

Student engagement from online learning design quality perspective

Prof. dr. Airina Volungevičienė

Director of Institute for Study Innovations
EDEN – Digital Learning Europe



VYTAUTAS
MAGNUS
UNIVERSITY
MCMXXII

Education 360°

It's much more than it looks like...



VYTAUTO
DIDŽIOJO
UNIVERSITETAS
MCMXXII

Išsilavinimas 360°



Why is student engagement important?

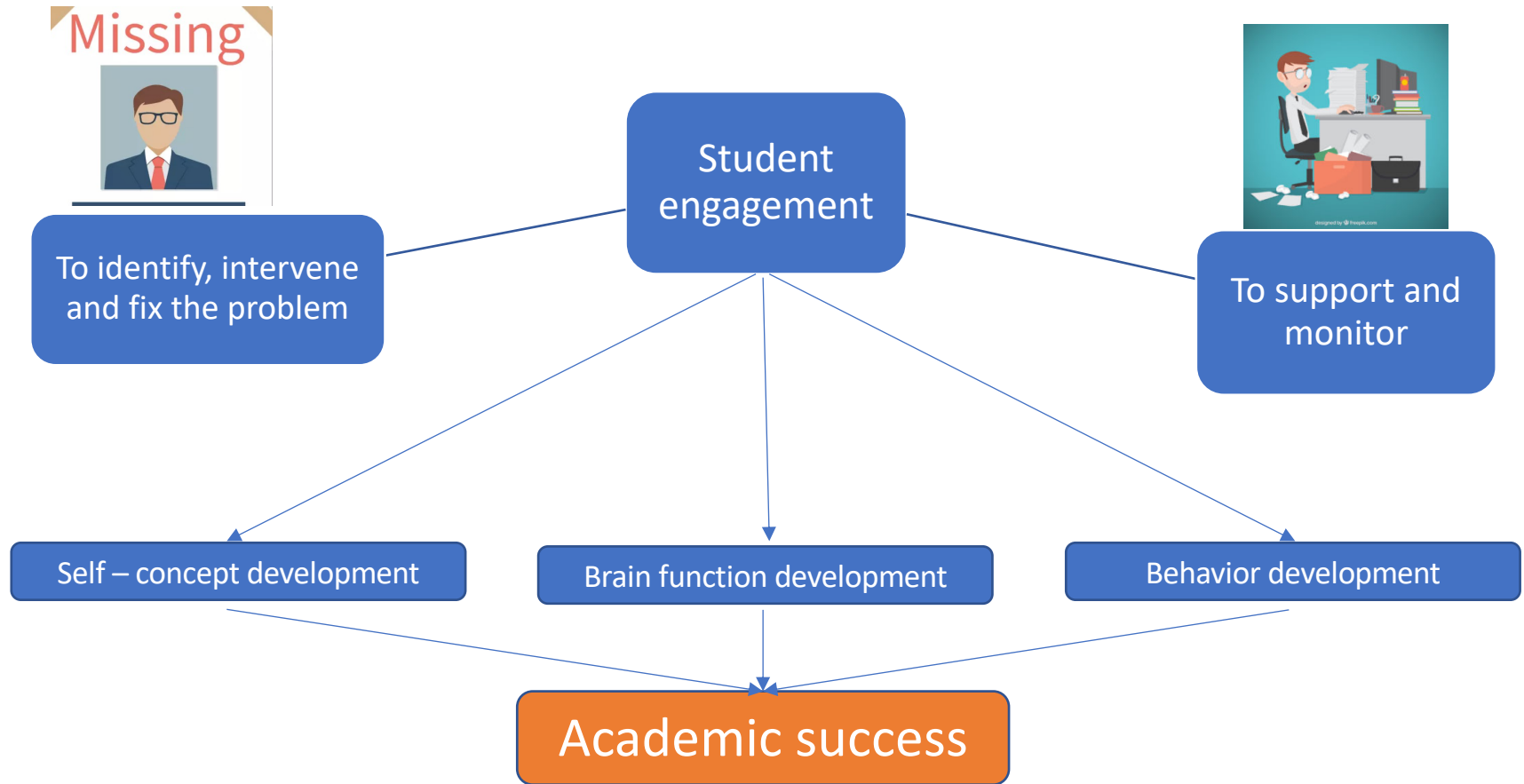
#Research

- early studies of **self-concept** and **academic success** suggested that self-concept directly affected academic success (Purkey, 1970; Hansford & Hattie, 1982)
- later studies suggested a **bidirectional or reverse relationship** between the two (Bandura et al., 1996; Filozof et al., 1998; Hamachek, 1995; Hay et al., 1998; Hoge et al., 1995)
- other studies have found that **academic achievement** affects **self-concept** (Skaalvik & Valas, 1999)
- The direction of the relationship between **self-concept and behavioral problems** is also inconclusive (Jang & Thornberry, 1998; McCarthy & Hoge, 1984; Rigby & Cox, 1996)

Student engagement through innovative teaching methods

#Research

- field experiences, guest speakers, role play exercises and simulations, and independent and small group research projects ... produce **positive changes** in both, **behaviour and achievement** in both, middle school and high school students (Gottfredson, 1990)
- By explicitly **linking thoughts, feelings, and actions**, we may enhance the development and integration of **affective and cognitive brain functions** (Damasio, 1994)
- Online learning offers students the potential for more **self-directed learning** opportunities and **flexible structures for engagement, which can increase student levels of autonomy, emotional independence, and self-direction** (Belz & Müller-Hartmann, 2003)



HOW?



VYTAUTO
DIDŽIOJO
UNIVERSITETAS
MCMXXII

Išsilavinimas 360°





Michael Grahame Moore

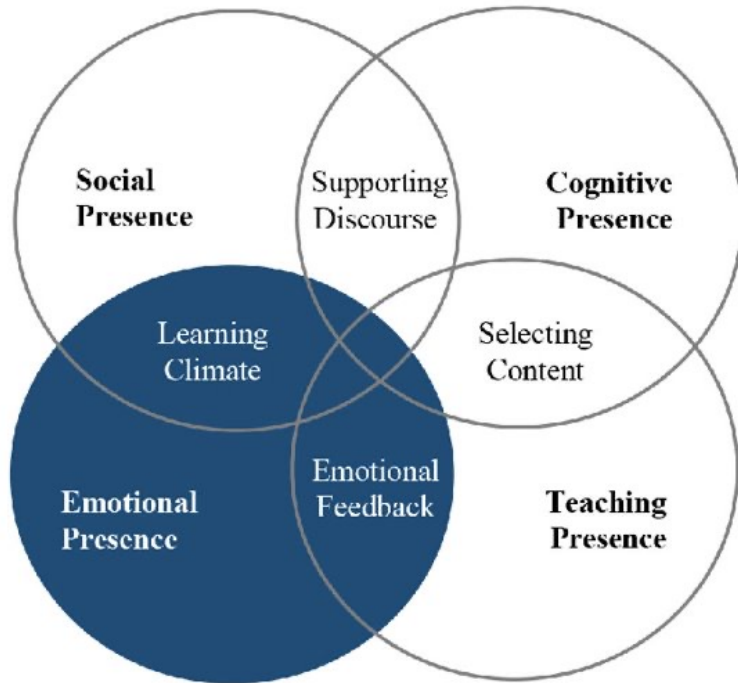
Pennsylvania State University | Penn State · Department of Learning and Performance Systems
all 23.8

Dialogue and interaction

- Moore (1989) expanded on the dialogue variable and defined three core types of interaction: **learner–teacher, learner–content, and learner–learner.**
Dialogue or interaction was recognized as a crucial variable in a distance education environment
- Moore (1993) suggests that this is a crucial characteristic of student engagement in their learning, which naturally **reduces their experience of "distance"**

Community of Inquiry for online learning

<http://coi.athabascau.ca/>



Dr. Randy Garrison



Dr. Marti Cleveland-Innes



Dr. Norm Vaughan



Home > My Work > Community of Inquiry > A Fourth Presence for the Community of Inquiry Model?

A Fourth Presence for the Community of Inquiry Model?

January 4, 2016 | Written by terrya

7 Comments

The Community of Inquiry has emerged as the most widely referenced (the seminal 1999 article

<https://virtualcanuck.ca/2016/01/04/a-fourth-presence-for-the-community-of-inquiry-model/>

What are the significant factors in creating a high-quality online learning experience from students' perspectives?

