Online training on e-learning & blended learning

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Content

- Setting the scene:
  - E-learning
  - Blended Learning
- Training design
- Reflections on training experience
- Implementation of e-learning/ Blended Learning

E-learning

- E-learning = pedagogy + technology
- Educational technologies
  - A complex of: tools & equipment, skills to use them, pedagogical understanding, technical & organisational support
- Pedagogical considerations:
  - Role of student & teacher
  - Community of inquiry (Garrison)
- 2 forms:
  - Asynchronous
  - Synchronous

E-learning: the asynchronous element

- Virtual Learning Environments (VLEs)
- Learning Management Systems (LMS)
- Include different forms of representation: text, pictures, video, audio
- Interaction: forums
- Used independently or as support for university courses (different pedagogy)
- Self-regulated learning

PROs and CONs

PROs

- Comprehensive: a lot of information, various types of assignments, self-monitoring;
- Offer time for reflection; no need for immediate response;
- Self-paced, flexible (in terms of time & location);

CONs

- No live interaction; can lead to a feeling of isolation;
- No teacher immediacy;
- Require a lot of self-discipline for both teachers and students (and management of expectations).

E-learning: the synchronous element

- Webinars/ online seminars
- Online conferencing
- Instant chat (with audio, video)

inotles Advantages and challenges

PROs
- Increased interaction capacity (VoIP, Chat)
- Facilitates social interaction/ "parallel interaction"
- Helps develop learning communities
- Teacher immediacy (with different roles)

---> increased student attention & motivation

Challenges:
- Real time communication does not translate always in collaboration
  - Low level of group coordination, weak coherence
- Lack of non-verbal communication cues → makes it more difficult to keep up the level of student motivation

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Blended learning

- a hybrid learning approach that combines different elements:

  - traditional face-to-face (classroom)

  - asynchronous (online discussion forums, emails, blogs, wikis)

  - synchronous (instant chats, video-conferences, webinars)

E-learning in teaching ES

- EU's education and training policy requires suitable e-learning frameworks for social sciences

- ES online and distance learning - an answer to:

  - interdisciplinary character of ES

  - increased interest from different audiences: students, professionals, politicians and policy-makers

  - European integration and globalization: mobility and cross-border education, international cooperation, as well as life-long learning

Training design

Blended learning design

- Face to face training in Brussels, June 2014
  - Pedagogical workshop on e-learning/ BL
- Online training- July-December 2014
  - Asynchronous: group work on the e-learning platform
  - Synchronous: 4 webinars
- Developing a Training handbook
  - To be uses for future trainings

Training design

E-learning/ blended learning course

- Activity 1: preliminary reading & reflection
- Activity 2: course development (course outline + content)
- Activity 3: peer review & self-reflection
- Activity 4: Blended Learning
- Final feedback

Reflections on E-learning and Blended Learning

Pavlo Molochko,

CHNU

Agenda

Tell me, and I will forget.

Show me, and I may remember.

Involve me, and I will understand.

Practical implementation of the blended / e-learning method

!!!

Ukrainian reality and system of higher education

do not allow

to use e-learning on its own

!!!

Implementation of blended learning
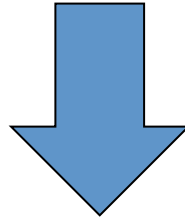
Two types of study courses:

1. General courses,

e. g. Political Science for students who study Philology.

2. Special courses,

e. g. Political Institutions for Political Science students.

General courses

- distribution of texts of lectures,
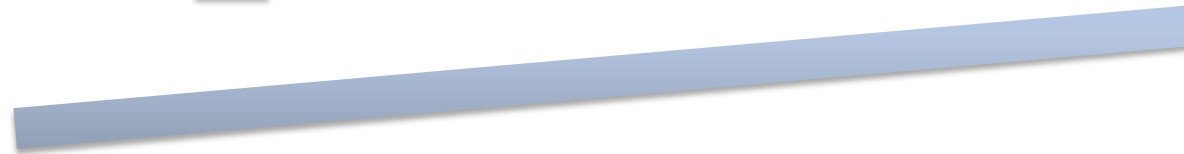- tasks for seminars,
- reading lists and tests.

