



Curriculum

Training curriculum for blended learning course

Training Online4EDU – Online Collaboration Tools in Education

07.08.2016

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Short description of the project

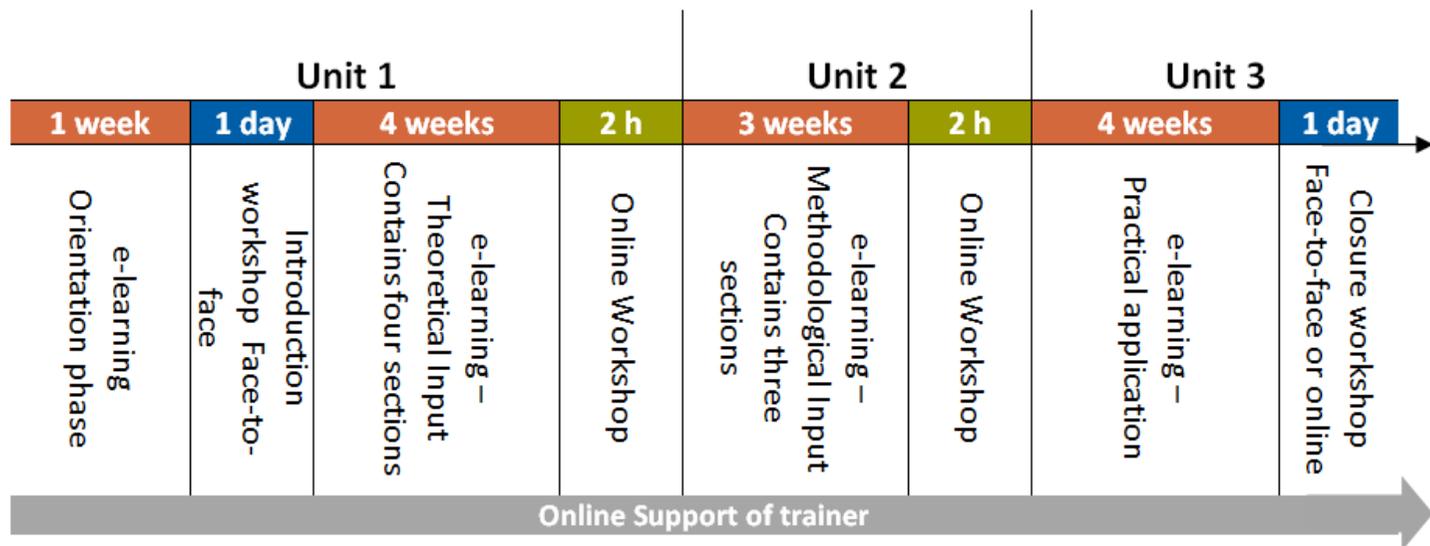
The project Online4EDU introduces online collaboration tools in education by providing a blended learning course for teachers. Five partner organizations from Estonia, Latvia, Lithuania, Germany and Ireland are involved in creating and establishing a training that complies with ECDL Online Collaboration certification test. The project is founded within the Erasmus+ program of the European Commission. LIKTA coordinates the 24 month lasting project from September 2014 till the end of August 2016.

The objective of the project Online4EDU is to support teachers in applying more digital media in everyday school life. Online collaboration tools can thereby enrich teaching and learning in all school subjects, and help teachers to find, create and organize new and up-to-date learning materials. The project Online4EDU will therefore create a blended learning concept that facilitates online collaboration tools for school teachers of primary, lower and upper secondary and vocational schools. Therewith a training opportunity for teachers, that meets their knowledge and skill-needs, will be created. It will further support them in integrating wikis, online share and learn platforms into their lessons. The blended learning concept will also prepare teachers for the ECDL Online Collaboration certification test. Cross-references are provided in the curriculum's learning objectives to specific elements of the ECDL / ICDL Online Collaboration Syllabus Version 1.0 in order to assist preparation for this certification test.

Timeline of blended learning course

This timeline shows the chronological structure of the blended learning course. The three colours represent different types of curricula that represent

-  Independent online learning supported by a trainer / E-tutoring
-  Face-to-face training
-  Online workshop moderated by trainer



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Requirements for participants

Participants need to have basic media literacy competences including knowledge of creating, sending and receiving Emails. It is mandatory for participants to have an own email account. Prior knowledge about online collaboration tools is not obligatory. The course introduces online collaboration tools from a basic level and assists the participants in achieving advanced knowledge about online collaboration tools. Nevertheless, participants must be willing to work with recommended tools and applications such as Skype and Google.

