

Project “Activating Students in Online Classes” 2020-1-PL01-KA226-HE-096358

Vytautas Magnus University

The study guide for the course Modern Language Teaching Technologies

Teachers: prof. Nemira Mačianskienė, dr. Estela Daukšienė

Prof. Nemira Mačianskienė teaches various courses related to language teaching and learning, intercultural communication and multilingualism. Her research focus on multilingualism plurilingual competence development, linguistically sensitive teaching, language policy, teaching English as a foreign language methodology, intercultural competence, and teaching and learning in multicultural and multilingual higher education.

Dr. Estela Daukšienė teaches various courses related to technology application while teaching, technology enhanced learning organization, responsible use of technologies in teaching, application of Moodle in study process, and quality assurance of online courses. Her research focus on digital competence development, technology enhanced teaching and learning, open educational resources, and virtual mobility.

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain you how to study and how your personal achievements will be assessed. You will find information for contact hours with the teacher, whom to contact when faced with issues, and other important aspect of the course organization.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- To justify the importance of technology application in language teaching & learning.
- To design a simulated lesson, preparing a lesson plan, integrating language technologies to achieve the set learning outcomes & create a simulated lesson plan.
- To create interactive content for engagement, study (introduction, exploration, practice), activating, assessment and feedback activities.
- To select and apply appropriate language technologies in planning, organization and assessment of development of learner linguistic competences.
- To select and apply appropriate language learning technologies in planning, organization and assessment of communicative language activities.
- To observe and (self) evaluate the application of language teaching technologies.

Second, most of topics in this course are prepared using flipped classroom methodology, which means that it requires your preparation for each online meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent

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descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills while learning. It consists of:

- ✓ learning materials for pre-class and in-class studies;
- ✓ descriptions of pre-, in- and post-class activities and assignments;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ real time chat and discussion forums;
- ✓ additional interesting and useful readings.

The main course topics, activities and assignments are:

Content (topics)	Study week	Online meetings	Activities/Assignments
Introduction			<i>Pre-class activity:</i> Introduce yourselves in Padlet (link in Moodle)
Introduction on the course and flipped class methodology	Week 1	Feb. 1 – Meeting 1 16.00 – 17:30 CET	<i>In-class activity:</i> - Intro to the course and methodology
	Week 2	Feb. 8 – Meeting 2 16.00 – 17:30 CET	<i>Post-class activity:</i> - Select presentation topic & date (in Moodle)
1. Key concepts	Week 3	Feb. 15 - Meeting 3 16.00 – 17:30 CET	<i>Pre-class:</i> watch a recorded explanation on Key concepts (1 st topic in Moodle) <i>In-class:</i> preparing mind map linking the concepts (in groups) <i>Post-class activity:</i> - Select the date for presentation peer review (in Moodle)
2. Interactive online textbooks (benefits and drawbacks; adapting to teaching practice) 3. Technology selection criteria.	Week 4 - 5	Feb. 22 - Meeting 4 16.00 – 17:30 CET	<i>Pre-class:</i> review the digital textbook brochure - <i>Beehive</i> (OUP) & prepare for discussion <i>In-class:</i> Discussion (in groups) and summary <i>Post/pre-class activity:</i>

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		Mar. 1 - Meeting 5 16.00 – 17:30 CET	<p>- Watch the presentation of <i>Life Vision (OUP)</i> & do the tasks given in Moodle</p> <p><i>In-class:</i></p> <ul style="list-style-type: none"> - Revision and discussion (in groups) of prepared tasks. - Technology revision on provided criteria <p><i>Post-class activity:</i></p> <ul style="list-style-type: none"> - Prepare for presentations on selected technologies
4. Use of technologies for teaching communicative competences – Task-based learning.	Week 6	Mar. 8 - Meeting 6 16.00 – 17:30 CET	<p><i>Pre-class activity: online activity in Moodle (Topic 4)</i></p> <p><i>In-class:</i></p> <ul style="list-style-type: none"> - Revision and discussion on the task. - Presentations of Student Groups 1-2 <p><i>Post-class assignment:</i></p> <ul style="list-style-type: none"> - Prepare for the midterm
5. Use of technologies for linguistic competence development (phonology, vocabulary, grammar, orthography)	Week 7	Mar. 15 - Meeting 7 16.00 – 17:30 CET	<p><i>Pre-class activity: revision of provided cases (Topic 5)</i></p> <p><i>In-class:</i></p> <ul style="list-style-type: none"> - Group work on cases (see worksheets for groupwork in Moodle). - Presentations of Student Groups 3-4 <p><i>Post-class assignment:</i></p> <ul style="list-style-type: none"> - Prepare for the midterm
6. Use of technologies for integrating reception and interaction activities (reading & listening with speaking), production and mediation – focus on global skill development	Week 8	Mar. 22 - Meeting 8 16.00 – 17:30 CET	<p><i>Pre-class activity: video on global skills development (Topic 6)</i></p> <p><i>In-class:</i></p> <ul style="list-style-type: none"> - Revision and discussion on the task and technologies for interactive content development. - Presentations of Student Groups 5-6 <p><i>Post-class assignment:</i></p> <ul style="list-style-type: none"> - Prepare for the midterm

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MIDTERM	Week 9	<i>Mar. 29 – final consultation on midterm task (optional) 16.00 – 17:30 CET</i>	Midterm assignment - to be submitted by the end of meeting
6. Challenges and rules for online lessons.	Week 10-11	Apr. 5 - Meeting 9 16.00 – 17:30 CET <i>Apr. 12-20 Easter Holidays (no meetings)</i>	Pre-class activity: watch the video “Challenges for schools in organizing online teaching/learning” In-class: collaborative activity in groups on the rules in online lessons. <i>Post-class activity:</i>
7. Selecting virtual learning environment. Netiquette.	Week 12	Apr. 26 - Meeting 11 16.00 – 17:30 CET	<i>- Upload the lists (rules in online lessons) in collaborative document for sharing</i> Pre-class activity: watch a video on virtual learning environments In-class: discussion on requirements for VLEs. <i>Post-class activity:</i> <i>- Upload the lists (group finalized requirements) in collaborative document for sharing</i>
8 Use of technologies for testing, evaluation, giving feedback. Netiquette.	Week 13	May 3 – Meeting 12 16.00 – 17:30 CET	Pre-class activity: watch a video on netiquette In-class: activity in groups on creating an online test for pupils of the rules of the netiquette <i>Post-class activity:</i> <i>-share the links of online tests with colleagues (discussion forum in Moodle Topic 8)</i>
9. Open educational resources.	Week 14	May 10 – Meeting 13 16.00 – 17:30 CET	Pre-class activity: watch a video on OER In-class: discussion and practice on CC licences

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10. Innovations in Education	Week 15	May 17 – Meeting 14 16.00 – 17:30 CET	Pre-class activity: watch a video on DI In-class: discussion on DI application and course delivery <i>Post-class activity:</i> -fill in feedback questionnaire
EXAMINATION	During exam session (date to be specified)		ONLINE TEST

Online meetings will take place online, every *Tuesday at 16:00 – 17:30* at the video conferencing room in MsTeams (please see the link in Moodle). For active participation in meeting (and especially while resenting) it is recommended to use MsTeams app (download info is also provided in Moodle). In case MsTeams is not working properly, the link to Adobe Connect will be provided in Moodle.