E-learning system is a 'data bank.'

General courses

Using of testing system for courses with 50 and more students helps to save time.

Individual tasks for big groups are impossible.

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Special courses

- reading lists with uploaded original texts for each module;

- extra materials for every lecture or seminar;

- full text of every lecture with all the discussion points according to the educational program;

- additional materials (added after lecture, if students have interest for specific information);

- individual tasks based on students' interests.

Special courses

Engage students in extra activities out of the class;

Possibility to re-design a course during semester.

'Free-rider' students'.

Special courses

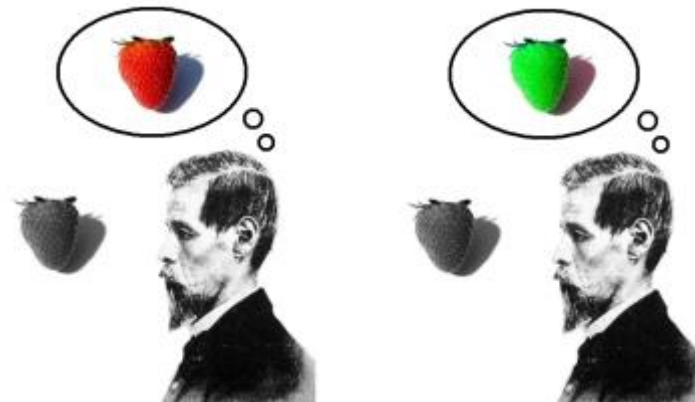E-learning component for special courses must have dynamic structure.

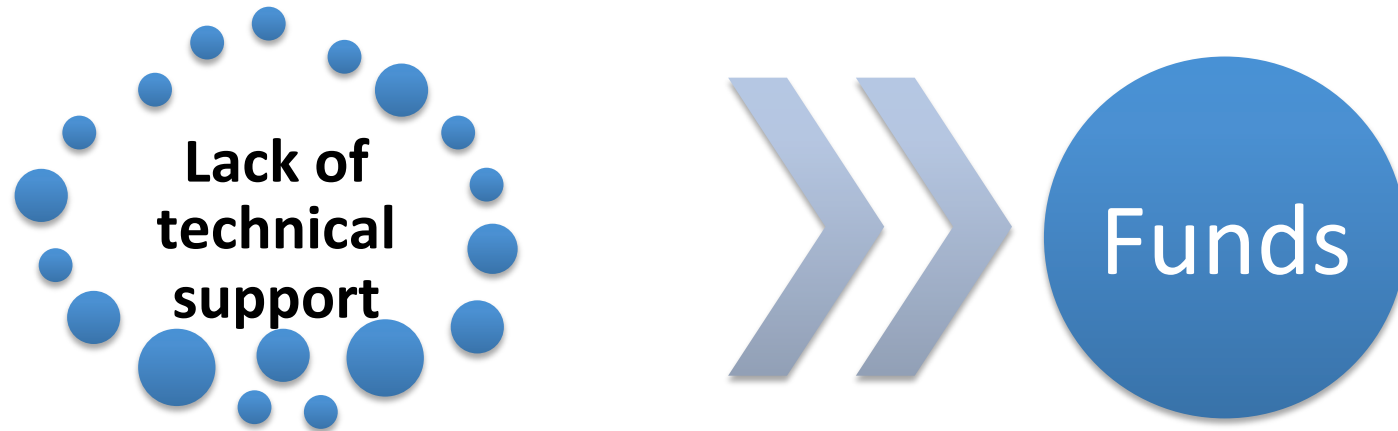# The main administrative obstacles

Technical

Subjective

Technical obstacles

Lack of technical support

Funds

Insufficient amount of modern equipment and IT-staff.

Subjective problems

- most of staff don't have motivation to create online courses or just can't overcome their own laziness;

- misunderstanding of new technological and methodological possibilities;

- lack of technical skills to create and work with online courses;

- absence of technical support from the side of university.

