actively in these discussions and make meaningful contributions.

Plan regular review sessions where you can go over key concepts and answer participants' questions. Use concrete examples and additional explanations to reinforce understanding.
Provide practical exercises for participants to apply the concepts taught.

This enables them to put their knowledge into practice and check their understanding through real-life exercises.
Provide individual feedback to participants on their work, answers to questions or contributions. Identify strengths and areas for improvement. Encourage them to ask further questions or seek clarification if necessary.
Use online polling or survey tools to gather feedback from participants on their understanding of the course. Ask specific questions about key concepts, clarity of instructions and relevance of examples. Use this information to make adjustments if necessary.
Invite participants to regularly share their impressions, questions and concerns about the course content and their understanding. Create an open environment where they feel comfortable asking questions and seeking clarification.

16. Seek feedback and continuous improvement

Invite participants to share their comments, suggestions and concerns about the online course. Create communication channels, such as polls, surveys, comment boxes or open discussions, where they can express their opinions in complete transparency.
Analyse the available data to assess the performance of the online course. Use tracking tools to collect information such as participation rates, assessment results, time spent on modules, etc. This data will provide you with valuable indications of areas for improvement. Evaluate participants' learning outcomes to assess the effectiveness of your online course. Use formative and summative evaluations to measure knowledge acquired, skills developed and objectives achieved.

Call on peers, experts in the field of online education or instructional design specialists to evaluate your online course. Get their opinions and recommendations to improve the quality of the learning experience.

Organise meetings or online sessions dedicated to participant feedback. Ask them to share their experiences, strengths and suggestions for improvement. Be open to their comments and use them as a basis for making adjustments.

Use the comments and information gathered to set up a continuous improvement process. Identify specific areas for improvement and develop an action plan to address them. Commit to implementing these improvements iteratively as the course develops.

Be prepared to experiment with new pedagogical approaches, technological tools or methods of engaging participants. Try out new strategies and evaluate their effectiveness based on feedback and observed results.

Keep up to date with the latest trends and best practices in online education. Attend conferences, read articles and get involved in online learning communities to stay up to date and continually improve your course.

CHAPTER 4 - MODULE 3

DESIGNING A COMPLETE PLAN FOR AN ONLINE SESSION

1.Start planning (purpose, participants, outcomes)

Before even setting a date or choosing an online platform, it is imperative to clarify the fundamental objective of the session. Is it a team meeting to discuss progress on a specific project or a training session to share new skills? This stage is crucial, as it will guide all subsequent decisions regarding the planning and content of the meeting.

Selecting an appropriate date and time is essential to ensure maximum participation from those involved. Take into account the time zones of participants to mitigate availability problems.

Sending out invitations well in advance is essential to ensure optimum participation.
In addition, preparing a detailed agenda is essential to guide the progress of the meeting. Divide the session into sections, allocate time to each topic and identify the speakers responsible. This will ensure that the meeting is organised and focused on the key points.

Ensuring that all participants have the necessary technical skills to connect and participate in the meeting is essential. Offer technical support in advance, such as platform user guides and troubleshooting tips, to avoid technical delays and frustrations.

Visual aids, such as slides or presentations, enhance the clarity and impact of communication. They help participants to visualise key information and to follow the topics being discussed.

Time management is essential to avoid excessively long and disjointed meetings. Strictly adhere to the planned timetable and ensure that each topic is covered in depth without encroaching on the others.

Recording the session can be beneficial for participants who are unable to attend live or for future reference. After the meeting, send a summary to participants, highlighting the key points discussed and actions to be taken. This ensures that participants leave the meeting with a clear understanding of the next steps.

2. **Choose a suitable online platform**

There are many online platforms that are widely used today. The most famous is undoubtedly Zoom. Zoom is widely used for online meetings and training courses. It offers features such as screen sharing, sub-committee rooms, live polling and session recording. Zoom is renowned for its ease of use and audio and video quality. However, make sure you choose the right security settings to protect your meetings.

Microsoft Teams: Part of the Microsoft 365 suite, Teams is ideal for organisations that already use Microsoft tools. It offers video conferencing, chat, file sharing and integration with other Microsoft applications. Teams is particularly useful for team collaboration.