(December 2, 2020)

1. **Basic Online Modality** (refers to the competent use of basic online class tools—online grading, navigation methods, online grade book, and the announcements function)
2. **Instructional Support** (refers to students' perceptions of techniques by the instructor used for input, rehearsal, feedback, and evaluation)
3. **Teaching Presence** (refers to students' perceptions about the quality of communication in lectures, directions, and individual feedback including encouragement)
4. **Cognitive Presence** (refers to the engagement of students such that they perceive they are stimulated by the material and instructor to reflect deeply and critically, and seek to understand different perspectives)
5. **Online Social Comfort** (refers to the instructor's ability to provide an environment in which anxiety is low, and students feel comfortable interacting even when expressing opposing viewpoints)
6. **Online Interactive Modality** (refers to the “high-end” usage of online functionality)
7. **Social Presence** (refers to students' perceptions of the quality of student-to-student interaction)



Van Wart, M., Ni, A., Medina, P. et al. Integrating students' perspectives about online learning: a hierarchy of factors. *Int J Educ Technol High Educ* 17, 53 (2020). <https://doi.org/10.1186/s41239-020-00229-8>

Support self-direction

Increase self-awareness



VYTAUTO
DIDŽIOJO
UNIVERSITETAS
VILNIUS

Metacognitive Component	Type	Terminology	Citation
Cognitive knowledge	Knowledge about oneself as a learner and factors affecting cognition	Person and task knowledge	Flavell, 1979
		Self-appraisal	Paris & Winograd, 1990
		Epistemological understanding	Kuhn & Dean, 2004
		Declarative knowledge	Cross & Paris, 1988 Schraw et al., 2006 Schraw & Moshman, 1995
	Awareness and management of cognition, including knowledge about strategies	Procedural knowledge	Cross & Paris, 1988 Kuhn & Dean, 2004 Schraw et al., 2006
		Strategy knowledge	Flavell, 1979
Cognitive regulation	Knowledge about why and when to use a given strategy	Conditional knowledge	Schraw et al., 2006
	Identification and selection of appropriate strategies and allocation of resources	Planning	Cross & Paris, 1988 Paris & Winograd, 1990 Schraw et al., 2006 Schraw & Moshman, 1995 Whitebread et al., 2009
	Attending to and being aware of comprehension and task performance	Monitoring or regulating	Cross & Paris, 1988 Paris & Winograd, 1990 Schraw et al., 2006 Schraw & Moshman, 1995 Whitebread et al., 2009
		Cognitive experiences	Flavell, 1979
	Assessing the processes and products of one's learning, and revisiting and revising learning goals	Evaluating	Cross & Paris, 1988 Paris & Winograd, 1990 Schraw et al., 2006 Schraw & Moshman, 1995 Whitebread et al., 2009

Typology of Metacognitive Components

Emily R.Lai, 2011, Always Learning, PEARSON

Designing metacognitive learning and teaching strategies	Teacher metacognitive strategies		Student metacognitive strategies	
	T&L process improvement	Learning design improvement	T&L process improvement	Learning design improvement
Knowledge level				
Knowledge about oneself as a learner				
Knowledge about the factors affecting cognition				
Awareness and management of cognition				
Knowledge about when and why to use a given strategy				
Regulation level – change evidence				
Identification and selection appropriate resources and strategies of learning				
Conscious task performance				
Assessing learning process and results				

Metacognitive tool

to review learning design

to identify areas for improvement

to better engage students in self-

regulated learning

	Teacher metacognitive strategies		b) Learner metacognitive strategies		
	T&L process improvement through: M - monitoring C - control	Learning design improvement	T&L process improvement through: M - monitoring C - control	Learning design improvement	c) Moodle tools and resources
Knowledge level - WHAT/HOW CAN (EVIDENCE) DATA BE USED?					
1.1. Knowledge about oneself as a learner	Teacher compares: opinion of the learner (expressed during activities introduction, reflection or discussion activities) about his/her learning with the objective data from the system(s). Teacher tracking/ recording the factors affecting learner cognition and creating activities to discuss these with the learners	Teacher may think about possible flexible learning design solutions that meet the needs and preferences of the learners (following responses from learners) Teachers create a space for learners to suggest activities or discussions for learning design improvement to meet their individual needs	Introduction activity Reflection activity Discussion To create an activity for students to discuss or reflect what they were learning / studying before, which subjects/ courses; to identify their successful and unsuccessful learning practices and to think over why they were successful or unsuccessful	Learners suggest improvements through personal reflections Learners feedback questionnaire	Profile tools Discussion forum Wiki Course logs External tools (padlet, google, etc.)
1.2. Knowledge about the factors that affect cognition	Teachers create metacognitive activities for learners	Teachers may think over which activities and resources they used for learning design and how they succeeded to engage learners and if learners succeeded Teachers think how to adapt learning design to differentiation of tasks, individualisation and adaptation of learning.	Same as = 2.2. Self-reflective open / closed questions after a given period of time: What did you learn during last class/ week? (open or true/false statements) What difficulties you encountered? What can be done to make your learning more successful? Self-assessment	Activity log	Course log Quizzes Activity logs Feedback tools Metacognitive activities (external and internal Moodle tools)
1.3. Awareness and management of cognition, including knowledge about strategies	Create activities for students to reflect on their progress of learning and strategies used for learning Use LA data to reflect on learning	Introducing to students the link of different elements in the course (following consistency of course syllabus)	Learning progress measuring tools Evaluation criteria Learning outcomes related with learning activities Discussions on learning progress measurement data and tools		Study guide Learning progress bar Learning outcomes tools Learning agreement
1.4. Knowledge about when and why to use a given teaching and learning strategy	Do teachers analyse assessment results?	Do teachers analyse the choice of resources?	Individual and group feedback to assessment results (comments and criteria - based feedback)	Learners enabled to suggest resources for learning discussing them and validating with the teacher	Evaluation criteria Resource rating Discussion forum Activity link with learning outcomes
2. Regulation - change evidences - practices that change something					
2.1. Identification and selection appropriate teaching and learning strategies and resources	Teachers should reflect upon learning strategy designed and resources allocated.		If student expresses suggestions in 1.2. Weekly exercise, the question arises - what you changed in your learning strategy and how it helped? = 2.3 Teachers need to include feedback to assessment: assignments, tests, self-assessment activities - why the student receives a certain grade (10/9/8) Evaluation criteria should be clearly described and used Learners are enabled to track their learning		Learning progress bar
2.2. Conscious task performance			same as 2.2.		
2.3. Assessing the process of learning and learning results, revisiting learning goals			Teachers need to include feedback to assessment: assignments, tests, self-assessment activities - why the student receives a certain grade (10/9/8) Evaluation criteria should be clearly described and used Learners are enabled to track their learning through Moodle tools = 2.1. = 1.3		Thematic discussion (e.g. with assignment)
Autonomous learner - responsibility issue			Learner / course guide should indicate responsibilities of learners = 1.3		
			Testing with multiple choices, including:		

An example – knowledge about oneself as a learner for introductory and monitoring activities

1.1. Knowledge about oneself as a learner

Please, introduce yourselves as learners

1. Describe yourselves as learners (how you like to learn, are you an active learner or a passive learner, if you prefer learning in group and through collaboration or individually and alone, at what pace you learn, etc.).
2. Tell us about the facts and factors that affect your learning (in general)

STUDENT 1

1. I am an active learner, who likes to work more alone than in groups. When everything is clear for me (e.g., what I need to do and how I can do it), I will do it successfully and with great interest. Sometimes, depending on my mood, it is not a bad idea to collaborate with others in order to get to know something new or to share something useful with others.
2. There are three main factors that affect my learning. First of all, it is my motivation to the course or topic. If I understand the importance of this for my personal and professional development, I will do my best in order to be successful in this course. Secondly, it is teaching strategy. I prefer more interactive strategies than being passive listener. I respect teachers who do not stop in their professional development, are interested in finding new useful strategies how to engage their students in learning. Thirdly and lastly, it is learning environment. If I have classmates who can create competitive atmosphere in the class, my interest to the course will only increase.

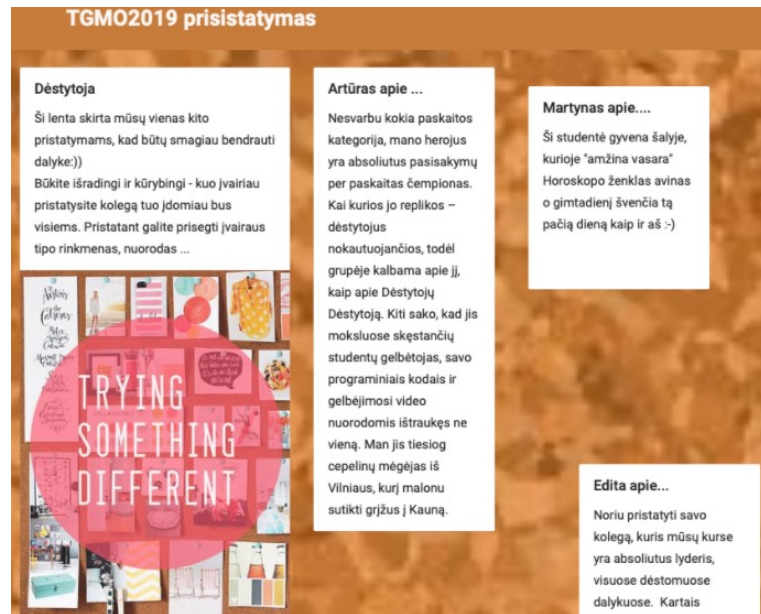
STUDENT 2

1. I am an active student, I often find out more about lessons through videos and articles on my own. However I was also a bit passive when I felt the passive class I would be afraid to speak. I love working in groups, I like the interaction of learning from my friends. However, I would like to do everything by myself if my teammates are not responsible, fortunately my classmates are very good at studying and working in groups.
2. I think there are two main factors that affect my learning: subjective and objective.
 - Subjective factors include whether or not I am interested in the subject. If I like the

1.2. Knowledge about the factors that affect cognition

1.3. Awareness and management of cognition, including knowledge about strategies

1.4. Knowledge about when and why to use a given teaching and learning strategy



Online Learning Design Quality Perspective

Peer reviewing instruments involve the following quality criteria groups:

- Presence of Learning Outcomes and their link with the learning design
- Assignment/ activity type and description
- Interactive learning resources, student peer learning and collaborative learning elements in the course
- Feedback provision and monitoring on the basis of learning progress and achievements