During the course, you will have to perform **11** pre-class and **6** post-class activities, and prepare technology presentation and lesson simulation in a group. Then you will have to pass mid-term and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
Technology presentation	20%	50 % (presented in seminars)
Lesson simulation	30 %	
Mid-term	20 %	20 %
Exam	30 %	30 %
Total:	100 %	

Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the assignment
Assignment 1 (in group). Technology presentation. (the number of technologies presented = number of sts in group; 45)	• aim/type/functionality of the technology mentioned	1	20 %
	• when/where used/ setting/ mode of communication	1	
	• advantages and disadvantages of the technology are presented	1	
	• the selected technology corresponds to the topic of the seminar (teaching methods)	1	
		2	

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min for 1 group presentation)	<ul style="list-style-type: none"> competences of English LL that can be developed with the selected technology are described language learning activity with the technology is organized during the seminar the colleagues assess the presentation as clear and useful 	2 2	
Mid-term task (lesson plan) (to be submitted by March 29)	<ul style="list-style-type: none"> Quality of the lesson plan: all parts filled in correctly, using appropriate terminology Choice of technologies: innovative, engaging activities and technologies chosen Coherence: the chosen technologies are appropriate for <ul style="list-style-type: none"> achieving the set learning outcomes (LOs) teaching a particular topic/language work assessment of LO achievement & giving feedback Justification: the choice of technologies is clearly justified - explicit description provided how the chosen technologies will help to achieve the set lesson objectives and Los Language: correct use of academic language 	2 2 3 2 1	20 %
Group project: online lesson simulations (30 min lesson + 15 min (self)evaluation)	<ul style="list-style-type: none"> Didactical clarity & precision: <ul style="list-style-type: none"> clear lesson aims and learning outcomes, topics (1 pt) tasks formulated clearly (1 pt) Quality of a technology-based video recording: <ul style="list-style-type: none"> the lesson is recorded & link provided (1 pt) recording is of good quality: teacher is visible (camera is on), learning materials are visible, sound is ok (1 pt) activities are distributed among all project teachers according to the requirements (2pts) technologies are used for engaging or learning content preparation (1pt) technologies are used for active learner practice (2pts) The English language is correct (1pt) 	2 7 1	30 %

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Final Exam	<ul style="list-style-type: none">• Test in Moodle (all topics discussed in lectures) (open-ended questions, open questions, multiple-choice, matching, etc.)		30 %
Total:			100 %

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

Let’s study, share and grow together!

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The study guide for the course

Concepts of adult education

Teachers: assoc. prof. dr. Elena Trepulė, dr. Giedrė Tamoliūnė

Dear students,

this study guide is designed to help you in your study process by familiarising you with the content of the course, the study methods, the assignments, and the assessment criteria for the assignments. It contains a course schedule, and a link to join the video conferences.

The aim of this course is to enable you to acquire and develop a conceptual approach towards adult education and the ability to assess the various factors involved.

After finishing this course, you will be able to:

- assess lifelong learning tendencies in EU and Lithuanian education policy documents.
- develop a critical analysis of selected adult learning theories.
- analyse adult education policy in terms of meeting economic and social needs and the holistic development of personality
- design a service that meets adults’ learning needs by examining the implementation and impact of education policies at national, regional, or organisational levels.
- identify tendencies in the conceptualisation of policies or theories in selected policy decisions and organisational practices.

Please note that some topics in this course are prepared using **flipped classroom methodology**, which means that it requires your preparation for each online meeting. This study guide presents you with the main topics, preparation activities and assignments, however, all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills while learning. It consists of:

- ✓ learning materials for pre-class and in-class studies,

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- ✓ descriptions of pre-, in- and post-class activities and assignments,
- ✓ records of presentations and online consultations in the virtual learning environment,
- ✓ real-time chat and discussion forums,
- ✓ additional interesting and useful readings.

Course content and schedule

Classes will be held on Thursdays, 3.15 PM – 5.45 PM CET

The main course topics, activities and assignments are:

Content (topics)	Study week	Activities/Assignments
1. Introduction to the course and flipped class methodology	Week 1	<p>Pre-class activity: use the Padlet wall to introduce yourself and share your knowledge and experience in adult education (link provided in Moodle)</p> <p>In-class activity: share your expectations from taking this course using Mentimeter (link provided in Moodle)</p>
2. EU Lifelong learning policies. The role of UNESCO and OECD in the policy of adult education.	Week 2	<p>In-class activity: Theoretical presentation; Document analysis; Group work and discussion</p> <p>Post-class assignment: One-sentence-summary (Who does what to whom, where, how, and why?)</p>
3. Assessment and recognition of prior learning. Microcredentials.	Week 3	<p>Pre-class activity: Read the document “A European approach to micro-credentials” and answer questions in a discussion forum</p> <p>In-class activity: Group discussion on assessment and recognition practices and challenges, case study analysis</p> <p>Post-class activity: share the muddiest point and questions that remain unclear in this topic using Google Jamboard (link provided in Moodle)</p>
4. Open education for lifelong learning	Week 4	<p>Pre-class activity: Watch a video on open education and write down keywords or concepts that characterize or are referred to as open education</p> <p>In-class activity: Group work - discuss key concepts, draw a concept map covering all the concepts or characteristics that refer to open education (using Moodle mindmap, MindMup or any other tool), present it in a class, and upload the screenshot or image of your concept map on a shared document</p>

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		<p>Post-class activity: Share your ideas in a discussion forum on at least 2 questions provided</p>
5. Digital and network society. Digitally competent adult educators	Week 5	<p>Pre-class activity: Watch a video recording introducing the research on how digital and network society learn; Self-assess your digital competence</p> <p>In-class activity:</p> <ul style="list-style-type: none"> - revision of statements and ideas expressed in a discussion forum on the last topic issues - Pro & Con grid - discussion on educators' digital competence - group work – presentation on learning preferences <p>Post-class activity:</p> <ul style="list-style-type: none"> - write down in a discussion forum one possible, real-world application of what you have just learned - Select time of your Midterm presentation (in Moodle)
6. Adult literacy	Week 6	<p>Pre-class activity: Watch a pre-recorded presentation introducing key concepts of the topic and write down one topic-related question for the in-class discussion Share questions that remain unclear regarding mid-term assignment</p> <p>In-class activity: Discussion of the questions based on a pre-recorded video Critical analysis of the most recent international research results</p>
Midterm	Week 7	<p>In-class activity: Midterm exam assignment presentation</p> <p>Post-class activity: Please use the link in Moodle to share the one small change I (as a teacher) could make that would help you learn more effectively in this class.</p>
7. Andragogy	Week 8	<p>In-class activity: Theoretical presentation; Group discussion, case analysis, reflection</p> <p>Post-class activity: Classroom opinion pool (using Google Jamboard)</p>
8. Adult education theories: Cyril Houle, Eduard Lindeman, Allen Tough, Malcolm Knowles	Week 9	<p>In-class activity: Group work – students' analysis of a chosen adult education theory; Group presentation</p> <p>Post-class activity: Prepare for the Homework no1 presentation</p>