Google Meet: Google Meet offers videoconferencing functionality with screen sharing and chat options. It is practical for organisations that already use Google tools and is often used for team meetings and informal discussions.

Cisco Webex: Webex offers online meeting and team collaboration solutions. It offers advanced security, content sharing and participant management options. Webex is often used by businesses and organisations that require a high level of security.

GoToMeeting: GoToMeeting focuses on online meetings and webinars. It offers features such as screen sharing, chat, polling and recording. GoToMeeting is known for its user-friendliness and simplicity.

BlueJeans: BlueJeans offers videoconferencing solutions for businesses, with features for content sharing, virtual rooms and integration with other tools. It focuses on audio and video quality.

Adobe Connect: Adobe Connect is often used for online training and interactive webinars. It offers advanced features such as polling, real-time interaction, sub-commission rooms and recording.

Jitsi: Jitsi is an open source option that enables online meetings and video calls. It is simple to use and generally does not require an account. However, it may have limitations in terms of advanced functionality.

3. Determine session duration and schedule

Determining the length and timing of online sessions is a crucial step in ensuring a productive and effective meeting.
First of all, assess the complexity of the topics you plan to cover in each session. If the topics are technical or require in-depth discussion, the session is likely to be longer. If you are planning longer sessions, make sure you include regular breaks to allow participants to relax, have a coffee and prevent fatigue.
Create a detailed agenda for each session, listing the points to be discussed and allocating an approximate time to each topic.
When it comes to timing, here are a few considerations:

If your participants are in different time zones, try to choose a time that suits as many of them as possible, while being aware of the times of day for each zone. Avoid days of the week that are generally busier, such as Mondays or Fridays, and opt for the middle of the week instead. Mornings or afternoons are often preferred, as they tend to be the times when participants are most alert. If the topics are numerous or complex, consider splitting the sessions over several days or weeks, rather than trying to cover everything in one session.

If some participants are unable to attend live due to scheduling constraints, consider recording the sessions so that they can view them at a later date.
After each session, take the time to reassess the duration and timetable. Identify what worked well and what can be improved for future sessions.

4. **Outline session structure**

Here is a typical multi-stage structure to help you organise your online sessions in a coherent and engaging way:

1. Introduction (5-10 minutes):
Welcome and greetings.
Presentation of the session objectives.
Quick recap of the previous session (if applicable).

2. Presentation and Information Sharing (15-30 minutes):
Presentation of key topics or points for discussion.
Use of visual aids such as slides or presentations to illustrate information.
Encourage interaction by asking participants questions or encouraging comments.

3. Discussion and Interaction (15-30 minutes) :
Question and answer period on the information presented.
Group discussions on specific points.
Exchange of ideas and perspectives between participants.

4. Practical activities or workshops (20-30 minutes):
Presentation of interactive activities related to the topics covered.
Group work in sub-committees to encourage collaboration and peer learning.
Practical exercises or case studies to apply the concepts covered.

5. Break (5-10 minutes):
Break to allow participants to relax, recharge and come back refreshed for the rest of the session.

6. In-Depth and In-Depth Discussion (20-30 minutes):
More in-depth exploration of specific topics, based on questions or points raised during the session.
In-depth analysis of practical cases or concrete examples.

7. Conclusion and Summary (10 minutes):
Summary of the key points discussed during the session.
Presentation of actions to be taken or next steps to be followed.
Announcement of information about the next session (date, time, subjects).

8. Final Question and Answer session (10-15 minutes):
Last opportunity for participants to ask questions or raise concerns.
Clarification of important points.

9. Closing (5 minutes):
Thanks and appreciation to participants.
Invitation to participants to provide feedback or suggestions.
Announcement of additional resources or support for the future.

5. Develop content and materials: Tools and design of the online sessions (alignment with learning outcomes, lesson plans, community building)

- Start by clarifying the specific objectives you want to achieve with each online session. These objectives should be directly linked to the learning outcomes you want participants to achieve by the end of the session.

- Use the structure described above (Introduction, Presentation, Discussion, Activities, Conclusion, etc.) as a guide to organise the content of each session. Make sure that each element of the structure contributes to achieving the learning objectives.