Level II Blended learning



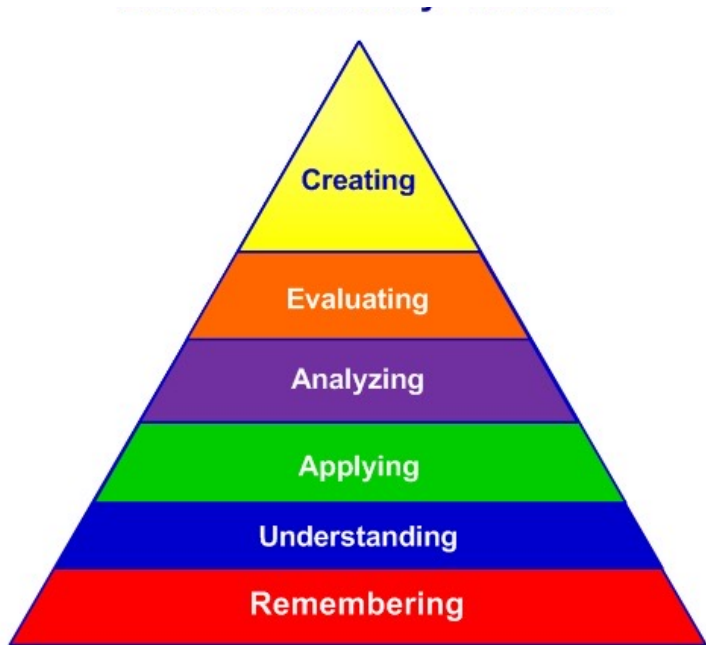
Level III Online learning



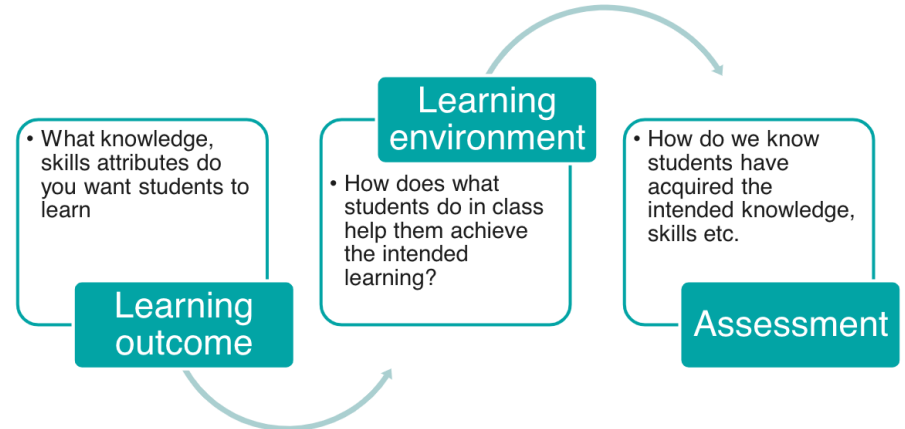
All courses are peer reviewed for quality assurance
Live f2f and online meetings since 2009

<http://studyonline.lt/studiju-inovacijos/nuotolines-studijos/nuotoliniu-studiju-tvarka>

Learning design based on learning outcomes



Constructive Alignment



Learning outcomes integrated with VLE tools to start with

III. Learning outcomes. Group criteria weight (8/100)

Learning outcomes are defined in a measurable way	Not indicated		Not indicated	
Learning outcomes are linked with learning material and presented in Moodle *	Not indicated		Not indicated	
Learning outcomes are indicated and used as basis in Moodle learning design **	Not indicated		Not indicated	
	Total weight for criteria group:	0	Total weight for criteria group:	0

Custom outcomes

Full name	Short name	Scale	Items	Edit
Describe e-learning models and technologies enhancing learning, their offer in the market, concepts, and to highlight their differences and characteristics	Describe e-learning and TEL	Jskaita	4	
Plan and design technology enhanced learning curriculum using virtual learning environments	Design TEL curriculum in VLE	Jskaita	3	
Plan development of digital skills for teachers and trainers	Digitally competent teacher	Jskaita	2	
Assess the strategies of integration of technologies in different sectors of education	Integration of TEL in EduOrg	Jskaita	5	
Apply metacognitive principles to re-design and improve classroom level curriculum applying technologies in education	Redesign curriculum	Jskaita	3	

Add a new outcome

Export all outcomes

Learning outcomes available in the grade book

		anonlastname3	Įvertinta	10.00 / 10.00	Komentari (0)		grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent
		anonfirstname5 anonlastname5	Nėra darbų Vėluojama įkelti darbą: 35 dienos 16 valandos	Įvertis -	Redaguoti ▼	►	Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Rezultato nėra
		anonfirstname20 anonlastname20	Pateikta vertinimui Įvertinta	Įvertis 8.00 / 10.00	Redaguoti ▼	►	8.00 / 10.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent
		anonfirstname21 anonlastname21	Pateikta vertinimui Įvertinta	Įvertis 9.00 / 10.00	Redaguoti ▼	►	9.00 / 10.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent
		anonfirstname23 anonlastname23	Pateikta vertinimui Įvertinta	Įvertis 9.00 / 10.00	Redaguoti ▼	►	9.00 / 10.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent
		anonfirstname24 anonlastname24	Pateikta vertinimui Įvertinta	Įvertis 10.00 / 10.00	Redaguoti ▼	►	10.00 / 10.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent
		anonfirstname25 anonlastname25	Pateikta vertinimui Įvertinta	Įvertis 10.00 / 10.00	Redaguoti ▼	►	10.00 / 10.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą,

Learning resources and assignments linked with the learning outcomes as a reference for grading decisions and feedback

Each assignment activity description should be linked with the Learning Outcome

Feedback is provided in terms of assessment criteria and learning outcome(s) reached

Įkeltas darbas	Įkeltas darbas
Pateikta vertinimui Įvertinta Užduotis buvo įkelta 4 dienos 5 valandos anksčiau Besimokantysis negali keisti šio įkelto darbo  Nuotolinis mokymas 1 užduotis...docx 2020 vasario 23, 17:46 ► Komentarai (0)	Pateikta vertinimui Įvertinta Užduotis buvo įkelta 4 dienos 9 valandos anksčiau Besimokantysis negali keisti šio įkelto darbo  E-mokymasis_1užd_Neringa_Giedre.docx 2020 vasario 23, 13:18 ► Komentarai (0)
Įvertis Įvertinimas (iš galimų 10) 9.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent Dabartinis įvertis įverčių knygelėje 9.00	Įvertis Įvertinimas (iš galimų 10) 8.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent Dabartinis įvertis įverčių knygelėje 8.00
Įvertinimo komentaras  <u>Deimante ir Sigita,</u> iš esmės visus kriterijus atitinka, tačiau paskutinio vertinimo kriterijaus ne pilnai, 3/4. Kategorizuoti iš ties sunku. Kategorijoje "mokymosi turinys" ženkliai patobulinote kategorijas, bet dar likę nesusių su apibrėžimuose pateiktomis. <u>Tačiau darbas labai geras, sveikinu ir dėkoju,</u> <u>Airina</u>	Įvertinimo komentaras  <u>Neringa, Giedre,</u> iš esmės jūsų darbas atitiktų visus formalius kriterijus maksimaliai, bet sąvokų žemėlapyje nurodyti bruožai nėra sugeneruoti iš apibrėžimų, neatitinka jų. Klausimas kaip jūs sugeneravote sąvokų žemėlapi? Pvz. turinio elementai aprašyti apibrėžimuose nepateikti prie "turinio". Ir pan. Iš esmės neatitiktų viso 3 kriterijaus, bet kadangi tikrai smarkiai padirbėjote po pristatymo, tai vertinu šio kriterijaus 2/4. <u>Airina</u>

monitoring and interventions

to measure progress



VYTAUTO
DIDŽIOJO
UNIVERSITETAS
MCMXXII

Išsilavinimas 360°





Using learning analytics to engage students: Improving teaching practices through informed interactions

Justina Naujokaitienė¹ , Giedrė Tamoliūnė¹ , Airina Volungevičienė¹  and Josep M. Duart² 

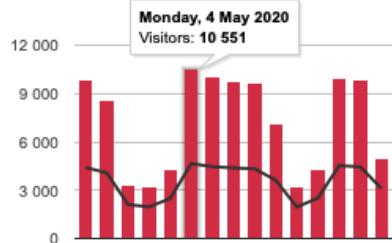
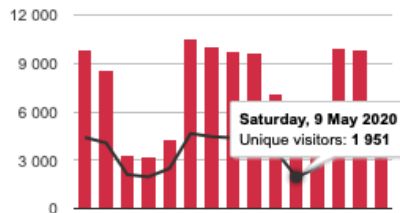
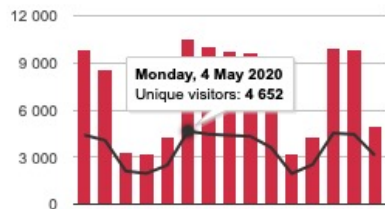
¹Vytautas Magnus University, Lithuania

²Universitat Oberta de Catalunya (UOC), Spain

<https://naerjournal.ua.es/article/view/v9n2-6>

- Active learning through collaborative activities, communication and discussions are important for learners' engagement, interest and overall success of the learning process (Garrison et al., 2000) **but will not ensure the process of collaboration and engagement by itself** (Tseng et al., 2016).