Participants must be teachers in primary, secondary or vocational schools. An important part of the course will involve daily work of teachers such as preparation of lessons, teaching with and teaching about online collaboration tools. The course will offer examples for application and animates the teachers to implement the acquired knowledge and skills.

Learning outcome

By taking the blended-learning course, participants will acquire advanced knowledge about online collaboration and its tools as well as methods of applying online collaboration tools in education. The successful participation of the ECDL-Test (European Computer Licence) is one of the main objectives of the course. Therefore, after completing the course, participants will

- ⇒ Know concepts of online collaboration, benefits and risks.
- ⇒ Know how to set-up online collaboration tools and what settings must be considered.
- ⇒ Know common online collaboration tools and their usage.
- ⇒ Know how to use online collaboration tools on mobile devices.
- ⇒ Know how to prepare school lessons with online collaboration tools.
- ⇒ Know how to teach with online collaboration tools.
- ⇒ Know ways to teach about online collaboration tools (optional).

Trainer Methodology

This methodology for trainer explains all specifications and requirements for the blended learning course and offers guidance for trainers along the course. The following pages contain information about the online learning course and its structure as well as requirements and tips for trainers to train and support the participants during the course. Trainers can learn more about the idea behind the structure and what the course expects from them. The course is based on the idea that the trainer guides the self-learning process of the participants and supports the group working processes. If issues are not covered by this methodology, trainers are invited to contact at any time the coordinator of the course in their respective country. The methodology is organised in three parts. Firstly the structure of the course and of the sections will be explained, then criteria for passing the sections and the complete course will be elaborated and finally guidelines for the task of supervision will be added.

Structure of the blended learning course

This course follows a blended learning concept combining online and face-to-face learning methods. Three different parts of the course interconnect to an extensive course giving participants insight to the broad topic of online collaboration tools. The **face-to-face training** in the beginning of the course establishes trust and motivation by offering the participants to get to know each other, introducing the trainer and familiarise with the topic. Before the face-to-face meeting, participants have one week to become familiar with the e-learning environment and conduct self-assessment tests in order to evaluate their level of knowledge and their learning type. During the face-to-face training participants are welcome to state difficulties with the e-learning environment so that all problems are clarified when the online training starts. The face-to-face training offers also the chance to identify with the project and organise the participants into groups on the basis of before identified knowledge level (Barometer).

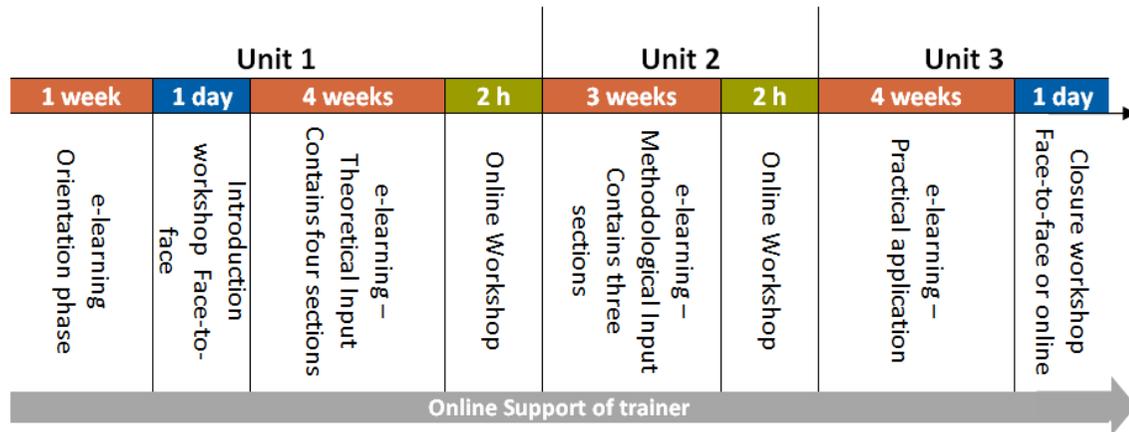
The **online training** starts after a short orientation phase and accompanies the participants for more than three month. In this time the participants learn about online collaboration tools by using them as e-learning tools like Moodle and Google Calendar. In this phase participants solve assignments both in individual work and in their groups. The latter intensifies the work with online collaboration tools.