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9. Liberal adult education. Scandinavian adult education traditions. <i>Homework No1 presentation</i>	Week 10	<p>Pre-class activity: Watch video on liberal adult education</p> <p>In-class activity: Group discussion; presentation of discussion results; reflection Homework presentation (groups 1-3)</p>
10. Transformational adult education theories: Paulo Freire and Jack Mezirow. <i>Homework No1 presentation</i>	Week 11	<p>Pre-class activity: Watch video on transformational adult education theories</p> <p>In-class activity: Revision of key aspects of the transformational adult education theory; Group discussion; presentation of discussion results; reflection Homework presentation (groups 4-6)</p> <p>Post-class activity: Use Moodle link to answer the question: “If you were the teacher of this class, what would you do to make the assignments more useful?” (Answers are anonymous)</p>
11. Learning in later age.	Week 12	<p>Pre-class activity: Watch pre-recorded presentation</p> <p>In-class activity: Revision of key aspects of the pre-recorded presentation Group work – analysis of a document, presentation of group discussion results</p> <p>Post-class activity: Reflective essay - how I can improve my current teaching practice with the knowledge I’ve received in the latest classes?</p>
12. Openness to a professional development	Week 13	<p>Pre-class activity: watch the video “What will the future of jobs be like?”</p> <p>In-class activity: discuss in a group (1) What are the main challenges that you’ve noted? (2) What positive aspects you could point out of the changes that are foreseen? (3) Name at least 3 suggestions on how these challenges might be overcome. Share results on Padlet and present results in class theoretical presentation on how open education can support professional development</p> <p>Post-class activity Please share your answers to the 3-2-1 Exit ticket (link in Moodle)</p>
13. Openness to a professional development	Week 14	<p>Pre-class activity: Think of your own professional development and share resources that you would recommend for peers’ professional development</p>

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Homework No2 presentation		In-class activity: Homework no 2 presentations (groups 1-3)
14. Rethinking the accessibility in adult education Homework No2 presentation	Week 15	Pre-class activity: Watch the pre-recorded presentation on the accessibility in adult education In-class activity: Revision and discussion of the key aspects of the topic Homework no 2 presentations (groups 4-6) Discussion on the learning experiences in this course Post-class activity Fill in the course feedback questionnaire
Exam	Date to be announced	Online quiz with a set of open-ended and closed questions

Online meetings will take place online in the video conferencing room in MsTeams (please see the link in Moodle). For active participation in the meeting (and especially while presenting) it is recommended to use the MsTeams app (download info is also provided in Moodle).

During the course, you will have to perform pre-class activities, and prepare 2 assignments (homework tasks), including 1 teamwork and 1 individual assignment. Next to this, you will have to deliver a mid-term assignment and the exam:

<i>Assignments</i>	<i>Weight</i>
Midterm assignment	20%
Homework No1	25%
Homework No2	25%
Exam	30%
Total	100%

Assignment criteria and weights

Assignment	Criteria <i>detailed assignment descriptions are provided in Moodle</i>	Weight of each criteria
Mid-term assignment	<ul style="list-style-type: none"> The choice of documents corresponds the task 	1
-	<ul style="list-style-type: none"> Required volume and chapters (introduction, analysis, conclusions and discussion, references) 	1
An individual document analysis	<ul style="list-style-type: none"> Paper submitted on time Paper presented in class Paper is coherent 	1 1

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	<ul style="list-style-type: none"> Paper is analytical and students' critical point of view is presented 	3 3
Homework No 1. A 2-day training course program for adults to train one of 8 EU Key competencies	<ul style="list-style-type: none"> The course program covers one of the 8 EU Key competencies The course program is coherent, and logical includes a short presentation, learning goals and outcomes, a full schedule including breaks, needed info The teaching program is formed keeping in mind the principles of adult education and the possible special needs of the target group The whole course program is presented in class – 5 min The teaching presented in class is interesting and interactive The teaching program is using principles of adult learning The teaching program is meeting the time constraints – 15 min The task is submitted in Moodle on time The task is presented in class 	1 1 1 1 1 2 1 1 1
Homework No 2. Written assignment: How open education can support adult education?	<ul style="list-style-type: none"> One of the dimensions is chosen 3 documents or theoretical papers are analysed Analysis is 800 words long (excluding title page and list of references) Analysis is prepared in a clear and argumentative way (includes quotes, and your ideas supporting or opposing those quotes) In-text citations and a reference list follow APA regulations The task is submitted in Moodle on time Peer's assignment is reviewed on time The task is presented in class 	1 1,5 1 2 1 1 1 1,5
Exam	Online exam (set of open-ended and closed questions)	
Total:	100 %	

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

Please feel free to contact the course teacher whenever you have doubts, concerns, or suggestions on how to make this course more relevant to the needs of the specific learners' group.

Let's dive in into this amazing learning experience!

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The study guide for the course Environmental Management

Teachers:

Assoc. Prof. dr. Rasa Pakeltienė (more information [CRIS](#))

Dr. Daiva Urmonienė (more information [CRIS](#))

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- describe the basic principles of business management, awareness of environmental management, the company management system, corporate social responsibility.
- characterise essence of cleaner production and the development of its benefits, organic products, to reveal core principles.
- identify environmental management systems, to define their certification incentives and benefits to the enterprise.
- describe the ecological significance of marketing in increasing environmental awareness, the ecological essence of customer loyalty behaviour.
- describe the essence of a modern waste management, management principles and techniques. Identify the causes of the ecological risks, to understand their forms of government.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

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The main course topics and assignments are:

Content (topics)	Study week	Meetings/lectures	Assignments
Introduction of the Course	Week 1	according to schedule F2F online	Task: ! Presentation on the topic "Why the environment management is important to me and to my country". Self-Assessment of Threshold Knowledge Assignment
Topic 1. Environmental management of the company	Week 2	according to schedule F2F online	Individual Tasks: 1. 1. The importance of environmental management: seven essentials 1.2. The essentials of the importance of environmental management in the company: explain your choice.
Topic 2. Cleaner Production Process Management	Week 3	according to schedule F2F online	! Presentation Individual Presentation 2.1. Case study of the companies in your represented country
Topic 3. Eco-design of the product	Week 4	according to schedule F2F online	! Presentation Individual Presentation 3.1. Infographics 3.2. Quick Guide to Sustainable Design Strategies

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Topic 4. Communication on the European Green-Deal	Week 5	according to schedule F2F online	! Discussion Discussion in writing 4.1. Criticism on European Green-Deal / Case study
Topic 5. Total Quality Management / Ecological marketing	Week 6	according to schedule F2F online	Self-Assessment of Threshold Knowledge Assignment
Course assignment	Week 7	according to schedule F2F online	! Game Game integrating course knowledge
EXAMINATION	DATE	online	ONLINE TEST

Online video meetings will take place online at

<https://openstudies.vdu.lt/study/mod/bigbluebuttonbn/view.php?id=13402>

During the course, you will have to perform **2** Individual Presentation, **1** team game, participate in discussions. Then you will have to pass the exam:

<i>Activities</i>	<i>Weight</i>	<i>Total of the final mark</i>
Individual Presentation	10 % each	20 %
Team game	20 %	20 %
Discussion	25 %	10 %
Exam	50 %	50 %
Total:	100 %	

Assignment criteria and weights

<i>Activities</i>	<i>Criteria</i>	<i>Weight of each criteria</i>	<i>Total weight of the activity</i>
Individual Presentation	- Content	4	10 %
	- Visualization	2	
	- Presenter	2	
	- Answers	2	

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Team game	<ul style="list-style-type: none"> - Each group member identifies at problems and solutions - group establishes a collaborative document for development of joint discussion 	6 4	20 %
Discussion	<ul style="list-style-type: none"> - Content - Answers - Questions 	4 4 2	10 %
Exam	50 %	50 %	
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The **time the teacher will be connected is Thursday, at 14 – 15 CET.**

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well.

Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

Let's study, share and improve!

Organization of technology enhanced teaching and learning

Teacher: dr. Estela Daukšienė

Student study guide

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on our meeting and where to address if you face some important issues.

First, let's start from the course **learning outcomes**. After completing your course studies and performing all assignments you will be able to:

- Describe the main features of teacher and learner in online teaching, define the peculiarities of interaction and support systems in TEL;
- Plan and organize online teaching and learning in organizations, applying various methods and tools;
- Motivate learners while organizing TEL activities;
- To assess TEL organization and ensure its quality
- Actively participate in virtual activities and to organize them

Second, this course is prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, pre-class and in-class activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and practical application of more complex concepts, topics, examples, etc.

Learning material prepared consists of:

- literature for pre-class and in-class studies;
- descriptions of pre- and in-class activities;
- recordings of theoretical presentations with self-check activities and online consultations;
- graded assignments;
- discussion forums;
- additional interesting and useful literature.

Note: the difference between activities and assignments is – activities help you learn, assignments lead to the final grade of the course.

The following table explains how your learning outcomes and the planned activities and assignments are interrelated

LO	Pre-class activities	In-class activities
Describe the main features of teacher and learner in online teaching, define the peculiarities of interaction and support systems in TEL;	<ul style="list-style-type: none">- H5P recording with MC questions- Introductory activities for creating course community	<ul style="list-style-type: none">- Introductory activities for creating course community- Activity/discussion on today's teacher characteristics and roles – seeking to finalize the join profile- Group activity: Creating a list of arguments for teacher support, based on theoretical principals presented
Plan and organize online teaching and learning in organizations, applying various methods and tools;	<ul style="list-style-type: none">- H5P recording with MC questions	<ul style="list-style-type: none">- Discussion on the differences of the concepts- Using the provided template plan your assignments

Motivate learners while organizing TEL activities	- H5P recording with MC questions	- Activity: Motivate an online learner
To assess TEL organization and ensure its quality	- H5P recording with MC questions	- Activity in groups on the online course assessment
Actively participate in virtual activities and to organize them	- H5P recording with MC questions	- Participation in online learning week webinars - Assignment: Moderate discussion forum

The main course topics and assignments related to topics and dates are:

Topics	Week	Meetings online on Mondays at..	Activities/Assignments
Main course structure, topics and assignments. 1. Flipped classroom approach as the main method of learning in the course.	1	Date and time of introductory lecture...	Pre-class activity: - Introduce yourself in <i>padlet</i> (link provided in <i>Moodle</i>), following the questions indicated there In-class activities - Introductory game by answering to qs using the cameras - Discussion on the Introductory topic of (1) FC approach
<p style="text-align: right;">Post/pre-class activities</p> <p>- Getting to know each other: provide a comment in the padlet for a student intro</p> <p>- Watch the H5P recording with MC questions no topic 2</p>			
2. Main concepts of TEL and Planning of TEL activities	2	Date	In-class activity - Discussion on the differences of the concepts - Assignment: Using the provided template plan your assignments (select the activities that would lead to your active participation; mark the deadlines in the calendar) Submit the Assignment 1 in Moodle (individually, by ... the latest)
3. Teaching online peculiarities	3	Date	Pre-class activity - H5P video on how to prepare a good presentation - Select the time for your presentations In-class activity - Discussion on the topics for presentations, their relations to webinars, planning peculiarities
4. TEL methods: active vs passive	4	Date	Pre-class activity - H5P video on how to TEL methods In-class activity

Topics	Week	Meetings online on Mondays at..	Activities/Assignments
			<ul style="list-style-type: none"> - Separating active and passive T&L methods, providing examples for them
5. Interaction and interactivity. Communication between teacher and learner online	5-7	Date	Pre-class activity <ul style="list-style-type: none"> - H5P video on what is the difference of interaction and interactivity In-class activity <ul style="list-style-type: none"> - Assignment: Students' presentations on...dates
6. The moderation of TEL activities	8	Date	Pre-class activity <ul style="list-style-type: none"> - H5P video on how to select a good topic for discussion and how to moderate it In-class activity <ul style="list-style-type: none"> - Discussion on peculiarities of moderation - Assignment: Create an online discussion forum - Assignment: Participate in colleagues discussion forum <i>Note the deadlines in Moodle</i>
7. The role of the teacher in the online course	9	Date	Pre-class activity <ul style="list-style-type: none"> - H5P video on teacher as facilitator role - Assignment: Moderate your own discussion forum In-class activity <ul style="list-style-type: none"> - Activity/discussion on today's teacher characteristics and roles – seeking to finalize the join profile
8. The importance of motivation in online teaching	11	date	Pre-class activity <ul style="list-style-type: none"> - H5P video on how to motivate a learner in online activity In-class activity <ul style="list-style-type: none"> - Motivate an online learner - Discussion on their own motivation to learn and the challenges faced
<i>Participation in online learning week webinars (dates to be confirmed)</i>	12-13	date	Pre/post-class activity <ul style="list-style-type: none"> - Reflection in blog on the webinars (optional for Assignment 4)
9. TEL support systems	14	date	Pre-class activity <ul style="list-style-type: none"> - H5P video on support systems and types In-class activity <ul style="list-style-type: none"> - Group activity: Creating a list of arguments for teacher support, based on provided questions

Topics	Week	Meetings online on Mondays at..	Activities/Assignments
10. Quality assurance of online courses	15	date	Pre-class activity - H5P video on quality assurance of online course In-class activity - Activity in groups on the online course assessment following provided tool

The link to video-conferencing room - ...

The final grade includes these assignments:

Assessment of learning (course assignments leading to final grade)	<i>Grade</i>	Weight	<i>Total</i>
1 assignment – the plan	10	10%	70 %
2 assignment – the presentation (midterm)	10	20%	
3 assignment – forum moderation	10	20%	
4 assignment – active participation (at least 6 “in class” activities)	10	20%	
Exam (online test)	10	30 %	30 %
Total	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. If you prefer synchronous consultations, please register for them in Moodle. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well (Reflections may be submitted as part of the Assignment 4). Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

Let's study, share and improve!