- Teachers need to observe learners' behaviour in an online learning environment, to analyse the data provided **by learning analytics**, to clarify the need for their more active intervention in facilitating discussions and keeping communication more alive and topic-related (Hew 2015; 2016; Rienties et al., 2017)



Moodle usage statistics

Learning progress monitoring and measuring tools



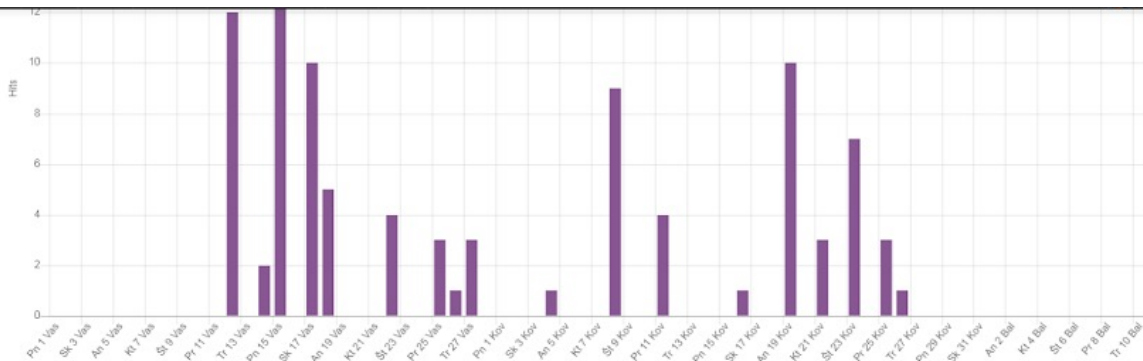
Studentų apžvalga

Atviros grupės Visi naudotojai Vaidmuo Studentas

Atstatyti lentelės nuostatas

Pasirinkti	Vardas / Pavardė	Paskutinis prisijungimas	Pažangos juosta	Progresas
☐	anonfirstname20 anonlastname20	Niekada		67%
☐	anonfirstname25 anonlastname25	Niekada		40%
☐	anonfirstname23 anonlastname23	Niekada		40%
☐	anonfirstname27 anonlastname27	Niekada		33%
☐	anonfirstname21 anonlastname21	Niekada		33%
☐	anonfirstname30 anonlastname30	Niekada		27%
☐	anonfirstname29 anonlastname29	Niekada		20%
☐	anonfirstname28 anonlastname28	Niekada		20%
☐	anonfirstname26 anonlastname26	Niekada		20%
☐	anonfirstname24 anonlastname24	Niekada		20%
☐	anonfirstname3 anonlastname3	Niekada		13%
☐	anonfirstname5 anonlastname5	Niekada		0%
☐	anonfirstname31 anonlastname31	Niekada		0%

- Gradebook setup
- Outcomes
- Badges
- Import
- Question bank
- Repositories
- Legacy course files
- Recycle bin
- Reminders
- Manage TeSLA Participants
- TeSLA Instructor Module



Show chart data

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
26 kovo 2019, 3:53	Ander Arce Alonso	-	Assignment: Mid-term. Analytical paper in the form of a case study.	Assignment	The status of the submission has been viewed.	The user with id '29115' has viewed the submission status page for the assignment with course module id '234404'.	web	193.219.190.189
25 kovo 2019, 7:18	Ander Arce Alonso	-	Assignment: Assignment 2. Analysis of strategic integration of technologies in education.	Assignment	The status of the submission has been viewed.	The user with id '29115' has viewed the submission status page for the assignment with course module id '193409'.	web	193.219.190.189
25 kovo 2019, 12:36	Ander Arce Alonso	-	Assignment: Assignment 2. Analysis of strategic integration of technologies in education.	Assignment	The status of the submission has been viewed.	The user with id '29115' has viewed the submission status page for the assignment with course module id '193409'.	web	88.119.127.235
25 kovo 2019, 12:36	Ander Arce Alonso	-	Course: EDU5024_EN E-learning technologies (Unesco)	System	Course viewed	The user with id '29115' viewed the course with id '3209'.	web	88.119.127.235
23 kovo 2019, 8:24	Ander Arce Alonso	-	Assignment: Mid-term. Analytical paper in the form of a case study.	Assignment	The status of the submission has been viewed.	The user with id '29115' has viewed the submission status page for the assignment with course module id '234404'.	web	193.219.190.189
23 kovo 2019, 8:24	Ander Arce Alonso	-	Assignment: Mid-term. Analytical paper in the form of a case study.	Assignment	A submission has been submitted.	The user with id '29115' has submitted the submission with id '297113' for the assignment with course module id '234404'.	web	193.219.190.189
23 kovo 2019, 8:24	Ander Arce Alonso	Ander Arce Alonso	Assignment: Mid-term. Analytical paper in the form of a case study.	File submissions	Submission created.	The user with id '29115' created a file submission and uploaded '1' file/s in the assignment with course module id '234404'.	web	193.219.190.189
23 kovo 2019, 8:24	Ander Arce Alonso	-	Assignment: Mid-term. Analytical paper in the form of a case study.	File submissions	A file has been uploaded.	The user with id '29115' has uploaded a file to the submission with id '297113' in the assignment activity with course module id '234404'.	web	193.219.190.189
23 kovo 2019, 8:23	Ander Arce Alonso	Ander Arce Alonso	Assignment: Mid-term. Analytical paper in the form of a case study.	Assignment	Submission form viewed.	The user with id '29115' viewed their submission for the assignment with course module id '234404'.	web	193.219.190.189
23 kovo 2019, 8:23	Ander Arce Alonso	-	Assignment: Mid-term. Analytical paper in the form of a case study.	Assignment	The status of the submission has been viewed.	The user with id '29115' has viewed the submission status page for the assignment with course module id '234404'.	web	193.219.190.189

Navigation

Dashboard

Site home

My courses

INF1015

ISI1003

ISI3003

ISI4001

ISI4002

VADN0201_ONL

Course overview

All (except hidden) ▾

Course name ▾

Card ▾



| ISI1003

...

Applied Mathematics and Statistics

40% complete



| ISI4001

...

Artificial intelligence

93% complete



| INF1015

...

Information Visualization

46% complete



| ISI4002

...

Leadership in Education

78% complete



| VADN0201_ONL

...

Management (online)

100% complete



| ISI3003

...

Technological-Andragogical Practice
2

69% complete

Show 24 ▾

Timeline

▾

▾

Friday, 22 May

"2 namų darbas (pateikti ... 23:55
"ISI1003 Applied Mathematics a...

Add submission

"Vieta pateikti webinarį (... 23:59
"ISI3003 Technological-Andrag...

Add submission

"Vieta pateikti skaidres, ... 23:59
"ISI3003 Technological-Andrag...

Add submission

Show 25 ▾

Calendar

May 2020

Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Latest badges



Active vs passive learning design



VYTAUTO
DIDŽIOJO
UNIVERSITETAS
MCMXXII

Išsilavinimas 360°



All lectures / meetings take place online with the exception of consultations that might be taking place either online or physically at V.Putvinskio str. 23 – 505, Kaunas.

[Adobe Connect tool](#) will be used for interactive and synchronous online lectures. You are advised to implement [accessibility test](#) prior to the lectures, and if you need any technical help, please, contact [technical staff](#) at Innovative Studies Institute.

To join online lectures that take place every Monday at 15:00 – 17:30, please, go to <https://ac.vdu.lt/edu5024/>

You should use a computer (recommended) or a mobile device with the camera and microphone working.

It is important to participate in online lectures which include active learning and seminar type activities. They will help you to practice and to prepare for the course assignments.

The main course topics, lecture times, and assignments are presented in the table below:

Content (topics)	Study week	Meetings/lectures	Assignments
1. Overview of the development of Technology enhanced learning concepts. Models and tools. 2. European and regional strategic decisions on integration of technologies in education. Estela	Week 1	February 3 Introductory lecture at V.Putvinskio 23 - 503 - Lecture - seminar “Implications of advent of digital era”.	
3. Quality models on application of technologies in education. Airina	Week 2	February 10 V.Putvinskio 23 – 503 - lecture - Seminar. “Research on TEL definitions”. - seminar 2. “Analysis of micro, mezzo and macro level	Assignment 1 (Group or individual work). Research on technology enhanced learning concept development and its characteristics.