Potential ways of overcoming this subjective obstacles

The main contributing factor will be students' request for the new educational level.
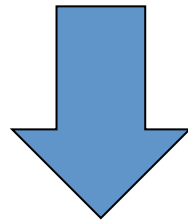
- the total number of hours spent in lectures, tutorials and practicals will lessen;

- possibility to receive information to the full extent during a course will minimize;

- a student will be in extreme need to find more information.

In changing circumstances a lecturer has a choice:

Either you spend your own time and create e-courses

or you lose students

and then as a result of your failure – your job.

Solutions

- Trainings for lecturers;
- Manuals about using of the e-learning system;
- Methodological literature about new teaching methods;
- Tutoring for the 1^{-st} year students etc.

Striving to use new methods without them being previously studied leads to their inaccurate comprehension and aversion to them.

I wish everyone of us

And don't forget that e-learning is

Thank you for your attention!

www.politicalscience.chnu.edu.ua

Online Courses at MGSoG

- Introduction to Political Science

- Governance in Theory and Practice

- Introduction to Migration Studies

- Migration and Remittances Effects

- Comparative Migration Policy

Reflections on the Practical Implementation

- Course modeled after a course in our MPP Programme

- Main challenge: Transforming the "standard" course module into an online course module

	Traditional Course	Online Course
Background	Full-time students	Practitioners, students, etc.
Previous knowledge	Same prior courses	Different backgrounds
Time investment	Only course at this time	Next to their other work
Lecture	2x 2 hours (+ 4 x 2 hours tutorial)	2 x 20 minutes video lecture
Assignment	Presentation on the third day	Written assignment within a week
Teacher/ tutor visibility	12 contact hours	4 hours per week consultation on Skype

Course Elements

- Coursebook
  - All assignments
  - Reading list
- Introduction E-Mail every Monday
  - Wrapping up the prior week
  - Introducing topic and assignment of the week as well as the lecturer
  - Literature attached

Video Lecture

Course Elements

- Readings
  - Required and additional literature
  - All readings are provided to students

- Assignment
  - Clear instructions
  - One week to complete

- Consultation

Administration

- Student Affairs registers students as they do "regular" students
- Tutor is responsible for running the course
- Technical support from the EleUM team when necessary

Challenges

- No technical or administrative problems as such

- Time of teachers

- Advertising

- Internet connection of some students

- Keeping to deadlines next to other obligations

E-learning and Blended Learning: Conclusions and Future Prospects

Dr. Natalia Timuş,

MGSOG, UM

Wrapping up

Feedback and reflections of training group

Advantages

- Ukraine – alternative way of teaching (energy saving policy)

- Using social networks (facebook) to motivate student engagement

- Overcoming distance and reaching easier the students

Wrapping up

Feedback and reflections of training group

Disadvantages

- Lack of incentives (pedagogical, financial, etc.)
- Lack of technical assistance
- Weak culture of individual student learning and student discipline
- National legislative obstacles

INOTLES application of the e-learning and blended learning

Workpackage 4 (February 2015 – May 2016)

- <u>Developing ES courses (WP4.1 – 4.5)</u>
  - Using e-learning and blended learning for innovating pedagogical approaches in the field of European Studies
    - A follow – up of the academic training (WP3)
    - EU academic experts (trainers) providing advices on the course design and implementation

INOTLES application of the e-learning and blended learning

- Teaching the developed courses within Partner Countries' universities (WP 4.7)
  - The use of e-learning and blended learning for innovating curriculum of ES programmes
    - Major concern: lack of technical/administrative / financial university support
    - Country-wide legislative contraints

INOTLES application of the e-learning and blended learning

Inter-university course *EU Institutions* (WP 4.6)

- September 2015 – May 2016
- Blended learning format
  - Online course, participation of students and academic staff from all INOTLES universities
  - face-to-face meeting in Brussels
    - Interactive lectures and seminars
    - Study trip: visit of EU institutions