Project “Activating Students in Online Classes” 2020-1-PL01-KA226-HE-096358

Vytautas Magnus University

The study guide for the course Non-formal adult learning

Teacher: prof. Margarita Teresevičienė

Prof. Margarita Teresevičienė is the researcher of the Innovative Studies Institute at Vytautas Magnus University. Her research area: adult learning, recognition of prior learning, technology enhanced learning. She has acted as expert in the field of adult education Ministry of Education, Sports and Science, Republic of Lithuania; expert for Research Council of Lithuania. She is a President of Lithuanian Distance and e.learning (LieDm) association and member of Lithuanian Adult Education association.

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- be aware on the main strands of adult learning: policy documents, strategies and legal frameworks;
- Critical analyse non-formal adult education the legal framework and policy documents;
- Understand the assessment and recognition of non-formal and informal learning;
- Communicate and collaborate in a group;
- Seek information and plan non-formal adult learning activities

Second, this course (or topics x-y) are prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

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Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
Introduction and topic 1			
1. Introduction on the course and flipped class	Week 1	Aug. 25 (F2F)	Prepare for next meeting - watch video on adult learning (link is in the Moodle)
2. The concept of non-formal adult learning	Week 2	<u>Sept. 8</u> <u>19.00 – 20:30 CET</u> <u>(online)</u>	
3. Non-formal adult learning (AL) and social context	Week 3	<u>Sept. 22</u> <u>19.00 – 20:30 hour</u> <u>CET</u> <u>Sept. 29</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	Pre-class: Read indicated article and marking the most important points/arguments and questions. In-class: Discuss the article (everyone raises at least one point or question, demonstrating they have read the article).
4. Non-formal adult education policy	Week 4 - 5	<u>Oct. 06; 13</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	Pre-class: reading on policy documents and self check test in Moodle In-class: Prepare a group presentation on: - Which

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			public authorities are responsible for managing and regulating non-formal adult education? How do these responsibilities manifest themselves?
5. Adult participation in non-formal education and continuing education.	Week 6 – 7	<u>Oct. 20; 27</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	Pre-class: reading UNESCO documents on LLL. In-class: comments from the teacher and discussion with students
MIDTERM	Week 8	<u>Nov. 03</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	ONLINE TEST in Moodle
6. Motivation for learning, Adult learning accessibility	Week 9	<u>Nov. 10</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	Pre-class: Listening to assigned podcasts, watching movies and videos, learning facts about the non-formal AL
7. Adult learning capacities.	Week 10 - 12	<u>Nov. 17; 24</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	In-class: collaborative problem solving on adults motivation for learning; practically applying acquired knowledge
8 Financing non-formal learning	13 week	<u>Dec.13</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	Pre-class: readings on financing of non-formal AL and self check test in Moodle In-class: In a group, draw up a mind-map

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			outlining the directions for improving the financing of non-formal education.
9. Learning supply and demand models, their advantages and disadvantages.	14 week	<u>Dec. 08</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	Discussion with whole group.
10. Overview of the course	15 week	<u>Dec. 15</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	Feedback, reflections
EXAMINATION	DATE	<u>Dec. 22</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	ONLINE TEST in Moodle

Online video meetings will take place online at MTeams

The dates for group work presentation:

Teamwork (group presentation on Non-formal AL policy) – **Oct. 13, at 19.00 hour CET**

Practical task 1 (collaborative problem solving). **Nov. 24, at 19.00 hour CET**

Practical task 2 (mind-map outlining the directions for improving the financing of non-formal AL) - **Dec. 13 at 19.00 hour CET**

During the course, you will have to perform 5 pre-class activities, and prepare **2** practical tasks in groups and **1** team work. Then you will have to pass mid-term test and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
2 practical tasks	10 %	20 %
teamwork	30 %	20 %
mid-term	20 %	20 %
exam	40 %	40 %
Total:	100 %	

Assignment criteria and weights

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Assignment	Criteria	Weight of each criteria	Total weight of the activity
Teamwork – group presentation	<ul style="list-style-type: none"> - Group establishes a collaborative document for development of joint presentation - The presentation is uploaded on Moodle. - Group presentation is made including every group member - Every group member contribute with ideas Which institutions run non-formal adult education in the countries? Are non-formal adult education services also provided by formal education institutions? - Group develops the joint presentation on which public authorities are responsible for managing and regulating non-formal adult education? - Pictures are included 	<p>2</p> <p>1</p> <p>1</p> <p>2</p> <p>3</p> <p>1</p>	20 %
Practical task 1 (collaborative problem solving).	<ul style="list-style-type: none"> - Decisions on adults motivation for AL are indicated; - acquired knowledge from readings are practically applied; - Various target groups of adults are analysed. - The presentation from the group is uploaded on Moodle. 	<p>1</p> <p>1</p> <p>2</p> <p>1</p>	10 %
Practical task 2 (group work). Mind mapping.	<ul style="list-style-type: none"> - Trends on financing of non-formal AL are identified and marked as categories in the mind map; - Social, political and responsibilities are described by sub-branches in the mind map; 	<p>2</p> <p>1</p> <p>1</p>	10 %

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mind-map outlining the directions for improving the financing of non-formal AL)	<ul style="list-style-type: none"> - The levels of financing are included and described - The mind map is presented online, using digital tool 	1	
Mid-term	20 %	20 %	
Exam	40 %	40 %	
Total:	100 %		

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You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

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Vytautas Magnus University

The study guide for the course

Research Methods in Linguistics (4 ECTS)

Teacher: Jūratė Ruzaitė (ORCID: 0000-0002-4519-8087; <https://www.vdu.lt/cris/cris/rp/rp00182>)

Email: jurate.ruzaitė@vdu.lt

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

Introduction

During the course, students will be introduced to qualitative, quantitative, and mixed methods approaches to research in general, as well as to specific data collection techniques in different traditions, including interviews, observation and ethnography, transcription of discourse data, and corpus data. Students will have the opportunity to gain direct experience with several data collection procedures and will also read and discuss published studies utilising different types of methods.

Objectives and learning outcomes of the module

On successful completion of this module, you will be able to:

- Understand how to develop research questions/objectives and methodology in language studies;
- Define a real-life problem that is worth analysing from the perspective of linguistics;
- Understand issues of informed consent and ethical review in linguistic research;
- Understand different types of language-related research and principles of data collection, analysis and interpretation;
- Design and carry out an empirical research project in linguistics;
- Present research results orally and in writing.

Schedule

Lecture	t.b.a.	t.b.a.	t.b.a.	t.b.a.
Seminar	t.b.a.	t.b.a.	t.b.a.	t.b.a.