The study guide for the course
E-Learning Technologies, EDU 5024
 implemented by Vytautas Magnus University, Lithuania
 for Master study program “Management in Education” in cooperation with
[Unesco IBE](#) certificate for “Curriculum Designing and Development”

Course author(s):
 Prof. dr. Airina Volungevičienė
 Teachers:
 Prof. dr. Airina Volungevičienė (airina.volungeviciene@vdu.lt)
 Dr. Estela Dauksienė (estela.dauksiene@vdu.lt)
 PhD student Rita Misiulienė (rita.misiulienė@vdu.lt)

During the course, you will have to perform 3 practical tasks (group work and presentations), to pass mid-term and the exam:

Activities	Weight	Total
3 assignments/ practical tasks	10 % each	50 %
mid-term	20 %	
exam	50 %	
80 % paper 20 % test		
Total:	100 %	

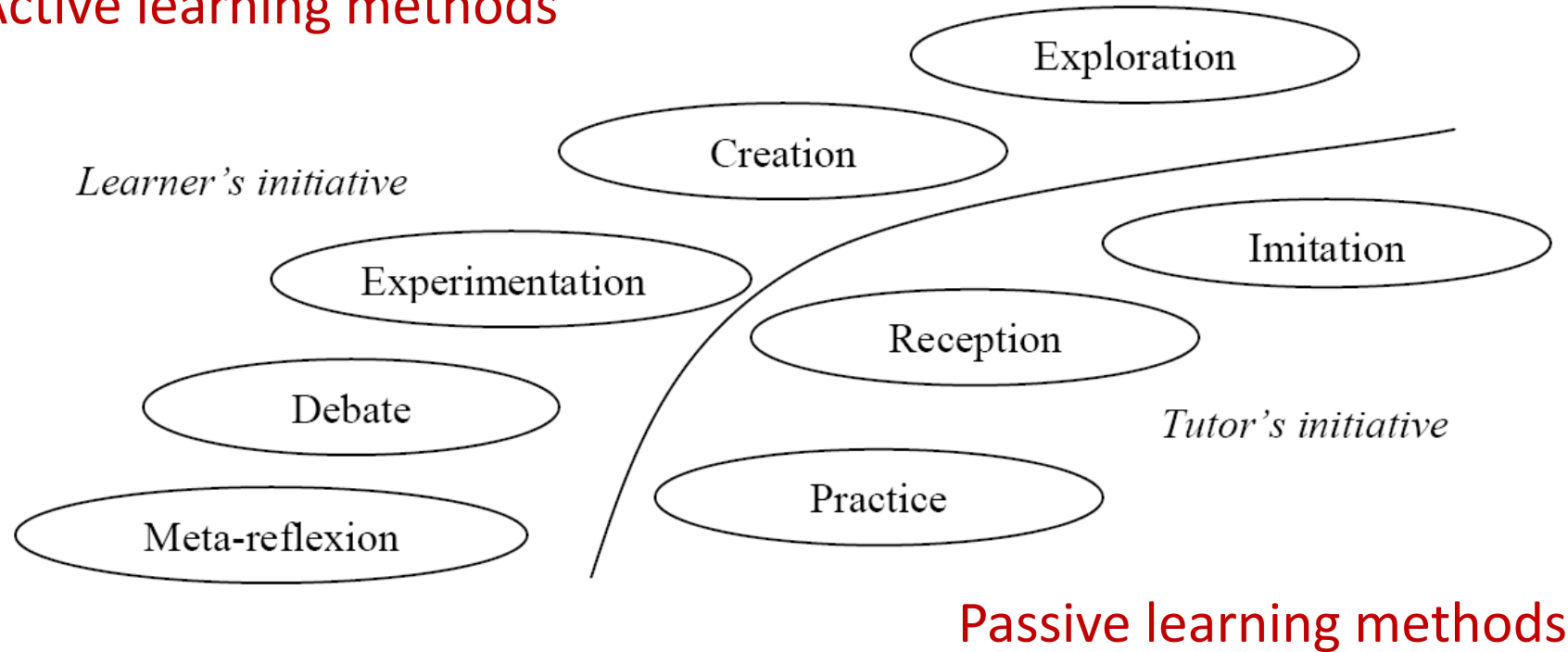
Each task will be assessed using the following evaluation criteria:

Assignments	Criteria	Weight
1. Research on technology enhanced learning concept development and its characteristics.	- at least 5 concepts have been analysed using scientific definitions available online	- 3
	- at least 3 different definitions are compared per each concept	- 3
	- differences in characteristics are analysed and presented by the group	- 4
2. Analysis of strategic integration of technologies in different sectors of education. Case study of 1	- Case study tool is used for the analysis (Revive VET tool or DigiCompOrg model)	- 3
	- Qualitative and quantitative data is collected about selected organization	- 3
	- Presentation of SWOT analysis of at least	

Be clear about expectations, rules and agreements –
 General information in
 Course Study Guide

Students will act as you expect them

Active learning methods



IV. Learning and teaching methods. **Criteria group weight (20/100)**

Which learning and teaching methods are used for curriculum designing in Moodle?

Information transferring/ receiving (orally, in written, audio and other formats) *	Not indicated		Not indicated	
Self-learning mode *	Not indicated		Not indicated	
Group work and collaborative tasks *	Not indicated		Not indicated	
Creative tasks and assignments *	Not indicated		Not indicated	
Discussions and debates *	Not indicated		Not indicated	
Select from the list the learning method used in the course, please:	Not indicated		Not indicated	

How does this planning look like? Active or passive?

2. OER practices, quality, evolution and reliability.

2.1. The quality of OER. What has been discussed so far?

-  The Quality of OER. Airina Volungevičienė. Lecture notes. ☒
-  What is a good OER? (By OUUK) ☒
-  Lecture record by Prof. Ulf D. Ehlers (University of Duisburg-Essen) recorded in the framework of VMCOLAB project on Nov. 13, 2013. ☒
-  Handbook for Quality Management of Peer Production (additional material) ☒
-  Open Learning Recognition (additional material) ☒
-  Evaluating OER (by OUUK) ☒
-  JISC project toolkit - OER QA ☒

2.2. Creative Commons.

-  CC licencing for Open Content. Airina Volungevičienė. Lecture notes. ☒
-  Prof. L.Lessing on CC (video record) ☒
-  B.Fitzgerald (2005). Open Content Licencing for OER. OECD report. ☒
-  How do CC work? ☒
-  How to chose a licence? ☒

Information transferring
and receiving

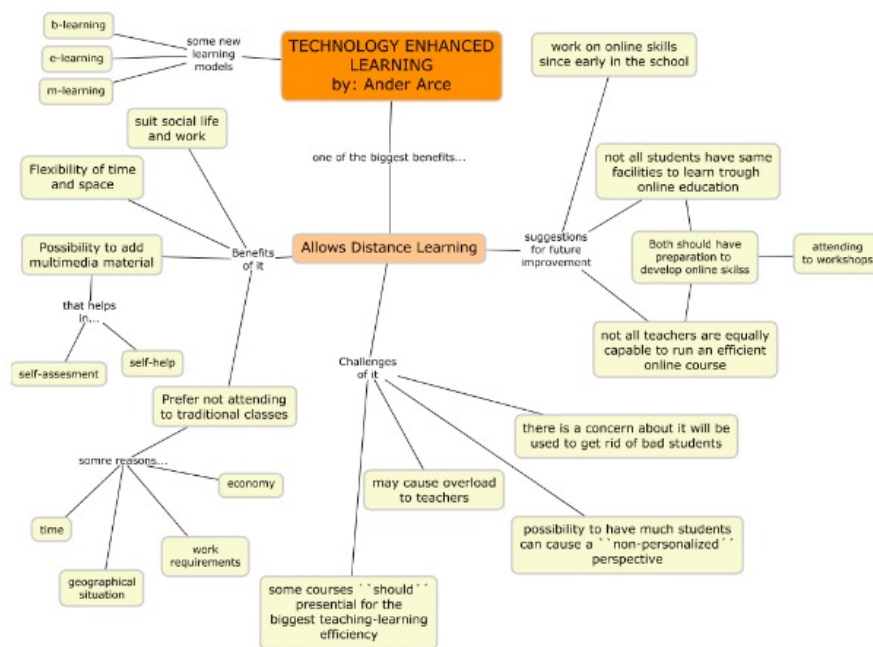
Exploring - documenting

Phase 1. Finding research definitions and highlighting characteristics of the concept

Author(s), year	Characteristics of TEL form provided in the definition	Link to the definition
Livingstone, S. (2012).	In both schools and homes, information and communication technologies (ICT) are widely seen as enhancing learning, this hope fuelling their rapid diffusion and adoption throughout developed societies	Livingstone, S. (2012). Critical reflections on the benefits of ICT in education. <i>Oxford review of education</i> , 38(1), 9-24. https://doi.org/10.1080/03054985.2011.577938
Feng Wang and Michael J. Hannafin, 2005.	TELEs are technology-based learning and instructional systems through which students acquire skills or knowledge, usually with the help of teachers or facilitators, learning support tools, and technological resources	https://link.springer.com/content/pdf/10.1007%2F9402504682.pdf
Chan, T. W., Roschelle, J., Hsi, S., Kinshuk, Sharples, M., Brown, T., ... & Soloway, E. (2006).	characterized by "seamless learning spaces" and marked by continuity of the learning experience across different scenarios (or environments), and emerging from the availability of one device or more per student ("one-to-one")	https://doi.org/10.1142/S1793206806000032

Creating - debating – meta-reflecting

Phase 2. Conceptualizing characteristics and presenting them to peers (random example is used)



Practicing is a **passive** learning method

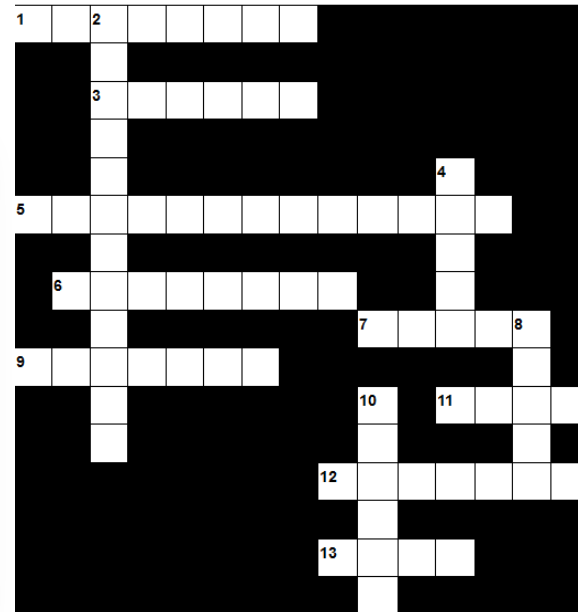
Creating is an **active** learning method