- Create the teaching materials needed to support the online session (PowerPoint, PDF documents, videos, interactive quizzes, case study scenarios, etc.).

- Exploit online tools to improve participant interaction and engagement.
- Make sure that the material is accessible and that participants are familiar with the online tools you are going to use.

After each session, gather feedback from participants to identify what worked well and what can be improved. Use this feedback to refine the content and materials for future sessions.

6. **Plan interactive and participatory activities: how to design participatory and active learning experiences or meetings**

Icebreakers and Starters: Use icebreaker activities to encourage interaction right from the start. This can include introductory questions, quick games or fun polls.

- Encourage participants to introduce themselves to each other or share a quick anecdote related to the theme of the session. Divide participants into small virtual groups to discuss specific issues or scenarios. Assign specific roles to each group, such as reporter, moderator, timekeeper, etc.

- Present realistic case studies or scenarios that participants have to solve as a group.

- Organise debates on controversial subjects or open questions to stimulate critical thinking and encourage the exchange of opinions. Moderate discussions to ensure a respectful and constructive environment.

- Integrate real-time surveys or multiple-choice questions (MCQs) to gather participants' opinions and check their understanding.

- Incorporate role-playing games, simulations or interactive quizzes to make learning more fun and immersive.

- Use online tools to create a virtual post-it wall where participants can share their ideas, questions or thoughts.
- Ask participants to create drawings, diagrams, mind maps or visual summaries to illustrate their understanding of the content.

- Include moments for personal reflection where participants take a few minutes to jot down their thoughts, ideas or questions before sharing them with the group.

6. Establishing a positive online learning environment and fostering collaboration (how to design participatory and active learning experiences or meetings) à Consider accessibility and inclusivity

- Introduce a code of conduct that encourages mutual respect and prohibits all forms of discriminatory discourse. Create a space where everyone feels safe to share their ideas, even if they differ.

- Clearly communicate the objectives of the session and what participants can expect to learn and contribute.

- Offer options for visual, auditory and kinaesthetic participants.
- Use interactive tools, such as virtual whiteboards, to facilitate real-time collaboration.

- Ask open-ended questions and encourage participants to think critically and share their evidence-based opinions. Consider participants' individual needs and be prepared to adjust activities according to their comfort level and pace.

- Use neutral, non-distracting backgrounds during meetings to create a calming visual environment.
- Be empathetic and sensitive to the diverse experiences and perspectives of participants.

7. Anticipate and address potential challenges

Connection problems can disrupt participants' participation and hinder online activities. Encourage participants to carry out a connection test beforehand to ensure that they can access the platform without any problems.

Participants may be more inclined to disengage or be distracted during an online meeting. Design interactive and varied activities to keep participants' attention. Incorporate breaks and encourage active participation to avoid boredom.

Participants with different mother tongues or cultural backgrounds may find it difficult to express themselves or understand. Use simple language and avoid complex technical terms. Encourage participation in different languages and ensure that activities take account of cultural diversity.

Participants may find it difficult to find time to participate in online sessions due to their busy schedules. Offer session options at a variety of times to accommodate time zones. Record sessions so that participants can view them later.

Participants can feel isolated and lack opportunities for social interaction during online meetings. Incorporate informal networking activities and moments of personal sharing.

Some participants may dominate discussions, while others remain silent. Establish rules to encourage fairness of speech. Encourage more reserved participants to share their opinions and create a respectful environment for all.

Some participants may not have access to adequate equipment or resources to participate online. Offer participation options based on available resources, such as activities that only require a mobile phone.

8. **Include time for reflection and evaluation**

Include periods for individual reflection after key segments of the session. Ask participants to record their thoughts, ideas or questions in a digital diary. Organise guided discussions after activities or presentations to allow participants to share what they have learned and how they can apply the concepts in their context.
Ask open-ended questions that encourage participants to think more deeply about the content of the session and to formulate personal conclusions.
Encourage participants to keep a reflective journal throughout the course or series of sessions. Incorporate formative assessments, such as quizzes or surveys, to check participants' understanding at different points in the session.