Grading

Midterm – 30 %; Final exam – 50 %

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Tasks to be completed

Individual work and seminar activities (20 %)	In-class activities: will be done during the seminars and will not be graded ; no submissions are required.	
	Assignments to be submitted on Moodle	Pre-class activities (10%): minimum 5 assignments need to be completed to get the top grade
		Post-class activities (10%): <ul style="list-style-type: none"> - Formulating the problem - Formulating the goal - Research questions / objectives - Identifying the research gap (lit review) - Describing the data - Describing the approach(es) to data analysis
Midterm (30 %)	Research design of a small-scale study. On the day of the midterm exam, you will have to hand in a 4-6-page research proposal. The exact contents of your research proposal will depend in large part on the type of the study you choose to design, but in general it should outline your research: the problem you intend to address, goal, scope of analysis, research questions, types of data, and main research approach(es). You will choose the topic for your research proposal during the first two weeks of the semester.	
Final Exam (50%)	Written research report: the research needs to focus on the same topic as the one that you chose for the Midterm Exam (for more specific requirements, see Moodle).	

Syllabus

Week	Day	Topic	Readings from (2012)	Activities/Seminars
1	Feb 2	Introduction: Getting started (research area, problem, research questions); What can be researched?	Meyerhoff et al., Ch. 1; Wray & Bloomer, Ch. 1	In-class activity (Group work): Formulate problems and research questions; brainstorm for ideas
2	Feb 9	Developing a lit review	Slides	Pre-class activity: Interest survey In-class activity (Individual work): Search for prior research and summing up the main trends

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3	Feb 16	Types of data. Research designs: qualitative vs quantitative research.		Pre-class activity: On-line test on basic terms In-class activity: Exit ticket 3-2-1 Post-class activity: Formulate the problem and main goal. Register your topic.
4	Feb 23	Research designs (cont.)	Slides	Pre-class activity: Post 2 most confusing issues (Q&A forum) Post-class activity: Research questions / objectives
5	Mar 2	Ethical considerations	Meyerhoff et al., Ch. 3; Wray & Bloomer, Ch. 16	Pre-class activity: Test on the structure of the ICF In-class activity: Develop an informed consent form
6	Mar 9	Collecting data: Recordings	Meyerhoff et al., Ch. 6; Wray & Bloomer, Ch. 12	Post-class activity: Submit the informed consent form
7	Mar 16	Collecting data: Questionnaires & interviews	Wray & Bloomer, Ch. 14	Pre-class activity: Test on interviews and questionnaires In-class activity: Start developing a questionnaire
8	Mar 23	Collecting data: Observation	Wray & Bloomer, Ch. 15	Pre-class activity: Write down 5 keywords Post-class activity: Submit the questionnaire
9	Mar 30	Transcribing data. Using corpus data.	Meyerhoff et al., Ch. 7; Wray & Bloomer, Ch. 18 + 19	In-class activity: Prepare for an interview; do the interview
10	Apr 6	Midterm exam (t.b.c.)		
11	Apr 13	Approaches to data analysis	Meyerhoff et al., Ch. 12; Slides	Pre-class activity: Short quiz

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				In-class activity: Work on data samples (group work)
12	Apr 20	Approaches to data analysis (cont.)	Wray & Bloomer, Ch. 4	Post-class activity: Upload the recording and transcription of the interview
13	Apr 27	(Multimodal) Discourse Analysis	Wray & Bloomer, Ch. 6	Pre-class activity: Short quiz In-class activity: Analysis of multimodal texts
14	May 4	Statistics and your project	Wray & Bloomer, Ch. 20	Pre-class activity: Watch a video; post 2-3 confusing issues (Q&A forum) Post-class activity: Statistical tests
15	May 11	Computer-mediated communication	Wray & Bloomer, Ch. 11	Post-class activity: Analysis of Fb content
16	May 18	Project presentations		<i>Register for a time slot on Moodle</i>

Learning material is prepared to acquire these skills learning. It consists of:

- literature;
- records of presentations and online consultations in virtual learning environment;
- practical tasks;
- real time chat, discussion forums;
- additional interesting and useful literature.

Obligatory readings

Meyerhoff, M., Schlee, E., MacKenzie, L. 2015. *Doing Sociolinguistics*. London: Routledge.
Wray, A. & A. Bloomer. 2012. *Projects in Linguistics and Language Studies*. 3rd ed. London: Hodder Education.

Additional readings

Johnstone, B. 2000. *Qualitative Methods in Sociolinguistics*. Oxford University Press.
Litosseliti, L. (ed.). 2010. *Research Methods in Linguistics*. London: Continuum.

Meetings and consultations. I would enjoy meeting with each one of you during the semester. Time slots for regular consultations will be announced on Moodle. If you want to discuss some issues dealt with during the course or if you need a consultation, you can sign up for a time slot in the online

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schedule. If you would like to arrange a different time, feel free to contact me by email (jurate.ruzaitė@vdu.lt).

Submission of assignments. Tasks that are NOT submitted by the deadlines set by the teacher will not be accepted or evaluated. Tasks that are not completed according to the course requirements will not be accepted either.

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Vytautas Magnus University The study guide for the course SPANISH LANGUAGE A1

Teacher: lecturer Rima Sabaliauskienė

Short presentation

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- use lexical units, grammatical structures, pronunciation and intonation patterns appropriate to level A1;
- read and understand simple texts, dialogues, e-mails, postcard text, simple informative texts;
- understand very short, adapted audio and video recordings, simple instructions, phrases and commonly used words related to the basic needs;
- speak about common everyday topics using very simple phrases;
- ask simple questions on familiar topics about basic needs and answer such questions;
- briefly and simply describe oneself and one's environment; to write a short postcard; to fill in simple forms.

Second, the topics 9 and 11 of this course are prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main vocabulary and grammar before our meeting, where in-class activities guide you in deeper learning and practising this vocabulary and grammar constructions in everyday life situations.

Learning material is prepared to acquire these learning skills. It consists of:

- ✓ course book and exercise book;

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- ✓ written and video material for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful activities.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
<p>1. Introduction and topic 1. Introduction on the course and flipped class</p> <p>UNIDAD 1. Introduction, getting to know each other, personal information. Alphabet, pronunciation rules, accentuation. Personal pronouns. Verb SER. Numbers 1-10. Indicative article, noun gender and number.</p>	Week 1	<p>Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle</p>	
<p>2. UNIDAD 2. Personal information (country, nationality, hobbies, spoken languages, age, date of birth); date-months and seasons. Group I of regular verbs, verb TENER, numbers up to 30, negation, indefinite article, interrogatives ¿quién?, ¿por qué?...</p>	Week 2-3	<p>Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle</p>	Written assignment
<p>3. UNIDAD 3. Occupations and jobs, studies, group II and III of regular verbs, verbs <i>estar</i> and <i>hacer</i>, demonstrative adjectives, use of the preposition <i>en</i>, days of the week, colours.</p>	Week 4	<p>Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday –</p>	

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		asynchronous lectures on Moodle	
4. UNIDAD 4. Talk about tapas, ordering at the bar, expressing wishes and preferences, buying food, food packaging and units of measure, talking about dishes: what they consist of, numbers up to 100, talking about addresses - ask and answer where you live. Plural indefinite article, verb GUSTAR.	Week 5	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	Oral assignment Dialogue exchanging personal information
5. UNIDAD 5. Family and marital status, human appearance and character, possessive adjectives (my,your...), verb LLAMARSE, questions ¿cuánto?, ¿cuándo?, adjective gender and number	Week 6	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	
6. UNIDAD 6. Talk about your neighbourhood, ask and answer what is/isn't in your city, ask/answer where a city object is, talk about addresses, means of transport. Use of the verbs HAY and ESTAR, prepositions A and DE, use of irregular verbs IR and PODER. Use of MUY and MUCHO.	Week 7	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	
MIDTERM	Week 7-8	In class	WRITTEN
UNIDAD 7. Talking about daily activities, talking about daily routines, schedules; asking and answering what time it is; saying how often you do something; talking about leisure time.	Week 8	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday –	