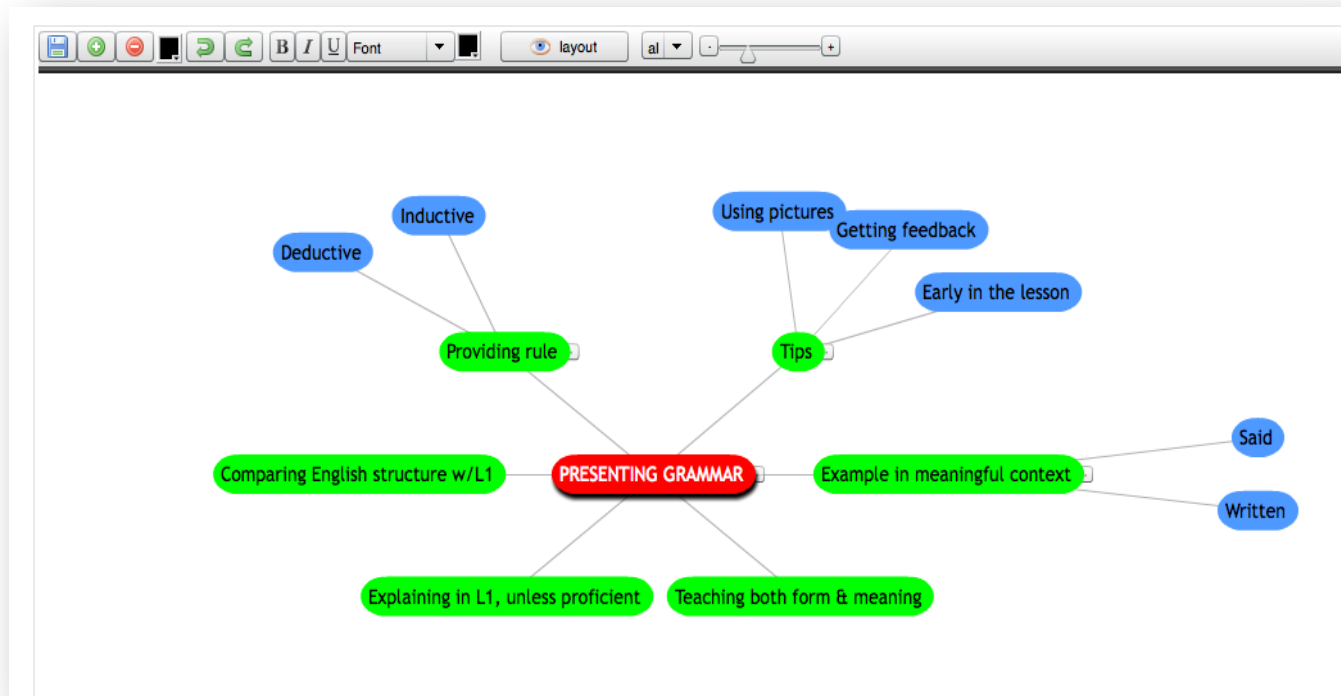
1
Neatsakyta
Klausimo vertė:
1.00
Pažymėti klausimą
Redaguoti klausimą

Priskirkite paaiškinimams tinkamas stebėjimo rizikas:

Rizikos tipas	Galimi požymiai
	Vėluojantis aparatus ar palaikančios PS tiekimas, yra daug ataskaitų apie technologines problemas
	Grupės narių nenoras naudoti įrankius, nusiskundimai dėl CASE įrankių, reikalavimai galingesnių kompiuterių
	Paskalos ir gandai, vadovaujančiojo personalo neveiklumas
	Nesiseka dirbti pagal tvarkaraštį, nesiseka taisyti defektus
	Daug prašymų pakeisti reikalavimus, užsakovų nusiskundimai
	Žema personalo moralė, blogi santykiai tarp grupės narių

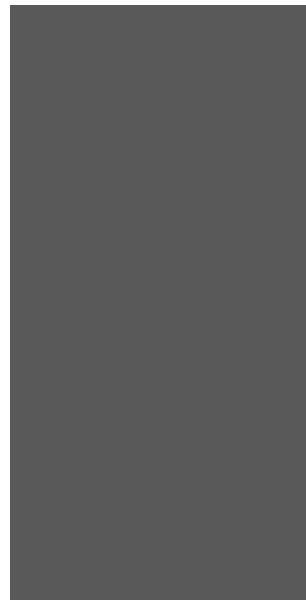
Įrankių Organizacinė Įvertinimo Grupių Skaitmeninė Analoginė Reikalavimų Žmonių Technologinė





Quality criteria group “Learning and teaching methods”, peer reviewing methodology at VMU

Assignment description maintains:				
Learning goals *	Not indicated		Not indicated	
Evaluation criteria *	Not indicated		Not indicated	
Requirements for task results *	Not indicated		Not indicated	
Steps and phases needed to implement the task	Not indicated		Not indicated	
Tools needed to implement the task	Not indicated		Not indicated	
Deadline *	Not indicated		Not indicated	
Contact hours planned to introduce/ present the assignment results (at least for 1 assignment) **	Not indicated		Not indicated	
The learning and teaching methods used in the course will help to reach learning outcomes **	Not indicated		Not indicated	
	Total weight for criteria group:	0	Total weight for criteria group:	0



Student appreciate their “say”

Plan appropriate time for student contributions and their recognition

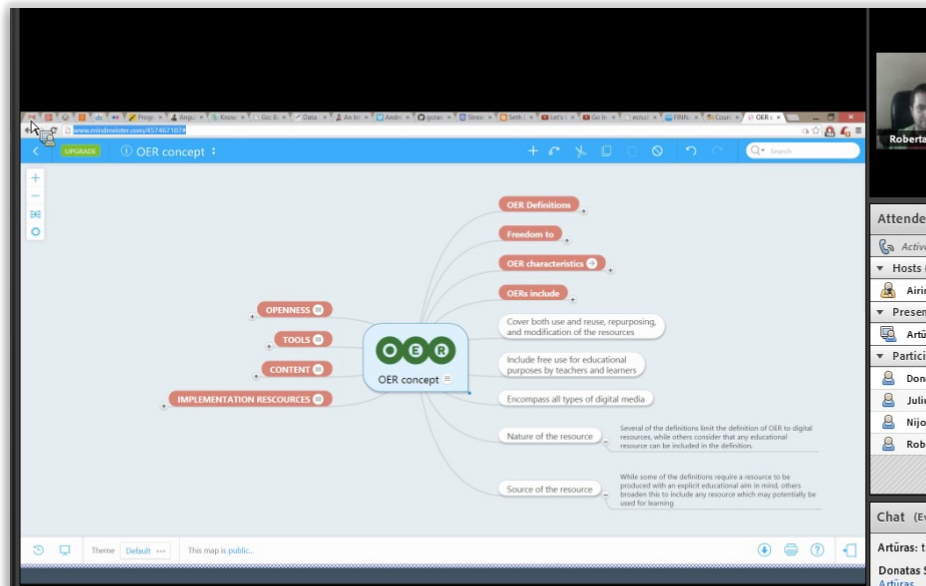


VYTAUTO
DIDŽIOJO
UNIVERSITETAS
MCMXXII

Išsilavinimas 360°



3.4. Student group work presentation



		(collaborative summary of 3 video presentations).	
4. Virtual learning environments 5. Digitally competent organization.	Week 3	February 17 Adobe Connect - Lecture - Seminar 3. <i>Application and comparison of Revive quality criteria with DigiCompOrg.</i>	Assignment 2 (Group or individual work). Analysis of strategic integration of technologies in different sectors of education. Case study of 1 organization.
6. Application of ICT in higher education.	Week 4	February 24 Adobe Connect - Lecture - Presentation of Assignment 1.	Presentation of Assignment 1.
7. Application of ICT in schools.	Week 5	March 2 Adobe Connect - Lecture	
8. Application of ICT in adult learning and vocational education and training.	Week 6	March 9 Adobe Connect - Presentation of Assignment 2.	
			Presentation of Assignment 2.