The online learning phase is separated by two **online workshops** which cover three critical aspects of online learning. Firstly, the workshops are meeting points on the path of learning “alone” in front of the computer and offer exchange and new motivation. Secondly, participants and trainers get the opportunity to share experience and problems with content of the course as well as organisational or technical difficulties. And thirdly, the online workshop offers a third learning method giving the opportunity to

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teach with audio and video communication. Thus, some content can be facilitated in the online workshop and will not be part of the online content again.

The following timeline shows the chronological structure of the complete blended learning course. The three colours represent different types of curricula.



-  Independent online learning supported by a trainer / E-tutoring
-  Face-to-face training
-  Online workshop moderated by trainer

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Structure of units

The blended learning course is organised in three units that are each based on different methodological concepts according to the content that is facilitated. The overall structure of the units is similar in order to provide participants with a consistent learning experience.

Unit 1

In unit 1 the participants learn the technical aspects of online collaboration tools. Therefore, this unit emphasises on a chronological structure that meets the participants on a basic level and provides knowledge on all competences that are important for both the attendance of unit 2 and especially for the ECDL Online Collaboration certification test. Unit 1 is framed by a face-to-face training in the beginning and an online presence workshop at the end of the online learning sections. Some of the content of Unit 1 will be already discussed in the face-to-face training others in the online workshop. The blended learning concept offers the opportunity to present and apply various tools already in unit 1 so that the participants learn about online collaboration tools by using them. For instance, the essential learning environment is the e-learning platform which is as well part of the content in unit 1.

Requirements for supervision: Unit 1 is demanding in regard to the content and at the same time farthest away from the daily work of teachers. Therefore, it is essential that trainers support and motivate participants strongly. Furthermore, participants learn in unit 1 to work with online collaboration tools what can be best learned in groups. The trainer has, therefore, to promote group work and coordinate it, if necessary. It is essential for the whole course that the participants identify both with the Learning objectives of the course and with their respective groups in order to stay motivated and stay in the course until the end.

Passing criteria for unit 1: All four sections are mandatory and have to be finished before starting unit 2 (exceptions can be made by the trainer if necessary). Each section offers several tasks concerning respectively one learning aim. In order to finish and pass a section the participants have to choose and process one task individually, and choose and process one task in group work. The two tasks should not be the same.

Time investment: Unit 1 is designed for four weeks in total, one section per week. The estimated time investment for participants per week is two to three hours; the estimated time investment for trainers is two hours per day.

Unit 2

Unit 2 provides not technical but methodological learning content. Here the acquired technological knowledge about online collaboration tools is complemented by pedagogical ways of applying them in three different directions: firstly participants learn how to use online collaboration tools for the preparation of their work and how to collaborate with colleagues; secondly, the focus is put on collaboration with students and teaching with online collaboration tools; thirdly, participants learn to teach their students about online collaboration tools. Section 1 and section 2 are mandatory for all. Section 3 is additional for participants who are interested in learning how to teach about online collaboration tools and can implement the competences in their lessons. The unit is completed by a online presence workshop which provides space for the participants to clarify open issues and sum up the online course before starting with the project work.

Requirements for supervision: It is again especially important to give a feeling of shared identity and togetherness to the participants so they will not get the feeling they learn “alone” in front of the computer. Communication and exchange will be very important and must be promoted by the trainers.

Passing criteria for unit 2: Section 1 and section 2 are mandatory and have to be completed before starting unit 3 (exceptions can be made by the trainer if necessary). Section 3 is additional. Each section offers several tasks concerning respectively one learning aim. In order to finish and pass a section the participants have to choose and process one task individually, and choose and process one task in group work. The two tasks should not be the same.

Time investment: unit 2 is designed for three weeks in total, one section per week. The estimated time investment for participants per week is two to three hours; the estimated time investment for trainers is two hours per day.

Unit 3

Unit 3 stands out as praxis unit in which the participants have to apply their acquired knowledge in group work while no more content is facilitated. The participants will work together in groups on specific projects in which they use their knowledge and skills to develop their own project with online collaboration tools.

Requirements for supervision: In this unit the participants work autonomously in their groups. The trainer must be present for questions and answer within 24 hours. Trainers must offer continuously support via email and forum. He / she will have a first impression of developed concepts when participants upload the results before the closure training.

Passing criteria for unit 3: In order to pass the project work, participants have to upload their project concepts (e.g. documents, video, PPT-presentation, podcast) in order to prepare for the presentation at the closure workshop.