9. **Practical considerations (consideration of privacy and trust-building, session layout and duration, logistics, platform testing, space, working with a co-facilitator or producer)**

- Make sure you comply with confidentiality and data protection rules. Inform participants about how their information will be used and ensure that their consent is obtained. Create a safe and respectful environment where participants feel comfortable sharing their opinions and experiences.
- Avoid overloading online sessions by limiting the number of major activities to maintain attention and concentration.
- Make sure that all participants have access to the necessary tools (computer, Internet connection, microphone, camera, etc.) before the session begins.
- Do some technical tests to make sure everything is working properly before the session with the participants.
- Choose a quiet, well-lit location to hold the online session. Make sure there are no visual or audio distractions.

- Encourage participants to turn on their cameras to encourage visual engagement and a sense of connection.
- Use your voice expressively and enthusiastically to keep participants' attention and engagement.
- Be mindful of the balance between participants' different contributions and ensure that everyone has a chance to speak.
- Have a back-up plan in case of major technical problems, such as a backup link to rejoin the session or a means of communicating with participants in the event of a connection failure.

10. **Applied concepts -> Designed a complete plan for the online session / Creating a Pedagogical Strategy for Engaging and Effective Online Sessions**

Introduction
With the advent of information technology, online sessions have become increasingly popular as learning and communication tools. However, to ensure their effectiveness, applying appropriate pedagogical concepts and theories is essential when creating a strategy for such sessions. Today we explore various concepts and theories that can be used to develop an engaging and effective pedagogical strategy for online sessions, focusing on their application within an educational course.

I. Mastering SMART Objectives: A Comprehensive Guide to Effective Planning

In the world of planning and management, the art of defining clear and achievable objectives is paramount. SMART objectives are a systematic approach to creating specific, measurable, achievable, relevant, and time-bound goals. In this lesson, we will explore each element of SMART objectives in-depth and understand why they are essential to guiding your efforts toward success, whether in a professional or educational context.

A. Specific: The Foundation of Clarity

When you define an objective, it's imperative to make it specific. This means defining precisely what you want to achieve. Vague objectives can lead to confusion and imprecise results. By being specific, you establish a solid basis for your action plan. Imagine you're organizing an online training session. Instead of a general objective such as "Improve skills", a specific objective might be "Enable participants to master the fundamentals of project management by the end of the month."

B. Measurables: The Art of Objective Evaluation

Measurability is a key element in assessing your progress. Measurable objectives incorporate concrete criteria that allow you to quantify your success. In the context of an online training session, this could mean determining how many participants have completed the course modules or passed a quiz. Measurable objectives make it easier to monitor your progress and help you determine whether you have achieved your objectives.

C. Achievable: Balancing Ambition and Realism

Goals must be ambitious but achievable. You need to aim high, but you also need to take into account the resources, skills and time available. In an educational course, this might mean setting objectives that challenge learners while taking into account their current level of competence. By balancing ambition with realism, you avoid feeling overwhelmed and boost your confidence in your ability to achieve your goals.

D. Relevant: Consistent and appropriate to the aim pursued

Objectives must be relevant to your overall objectives. In an educational course, a relevant objective could be directly linked to the skills or knowledge that participants need to acquire in order to achieve their learning objectives. This ensures that your efforts are focused on what has a significant impact.

E.Time-bound: The Power of Structured Planning

Adding a time dimension to your objectives makes them more concrete. A defined deadline creates a sense of urgency and motivates you to act. In the context of an online session, this could mean setting deadlines for completing each module or activity. Deadlines stimulate your motivation and keep your progress steady.

Conclusion

By understanding and mastering SMART objectives, you'll be able to plan more effectively, align your efforts with your priorities and measure your achievements objectively. In business and education, using this approach will guide you towards more concrete and satisfying results. So let's dive into this journey of mastering SMART objectives to improve your planning and management skills.

II. Online Pedagogy: Encouraging Active Learning

Online teaching must be designed to encourage active learning, where learners are actively involved in their own learning process. Techniques such as the creation of varied content (videos, quizzes, discussions) and the integration of interactive activities help to maintain learners' attention and encourage their engagement. These elements are particularly relevant in an educational course, where interaction with the concepts is essential.