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Stem-Changing Verbs in the Present Tense (O-UE, IE, E-I), irregular verbs with a change in the first person, use of <i>antes</i> and <i>después</i> .		asynchronous lectures on Moodle	
7. UNIDAD 8. Talking about what interests you, what you like, expressing approval, disapproval; booking a hotel room; talking about the past. Use of indirect object pronouns, <i>gustar</i> and <i>encantar</i> , pretérito perfecto.	Week 9	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	
8. UNIDAD 9. Talking about clothes, their colours, materials, buying in a shop, ordering in a restaurant; asking for something. Prepositions <i>a</i> and <i>de</i> , numbers from 100, demonstrative adjectives, use of <i>otro</i> and <i>más</i> , sentences with the conjunctions <i>que</i> and <i>donde</i> , direct object pronouns.	Weeks 10-11	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	Pre-class: watching video on Youtube and self-check exercises for vocabulary practice self-check test in Moodle In-class: collaborative activities in groups Oral assignment in groups (buying clothes or ordering food in a restaurant)
9. UNIDAD 10. To talk about plans and intentions; to talk about the weather; to make, accept or reject an offer; to arrange a meeting; to express necessity; to describe a place. Use of <i>IR+A+infinitive</i> , to talk about the future, use of <i>quedar</i> and <i>quedarse</i> , use of <i>tener que+infinitive</i> , verb <i>CONOCER</i> .	Week 12	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	
10. UNIDAD 11. Describe the housing; evaluate and compare; ask for the address; give directions to get from	Week 13	Monday, Tuesday, Thursday, Friday 8.00-8.45	Pre-class: video on Youtube

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one place to another. Constructions used to express evaluation <i>¡qué+más+adjective</i> , higher and highest degrees of an adjective, verb SEGUIR.		or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	Self-check exercises for vocabulary practice In-class: collaborative activities in pairs asking and giving directions Oral assignment in pairs (asking for directions and giving instructions)
11. UNIDAD 12. Talking about major life events; talking about the past; inviting someone to a party and responding to the invitation; evaluating skills. Pretérito indefinido, complemento directo, use of SABER and PODER.	Weeks 14-15	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	
EXAMINATION	DATE	In -class	WRITTEN

Online video meetings will take place online. The link is provided in Moodle.

The dates for Moodle, oral and written assignments:

On Wednesday you will find a task with new material and a test. The test should be done until the date indicated in Moodle.

Written assignment 1: 23 February.

Oral assignment 1: 9-10 March. One week before, please choose your time and register in Moodle scheduler.

Midterm: the date will be announced two weeks before.

Oral assignment 2: 24-25 April. One week before, please choose your time and register in Moodle scheduler.

Oral assignment 3: 9 May

During the course, you will have to perform 2 pre-class activities, and prepare 3 oral assignments. Every Wednesday you will have to read or watch new material on Moodle and to do a test. Then you will have to write one written assignment and pass mid-term and the exam:

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<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
3 oral assignments	10 % each	30 %
1 written assignment	10 %	10 %
14 Moodle tests on Wednesdays		10 %
mid-term	20 %	20 %
exam	30 %	30 %
Total:	100 %	

Assignment criteria and weights

<i>Assignment</i>	<i>Criteria</i>	<i>Weight of each criteria</i>	<i>Total weight of the activity</i>
Oral assignment 1	<ul style="list-style-type: none"> - Use of vocabulary (using words not only from past material, but also adapting new ones to fit current information) - Grammar (correct use of past grammatical structures) - Fluency - Relevance of the content to the requirements of the task - Correct pronunciation, accentuation and intonation 	2 2	10 %
Oral assignment 2 and 3	<ul style="list-style-type: none"> - Use of vocabulary (using words not only from past material, but also adapting new ones to fit current information) - Grammar (correct use of past grammatical structures) - Fluency - Relevance of the content to the requirements of the task - Correct pronunciation, accentuation and intonation 	2 2	10 % and 10%
Written assignment	- The score is 50 points		10 %
Quiz	- average of all test scores		10 %
Mid-term	20 %		20 %

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Exam	30 %	30 %	
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in synchronous way, answering your questions. The time for online consultations is indicated in Moodle scheduler, please register in at least one day before. The link to online consultations is provided on Moodle.

Let's study, share and improve!

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Vytautas Magnus University

The study guide for the course ***Group processes and dynamics***

Teacher: prof. Genutė Gedvilienė

Prof. G. GEDVILIENĖ works at the Department of Education and Politics, in the Academy of Education, Vytautas Magnus University. As a professor she is also a member of the VMU Senate and the Council of the Academy of Education, and a Chair of the Lifelong Learning Research Cluster Council. Research The research focuses on the development of general competences of adults, the problems of applying group learning methods, the dynamics of the group learning process, learning assessment and self-assessment at different institutional levels, development of interactive technologies. Conducting research on social and cognitive competences, social competences, teachers' needs for professional development. She is also a Member of the Board of the Lithuanian Adult Education Association, and a member of EDEN Digital Learning Europe and Lithuanian Distance and e-Learning (LieDM) Association.

After completing this course, students will be able to:

- explain the essential characteristics of group processes and group dynamics;
- characterize what is a collaborative group and team;
- formulate group learning aims and demonstrate collaborative group learning skills;
- describe social and cognitive development in collaborative group work;
- apply various collaborative group educational methods organizing adult education;
- evaluate collaborative group and team learning.

The course is divided into themes, with readings, slides and assignments for each theme. Some topics also contain additional literature for more detailed study. The readings are the core material of the course, presented in the Moodle virtual learning environment, and it is not necessary to search for others. The table gives more details on which topics are needed to be analysed in a flipped classroom approach and when. Slides based on the readings have been prepared and will be shown and discussed during the video lectures, commenting on the readings. They are intended to reinforce the material read. Students are expected to come to the videoconference meetings familiar with the readings. We will analyse the problematic points during the videoconference sessions. Self-assignments for some topics are designed to review and check that the material has been correctly understood. Throughout the semester, lectures and tutorials will be conducted using the TEAMS tool. Students are expected to participate in the videoconference sessions, organized as lectures or tutorials, to complete the assignments on time, and to express their thoughts in the discussion forum.