Digital badges – award for student engagement and achievements



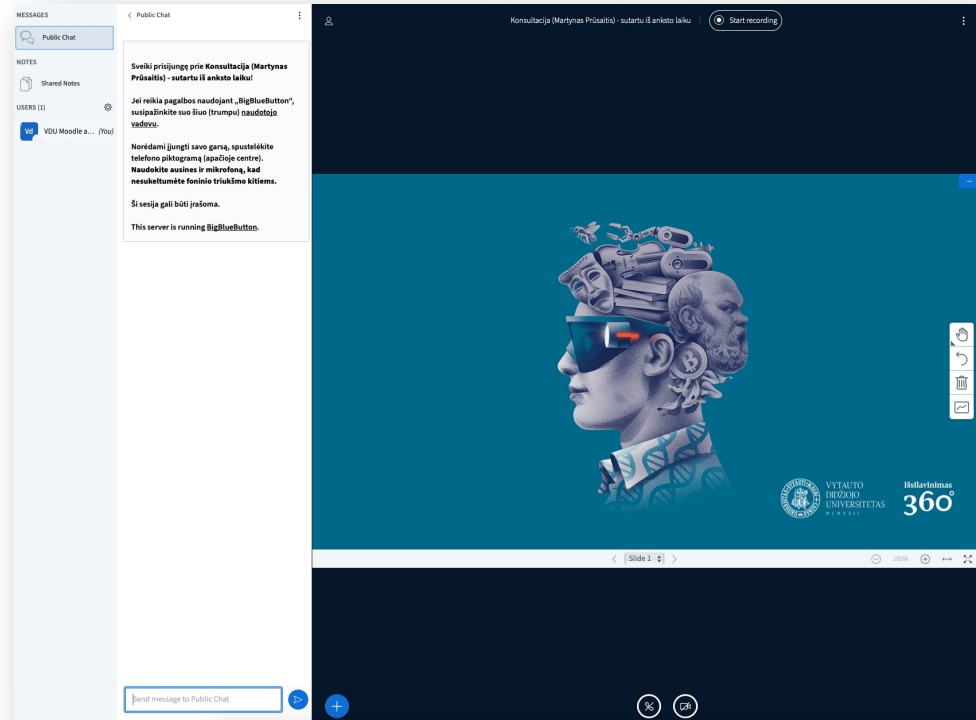
Quality criteria group “Learning support and interactivity”, peer reviewing methodology at VMU

The following interaction methods and tools are used:				
Students are encourage to introduce themselves using online tools **	Not indicated		Not indicated	
Teacher uses online tools to introduce himself/herself **	Not indicated		Not indicated	
Synchronous online meetings and consultations are planned (video or other format) **	Not indicated		Not indicated	
Asynchronous consultations are planned (using discussion and other modes) *	Not indicated		Not indicated	
Synchronous lectures and seminars are planned	Not indicated		Not indicated	
There is sufficient planning for interaction in the course to organize studies online or in a blended mode?*** (2nd or 3rd level requirements are fulfilled)	Not indicated		Not indicated	



3.5. Communication and collaboration tools

- Video tools
- Moodle tools
- Integrated tools



Quality criteria group “Learning support and interactivity”, peer reviewing methodology at VMU

V. Learning support and interactivity. Group criteria weight (22/100)				
The following learning support methods and tools are used in the course:				
Course study guide *	Not indicated		Not indicated	
Schedule and meeting times and venues *	Not indicated		Not indicated	
Online (blended) learning possibilities are explained to students	Not indicated		Not indicated	
Technical requirements are presented for the tools to be used during learning **	Not indicated		Not indicated	
Communication and collaboration tools suggested **	Not indicated		Not indicated	
Reflection and feedback tools are used	Not indicated		Not indicated	
Lecture notes is available in printable format (pdf, doc, xls) *	Not indicated		Not indicated	

Student support

Course calendar Student reminders, teacher dashboards

Course: Open Educational Resources (virtual mobility mode)

Home My courses OER_vmm Reports Insights

Students who have not accessed the course recently

The following students have not accessed a course they are enrolled in within the set analysis interval (by default the past month).

 Send message  Accept  Not applicable  Incorrectly flagged

☐ Description Actions

☐	XX user	 
☐	XY user	 
☐	YY user	 

 Send message  Accept  Not applicable  Incorrectly flagged

Calendar

◀ May 2020 ▶

Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Here comes assessment time



VYTAUTO
DIDŽIOJO
UNIVERSITETAS
MCMXXII

Išsilavinimas 360°



Quality criteria group “Assessment of learning”, peer reviewing methodology at VMU

VI. Assessment of learning. Criteria group weight (20/100)

The following information is available in assessment strategy:

Learners are clearly introduced with the strategy of assessment *	Not indicated		Not indicated	
Assessment criteria are clearly presented *	Not indicated		Not indicated	
Learners are involved in assessment criteria discussion	Not indicated		Not indicated	
Learners are provided with the tools to monitor their learning process and learning outcome achievement progress (e.g. progress bar, digital badges, etc.) **	Not indicated		Not indicated	
Self-assessment questions or test/ task examples are presented **	Not indicated		Not indicated	

Assessment for learning

Engage students in regular, intermediate self-assessment

Seminar activities



Seminar 1. Implications of advent of digital era.



What does the advent of digital era imply for education?



Feedback to topics 1-2.



We invite and recommend that you give the following reflection after each topic in this course:

1. What did you take out as the most important facts/information/ skills after the topic?
2. What did you like best during this week/ topic in terms of resources, learning design process, learning and teaching? What did you dislike?
3. What was most difficult for you? What might be helpful for you to overcome this?

Your name will be visible to the feedback provided.

Learning outcomes and assessment criteria as a reference for grading decisions and feedback – remind your students your agreements

Feedback is provided in terms of assessment criteria and learning outcome(s) reached

Continue dialogue with your students in light of assessment criteria

Įkeltas darbas	Įkeltas darbas
Pateikta vertinimui Įvertinta Užduotis buvo įkelta 4 dienos 5 valandos anksčiau Besimokantysis negali keisti šio įkelto darbo  Nuotolinis mokymas 1 užduotis...docx 2020 vasario 23, 17:46 ► Komentarai (0)	Pateikta vertinimui Įvertinta Užduotis buvo įkelta 4 dienos 9 valandos anksčiau Besimokantysis negali keisti šio įkelto darbo  E-mokymasis_1užd_Neringa_Giedre.docx 2020 vasario 23, 13:18 ► Komentarai (0)
Įvertis Įvertinimas (iš galimų 10) 9.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent Dabartinis įvertis įverčių knygelėje 9.00	Įvertis Įvertinimas (iš galimų 10) 8.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent Dabartinis įvertis įverčių knygelėje 8.00
Įvertinimo komentaras  <u>Deimante ir Sigita,</u> iš esmės visus kriterijus atitinka, tačiau paskutinio vertinimo kriterijaus ne pilnai, 3/4. Kategorizuoti iš ties sunku. Kategorijoje "mokymosi turinys" ženkliai patobulinote kategorijas, bet dar likę nesusietų su apibrėžimuose pateiktomis. <u>Tačiau darbas labai geras, sveikinu ir dėkoju,</u> <u>Airina</u>	Įvertinimo komentaras  <u>Neringa, Giedre,</u> iš esmės jūsų darbas atitiktų visus formalius kriterijus maksimaliai, bet sąvokų žemėlapyje nurodyti bruožai nėra sugeneruoti iš apibrėžimų, neatitinka jų. Klausimas kaip jūs sugeneravote sąvokų žemėlapi? Pvz. turinio elementai aprašyti apibrėžimuose nepateikti prie "turinio". Ir pan. Iš esmės neatitiktų viso 3 kriterijaus, bet kadangi tikrai smarkiai padirbėjote po pristatymo, tai vertinu šio kriterijaus 2/4. <u>Airina</u>

Revisit your course with your
students at the end of the
journey



VYTAUTO
DIDŽIOJO
UNIVERSITETAS
MCMXXII

Išsilavinimas 360°



Public recognition of student work - OEP

Course: E-learning technologies, 6 ECTS, EDU5024

2018 Kovo 1

Institution: Vytautas Magnus University

Teacher: assoc. prof. dr. Airina Volungeviciene

ASSIGNMENT FOR STUDENTS:

Implement research on technology enhanced learning concept development and identify its characteristics.

You should analyse at least 5 concepts using scientific definitions available online in research literature, compare them and represent your findings in mindmaps.

STUDENT ASSIGNMENTS SUBMITTED:

- Mindmap (by Sigita Jakubsonė and Rita Viktoravičienė)
- Mindmap (by Ganna Tron and Kayako Takagi)

<http://studyonline.lt/en/oep5/#more-5016>

Engaging future (present?) models

Virtual mobility for university studies



VYTAUTAS
MAGNUS
UNIVERSITY
MCMXXII

Education 360°





Virtual (blended) mobility

“set of information and communications technology supported activities, organized at institutional level, that realize or facilitate international, collaborative experiences in a context of teaching and/or learning”

Virtual mobility: involved actors

- Higher education institutions (2+)
- Teachers in student VM (2+, organizing VM academic exchange)
- Students in VM (student groups in 2+ countries)
- Teachers in VM (professional development in 2+ institutions (research, academic teaching, socio-cultural exchange))