III. Learning Theories: Guiding Knowledge Assimilation

The application of learning theories, such as constructivism or connectivism, involves using pedagogical approaches based on these theoretical frameworks to facilitate learners' learning and understanding more effectively. Here are detailed explanations of constructivism and connectivism:

Constructivism:

Constructivism is a theory of learning that emphasizes the active role of the learner in constructing their own understanding and knowledge. According to this theory, learners are not simply passive recipients of information, but individuals who interact with new ideas by relating them to their previous experiences and existing understanding of the world. Teachers and course designers who apply constructivism create learning environments that encourage exploration, discovery, and reflection. Learning activities are designed to encourage learners to actively participate, ask questions, discuss, and solve problems, stimulating deeper and longer-lasting understanding.

Connectivism:

Connectivism is a theory of learning that takes into account the power of networks and connections in the modern digital world. According to this theory, learning is not limited to the individual but also occurs through interactions with others and with online resources. Learners are encouraged to develop skills in searching, filtering, and evaluating information, as well as online collaboration skills. Connectivist teachers and course designers create learning environments where learners actively explore a variety of information sources, share their ideas with others, and participate in online learning communities. This approach recognizes that the ability to make relevant connections and learn in a networked way is essential in today's technology-driven world.

In summary, the application of constructivism and connectivism in pedagogy involves creating interactive and collaborative learning environments where learners are encouraged to actively construct their own understanding, make meaningful connections and develop skills that are essential in our ever-changing society.

IV. Participant Engagement: Interaction and Motivation

Engaging participants is crucial to maintaining their interest and active participation. By using techniques such as open questions, real-time polls, interactive discussions and games, an online session can become a collaborative and motivating experience. This increased engagement is also vital in an educational course, as it encourages discussion and critical thinking.

V. Evaluation and reflection: measuring progress

An educational strategy must include formative assessment mechanisms to enable participants to measure their own progress. Constructive feedback contributes to continuous improvement. In an educational course, regular assessment allows learners to monitor their understanding and adjust their efforts accordingly.

VI. User-centred design: making navigation easier

User-centered design is a fundamental principle in the design of any product, service, or experience, including in the context of an e-learning course. This approach aims to create a positive and fluid experience for users by placing their needs, preferences and experience at the heart of the design process. Let's take a look at how this concept can be applied to the design of an online course:

Imagine you are designing an online course on photography. You've put together high-quality content, instructional videos, practical examples and quizzes to test learners' knowledge. However, if the interface and navigation aren't user-friendly, participants could feel lost or frustrated, compromising the overall effectiveness of the course.

By adopting a user-centered design, you start by putting yourself in the learners' shoes. What are their expectations of the online experience? How would they prefer to navigate between modules and activities? What elements of the interface could help them feel comfortable and engaged?

You can design a clear home page with icons or obvious links to the different sections of the course. Instructions are written simply and concisely, avoiding complex technical jargon. A well-organized navigation menu makes it easy for learners to get to the resources they need, whether videos, PDF documents or discussion forums.

In addition, a user-centered design can include features such as a progress bar to show learners where they are in the course, reminders for upcoming tasks and visual icons to indicate interactive activities.

All of this aims to create a seamless experience where learners can focus on the essential content of the course rather than struggle with complex navigation. This thoughtful design enhances engagement, information retention, and overall learner satisfaction.

In short, user-centered design is a key element in creating effective online courses. By anticipating learners' needs and preferences and designing an intuitive, user-friendly interface, you optimize their learning experience and maximize course results.

VII. Effective Communication: Clarity and Structure

Effective communication is a key element of a successful strategy. By using clear language, structuring information in a logical way, and incorporating visual aids, an online session can convey concepts in a concise and understandable way. In an educational course, this approach facilitates the transmission of complex knowledge.

Conclusion

To conclude, creating a pedagogical strategy for effective and engaging online sessions relies on the judicious application of various concepts and theories. Sound SMART objectives, active online pedagogy, participant motivation, effective interactions and user-centered design are all essential elements for success. In an educational course context, the application of these principles ensures an enriching and interactive learning experience, promoting the acquisition of knowledge and the development of skills among learners.

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