

MEDU213 Online Teaching, Learning and Assessment

ECTS Value: 3 ECTS

Overall Objectives and Outcomes

This module introduces educators to online learning focusing on teaching, learning and assessment online. Online teaching requires various competencies, strategies and tools. In this module, participants will learn how to support the success of diverse students online, foster inclusion through student-centred activities and communications, and be present for students. Participants will have the possibility to utilise various online services that may enable learning. In this module participants will learn how to design and deliver equitable and engaging online courses.

Themes that will be covered include:

1. The types of online learning models and methods for creating an online learning environment
2. Practices for building a sense of online class community
3. Best practices for lesson design in an online model
4. Techniques to ensure learner engagement and interactivity
5. Strategies for digital assessment and feedback

Competences

- a) Develop a researched-based approach in adopting pedagogical methods to provide an effective educational experience through online teaching and learning;
- b) Guide others in identifying local and international support for online teachers and learners;
- c) Develop and manage online teaching and learning activities for learners with diverse needs.
- d) Support and foster a virtual learning community amongst students;
- e) Create and effectively integrate tasks to record evidence student of learning as well as give feedback through a variety of digital tools.

Knowledge

- a) Demonstrate an understanding of the main theoretical models of education relevant to online teaching and learning;
- b) Identify the most popular and effective online services for specific learners.
- c) Determine the affordances of specific online tools in relation to its use for a specific teaching and learning activity and/or assessment task/s;
- d) Identify techniques and approaches for engaging learners online;

- e) Identify and discuss regulations that impact online course policy and practice;
- f) Develop awareness of online accessibility;
- g) Develop an understanding of open education resources;
- h) Outline a variety of digital tools to record evidence of student learning and give feedback.

Skills

- a) Participate effectively in synchronous and asynchronous virtual learning communities,
- b) Critically evaluate and adapt the proposed online learning activity based on peer and learner feedback,
- c) Critically assess appropriate online tools and/or resources for a specific teaching and learning activity and/or an assessment task/s,
- d) Make use of the main features and functions of learning management systems,
- e) Use the pedagogical affordances of various online applications and tools, including Learning Management Systems, social networking sites and Web 2.0 tools.
- f) Apply knowledge of digital tools to gather evidence of student learning and give feedback.
- g) Assess strengths and weaknesses of online educational tools and resources,
- h) Identify and integrate digital learning objects in online learning activities,
- i) Evaluate and apply accessibility guidelines to online teaching and learning.
- j) Interact with other participants using innovative digital tools,
- k) Communicate the affordances of online teaching & learning services,
- l) Collaborate in a digitally mediated learning environment.
- m) Search and identify disruptive and emerging technologies;
- n) Evaluate own digital competence in the area;
- o) Keep abreast with innovation in the field of online teaching and learning.
- p) Identify and engage with online teaching and learning services,
- q) Engage deeply in an online community focusing in online education.

Assessment Methods

This module will be assessed through: Online Tasks (25%), Presentation (50%) and Peer Feedback (25%)

Suggested Readings

Core Reading List

- 1) Clark, T. and Barbout, M. (2015). Online, Blended and Distance Education in Schools: Building Successful Programmes. US: Stylus Publishing.
- 2) European Commission (2020). Blended learning in school education: guidelines for the start of the academic year 2020/21. European Union. [Available at: https://www.schooleducationgateway.eu/downloads/Blended%20learning%20in%20school%20education_European%20Commission_June%202020.pdf]
- 3) Zimmerman, W.A. and Kulikowich, J.M. (2016). Online Self-Efficacy in Students with and without Online Learning. *The American Journal of Distance Education*. Vol. 30, 3, pp.180-191.
- 4) Bates, A.W. (2019). Teaching in a Digital Age (2nd Ed.) Vancouver, B.C.: Tony Bates Associates Ltd. [Available at <https://pressbooks.bccampus.ca/teachinginadigitalagev2/>]
- 5) Boettcher, J.V. and Conrad, R. (2021). The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips. US: Jossey-Bass.
- 6) Burgstahler, Sheryl. (2015). Opening Doors or Slamming Them Shut? Online Learning Practices and Students with Disabilities. *Social Inclusion*, 3(6), 69-79.
- 7) Busuttil, L. and Farrugia, R.C. (2020). Teacher's Response to the Sudden Shift to Online Learning during Covid-19 pandemic: Implications for Policy and Practice.
- 8) Doug. L. (2020). Teaching in the Online Classroom: Surviving and Thriving in the New Normal. US: Jossey-Bass.
- 9) Schleicher, A. (2020). The Impact of Covid-19 on Education Insights from Education at a Glance 2020. OECD. [Available at: <https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf>]