Scenario 1. Physical mobility

University A

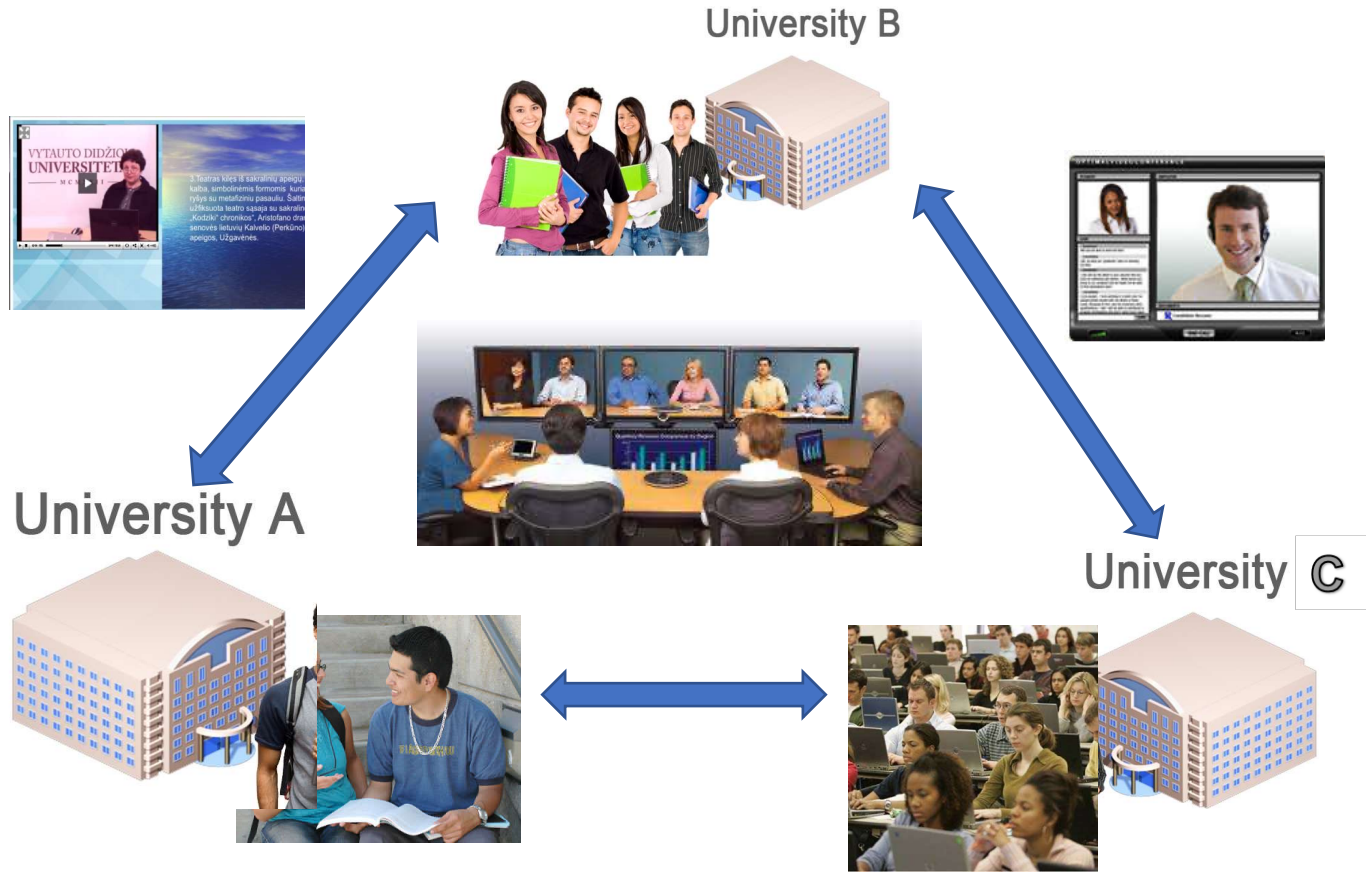


University B



Scenario 2.

Virtual mobility (not to replace, but to enrich and enhance physical student mobility)



VM benefits for students

- Upgraded transferrable skills:
 - Linguistic, interpersonal communication
 - ICT competences
 - Additional learning skills (networking, critical thinking, intercultural knowledge and skills, quality schemes)
- Curriculum and study quality enhancement
- New learning methods suggested by various HE institutions
- Transparency of learning, individual portfolio development
- Enhanced employability
- Intercultural, international experience and expertise
- Enlarged academic areas of studies
- Support for home students and LLL groups, international study accessibility for physically and socio-economically disadvantaged

TeaCamp – international student groups, completely online

Partner institution	Jyvaskyla University	Innovation Centre of Oviedo	Jagellonian University	BETI	Vytautas Magnus University	University of Aveiro	Jyvaskyla University
Competence in Virtual learning in HE	Culture models (week 1)	Collaborative online learning (week 2-3)	Information Literacy (week 4-5)	Advanced learning technologies (week 6-7)	Learning Strategies (week 8-9)	Assessment strategies (week 10-11)	Culture models (week 12)

TeaCamp assessment strategy

Sub-module	Culture models (1/2) (JYU, FI)	Collaborative online learning (CC1N, ES)	Information literacy (JU, PL)	Learning technologies (BETI, LT)	Learning strategies (VDU, LT)	Assessment strategies (UA, PT)	Culture models (2/2) (JYU, FI)
Assignment	1	2	2	2	2	2	1
Portfolio	Moodle portfolio as a required part for international, intercultural experience record – as a learning outcome for culture model sub-module						
Weight	8,33	16,66	16,66	16,66	16,66	16,66	8,33



The screenshot shows a web browser window with the URL www.teacamp.eu/moodle/mod/resource/view.php?id=115. The page features a header with the 'TeaCamp Moodle' logo and navigation links: TeaCamp > VLHE > Resources > TeaCamp Module Description. A sidebar on the right contains a 'Jump to...' search box. The main content area displays the following information:

Title of the subject: Virtual Learning in Higher Education
Institutions (project partners): Vytautas Magnus University (Lithuania, www.vdu.lt), Innovation Centre of University of Oviedo (Spain, www.innova.uniovi.es), Jyväskylä University (Finland, <http://www.jyu.fi>), Baltic Education Technology Institute (Lithuania, www.beti.lt), Jagellonian University (Poland, www.uj.edu.pl), University of Aveiro (Portugal, www.ua.pt)

Teachers: Margarita Tereseviciene, Airina Volungeviciene, Vytautas Magnus University (Lithuania); Esperanza Granda González, María Aquilina Fueyo Gutiérrez, Aquilino Juan Fuente, Innovation Centre of University of Oviedo (Spain); Philipp Holtkamp, Jan Pawlowski, Jyväskylä University (Finland); Gytis Cibulskis, Evaldas Karazinas, Baltic Education Technology Institute (Lithuania); Monika Krakowska, Jagellonian University (Poland); Nilza Costa, Diogo Casa Nova, Rita Leal, University of Aveiro (Portugal)

Target group/intended audience: students from bachelor/master study programs in education interested in becoming mobility (faculty members can be optional).
Forms of learning: 100% Distance Learning with synchronous and asynchronous moments.

Learning Sub-modules:

- Culture models (8 hours, 2 week)
- Collaborative online groupwork (8 hours, 2 weeks)
- Information Literacy (8 hours, 2 weeks)
- Learning Strategies (8 hours, 2 weeks)
- Learning Technologies (8 hours, 2 weeks)
- E-Assessment Strategies (8 hours, 2 weeks)

Each sub-module equals to 1 ECTS (26-30 ac.hours). 8 hours are dedicated for virtual video lecturing, the rest hours (~ study, online communication using learning methods indicated in the course module, as well as for intermediate and final



Future (present?) models for student
engagement

Micro- credentialisation



VYTAUTAS
MAGNUS
UNIVERSITY
MCMXXII

Education 360°



Model of Digital Credential Template



Vytautas Magnus University

Higher education institution

Non formal course certificate

This document is to certify that

Firstname Lastname

(Person identifier 48110100011)

Has completed an a blended non-formal part-time education course of **3 ECTS**

(1 month , 80 academic hours),

ECTS evaluation - **B**

"Course name"

(Education field: 0011 Basic programmes and qualifications)

study language: English , NQF level 4

(lecturers: prof. Name Surname)

And gained these competences:

<https://eccoe.eu/outputs/io1/o1-open-peer-review/#/>

Type of assessment:		formative and summative online assessment without ID verification of a learner with secure login into LMS		
Assessed by		independent assessor (third party)	Format of assessment	automatic grading
Assignments		Units	Weight	Total Weight
Written exam without accessing course material (testing knowledge and its application to theoretical scenarios)		1	60%	60%
self-assessment		4	5%	20%
Final exam		1	20%	20%
Contact hours		8		
Grading scheme and grade distribution guidance:				
Grading scale	Definition	ECTS grade	Pass/fail	
10	<i>Excellent:</i> excellent performance, outstanding knowledge and skills	A	Pass	
9	<i>Very good:</i> strong performance, good knowledge and skills	B		
8	<i>Good:</i> above the average performance, knowledge and skills	C		
7	<i>Highly satisfactory:</i> average performance, knowledge and skills with unessential shortcomings	D		
6	<i>Satisfactory:</i> below average performance, knowledge and skills with substantial shortcomings	D		
5*	<i>Sufficient:</i> knowledge and skills meet minimum criteria	E	Fail	
1-4	<i>Insufficient:</i> knowledge and skills do not meet minimum criteria/below minimum criteria	F/X		
0	<i>Zero:</i> absence in the testing or failure to observe deadlines in presenting work for intermediate assessment or dishonest behaviour recorded			
* The last positive passing grade is 5 (sufficient).				
Alongside the ten-point system the institution uses the pass/fail system of evaluation. Examinations and work defence evaluations, as a rule, are graded.				
For the courses that do not end with examinations the pass/fail system is used to test if a student has earned the credits allocated to it.				

Rector		Seal	Signature	Name Surname
Date and place of issue:		Kaunas	19/10/2020	
Registration number:		SO-20-1815	Unique credential ID:	5f574c4d-3bc4
Vytautas Magnus University		Higher education institution	Accredited by	Centre for Quality Assessment in Higher Education
Access requirements:		computer literacy skills		

Prof. dr. Airina Volungevičienė
Director of Innovative Studies Institute at VMU

EDEN – Digital Learning Europe