The course is delivered online in Moodle and meetings in Teams. The *learning materials in Moodle include:*

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Theoretical readings, documents, videos for flipped study before, during and for self-directed learning; descriptions and criteria for practical exercises to be carried out before and during lessons; videos and links to video material; requirements for project preparation; link to videoconferences, real-time discussions, discussion forums; links to readings, videos and various assignments.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
Introduction and topic 1			<i>In class activities:</i> intro and agreements
Topic 1 – Theoretical basis of collaborative learning in groups in flipped class: <ul style="list-style-type: none"> - <i>Historical origins of collaborative learning;</i> - <i>Classification and concept of the collaborative learning in flipped class</i> - <i>Collaborative groups characteristics and essence.</i> - <i>Group dynamics in collaborative learning in flipped class.</i> 	Week 1- 2	Febr. 1,8 <u>18.00 – 19:30</u> <u>(online)</u>	<i>Pre-class activities:</i> 1. Source analysis 2. Video review <i>In class activities</i> 3. Reflection and discussions on topic 1
Topic 2 – Collaborative learning processes and their characterization in flipped class: <ul style="list-style-type: none"> - <i>Collaborative learning in groups processes and their characterization.</i> - <i>Personality and group,</i> - <i>Collaboration and communication,</i> - <i>Relationships of collaborative groups, change and dynamics of relationships</i> - <i>Groups stage of development in flipped class</i> 	Week 3- 4	Febr. 15, 22 <u>18.00 – 19:30</u> <u>(online)</u>	<i>Pre-class activities:</i> 1. Source analysis 2. Video review <i>In class activities</i> 3. Reflection and discussions on topic 2
Topic 3 – Collaborative learning in groups learning aims formulation (academic and social) in flipped class: <ul style="list-style-type: none"> - <i>Collaborative learning aims of groups (academic and social) in flipped class.</i> 	Week 5 - 6	March 1,8 <u>18.00 – 19:30</u> <u>(online)</u>	<i>Pre-class activities:</i> 1. Readings from textbook 2. Reflect on readings using discussions points from end of chapter. <i>In class activities:</i>

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			3. Reflection and discussions on topic 3 and topics 1-3
MIDTERM	Week 7	March 15 <u>18.00 – 19:30</u> (online)	<i>In class activities/assignments:</i> Qualitative tasks and solving pedagogical situations
Topic 4 – The changes of social and cognitive abilities in collaborative learning in flipped class: <ul style="list-style-type: none"> - <i>Dimensions of social skills.</i> - <i>Change in cognitive abilities when working in collaborative groups.</i> 	Week 8- 9	March 22, 29 <u>18.00 – 19:30</u> (online)	<i>Pre-class activities:</i> <ol style="list-style-type: none"> 1. Read the textbook and listen to the video lecture. 2. Reflect on what you have read, using the discussion points at the end of the chapter. <i>In class activities:</i> <ol style="list-style-type: none"> 3. Reflection and discussions on topic 4 <i>Teamwork (group project) presentation – March 29</i>
Topic 5 - Collaborative learning design activities in the flipped classroom: <ul style="list-style-type: none"> - <i>Methods and variety of cooperative learning in groups (flipped design analysis).</i> - <i>The organisation of the collaborative learning process: selection of members, forms of organisation, evaluation of effectiveness.</i> - <i>Teachers' cooperative learning activities.</i> 	Week 10 - 12	<u>April 5, 12, 19</u> <u>18.00 – 19:30</u> (online)	<i>Pre-class activities:</i> <ol style="list-style-type: none"> 1. Reviewing and analysing readings from the textbook and video lecture. 2. Reflect on the readings using the discussion points at the end of the chapter. <i>In class activities:</i> <ol style="list-style-type: none"> 3. Creative work in remote groups.
Topic 6 - Collaborative learning in learning processes evaluation: <ul style="list-style-type: none"> - <i>Assessment methods of collaborative learning</i> 	Week 13 - 14	<u>April 26, May 3</u> <u>18.00 – 19:30</u> (online)	<i>Pre-class activities:</i> <ol style="list-style-type: none"> 1. Source analysis 2. Video review <i>In class activities:</i> <ol style="list-style-type: none"> 3. Reflection and discussions on topic 6 4. Presentations of 6 practical tasks.

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Overview of course topics, general discussion	Week 15	<u>18.00 – 19:30</u> <u>(online)</u>	<i>In class activities:</i> Discussions, reflection.
EXAMINATION	Date to be provided	<u>18.00 – 19:30</u> <u>(online)</u>	Open-ended and closed-ended test tasks

Online video meetings will be held online at the address provided in Moodle

Presentation of practical tasks:

1. Teamwork (group project). **March 29, 18:00**
2. **Practical task** (6 tasks are performed in groups on the principle of flipped classes). **April 26, 18:00.**

During the course, you will have to perform self-control tasks individually and in teams.

You will also have to complete mid-term and exam assignments (according to the due dates indicated in Moodle).

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
practical task	15%	15%
teamwork	20 %	20 %
mid-term	25%	25%
exam	40 %	40 %
Total:	100 %	

Assignment criteria and weights

Assignment	<i>Criteria</i>	<i>Weight of each criteria</i>	<i>Total weight of the activity</i>
Teamwork (group project).	- The team chooses a real-life problem and submits a project.	2	20 %
	- A mind map is used for project preparation to identify the problem. Presents all phases of the project.	2	
	- Presents all the steps and actions of the project development process.	2	
	- Provides used sources, links to video materials, practical activities.	1	

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	<ul style="list-style-type: none"> - Also provides useful schematics, pictures, photos, etc. various illustrations. - In the project, all team members present the container and the result of the project. - It also provides a timeline of team member activities. 	2 1	
Practical task (6 tasks are performed in groups on the principle of flipped classes).	<ul style="list-style-type: none"> - There is collaboration in the group. - Each member of the group withdraws to the performance of the tasks, then discusses together in the group. - Prepares a joint group presentation about 6 completed self-control tasks. - Each group submits a presentation to the system by the scheduled time. 	2 6 2	15 %
Mid-term	<ul style="list-style-type: none"> - Settlement of three topics on a practical basis. - Qualitative/reflective tasks are performed. - Pedagogical situations are solved. 	3 3 4	25 %
Exam	<ul style="list-style-type: none"> - Qualitative tasks from the topics 4-6 are performed. - Creative tasks are performed in connection with the analysed theory. - Reflective pedagogical situations are solved. 	3 3 4	40 %
Total:	100 %		

To achieve good study results, using an innovative flipped classroom method, involving technological digital elements, we need to understand and agree upon our responsibilities and roles in the study process:

The teacher undertakes:

- To conduct visible lectures (introductory and final lectures in the auditorium) and lead activities in videoconferences (the lecture plan is provided in the student handbook in the calendar)
- To provide consultations in the forum of virtual study environment Moodle, meetings in Teams, and extra pre-planned consultations on the agreed day or hour.

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- To evaluate all tasks and independent assignments submitted for evaluation in time;
- To organize colloquium and exam settlements.

The student undertakes to:

- To follow the activities that are presented in the student handbook with the aim of informing the teacher if you fail to access study materials.
- To consult with the teacher about the study content.
- To complete all tasks in time or to inform the teacher within a week before the task deadline, if there is no possibility to complete tasks in time.
- To participate in settlements in an obvious way or agree on individual participation with the course teacher no later than 2 weeks before the settlement date.
- Independently and consistently perform all tasks.
- Participate in individual, pair and group activities and discussions, during the videoconference meetings (lectures).

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