Time investment: unit 3 is designed for three weeks in total. The estimated time investment for participants per week is two to three hours; the estimated time investment for trainers is two hours per day.

Assignments and passing criteria

Collaboration assignments: Some of the assignments require a great amount of discipline and cooperation skills. The participants are expected to be willing and able to work together in order to finish the assignments. Especially at the beginning it might be hard for the participants to fit into their roles and initiate collaboration among each other. If this is the case, the trainer should intervene by asking one of the participants to initiate the collaboration or by initiating it by him- or herself. The latter might be only necessary when the participants are not able to initiate the collaboration because they do not feel familiar enough with the respective tool.

Criterion for passing the course and be permitted to the ECDL Online Collaboration certification test is to pass all three units. Each unit has different demands. Passing criterions must be clear to the participants from the start. 75% of all required tasks have to be fulfilled including the presence at the two face-to-face workshops.

Face-2-Face Training

The first face-to-face training is essential in a blended learning concept in order to explain and clarify all aspects of the course, introduce to and inspire participants for the courses content as well as establish a group identity for better motivation during the whole course. Therefore it will be held during or at the end of the orientation phase and before unit 1 starts. The final face-to-face training provides opportunity to three relevant aspects of the course: firstly, the results of the project work in unit 3 will be presented (mandatory to pass the course) by the groups and evaluated by the trainers. Secondly, the participants can utter opinions about the course and thirdly the ECDL Online Collaboration certification tests will be discussed and last issues will be clarified.

Online presence workshop

The online learning phase is separated by two **online workshops** which cover three critical aspects of online learning. Firstly, the workshops are meeting points on the long way of learning “alone” in front of the computer and offer exchange and new motivation. Secondly, participants and trainers get the opportunity to share experience and problems with content of the course as well as organisational or technical difficulties. And thirdly, the online workshop offers a third learning method giving the opportunity to teach with audio and video communication. Thus, some content can be facilitated in the online workshop and will not be covered again in the e-learning part. The online presence workshops belong to the unit before that means only unit 1 and unit 2 have an online workshop while unit 3 closes with the final face-to-face workshop (that can be also held as longer online workshop, if resources require this).

The role of the trainers in the online workshops is similar to the one in the face-to-face training.

Requirements for online supervision

The concept of supervision in the online learning phase is active supervision. That means that the trainers not only react when addressed by the participants but also address participants without request by commenting their contributions in the forums or even initiate discussions. In order to guarantee a lively communication between the participants, the trainer must use posts and interesting topics in the forums. The support of the participants is essential in this phase therefore the trainers must answer, especially in the beginning, to all private or public requests or comments that are made by the participants within 24 hours. When a participant posts a contribution in a forum the trainer must answer it by encouraging also the others to contribute. Only then the participants will learn how the communication should operate in the online learning phase.

Motivation of participants

Motivation is essential in online learning. In order to motivate the participants the trainer must write a message or a forum post once a week. Participation in forums and chats, announcements of important tasks or extra-curricular topics or the decrease of submitted assignments can be topics for these messages. If one participant reduces his / her participation in the course, the trainer must contact him / her personally in order to learn the reasons and offer support.

Communication with participants

The e-learning platform provides several ways to communicate with participants: private messages that can be received as email, open forums and chats. Each tool can be appropriate to achieve different objectives. When you see that a participant is not as active as he or she should, a private message is appropriate. It is important that the participants get the feeling that the trainers are always reachable, that means the trainers must answer within 24 hours to messages from the participants and posts in forums as well as provide feedback to assignments.

Monitoring of learning process

Follow the advances of the participants in a table (provided by us) and report the process in the beginning of each week. Participants have to fulfil criteria to pass sections, units and the whole course. Therefore continuously monitoring of submitted tasks and participation in forums, presence in workshops is obligatory. The table will keep track of the process and achievements of participants.

Devices, tools and applications

The trainer is obliged to be familiar with most of the online collaboration tools that are taught in this course in order to be able to answer questions and provide support if he / she realises that it is needed. Therefore the trainers should already have internalized the learning content of the course bevor the course starts.

When participants do not have devices like a smartphone with internet access they will be asked to practice with a device of a friend, colleague or family member. In general the learning material provides with screenshots, tutorials, online workshops and readings enough content, also if the participants is not able to practice with a device. When participants do not want to use specific tools or applications, the trainer must give alternatives. Following applications are essential for the course and cannot be changed for another tool: Google Calendar, Google Mail, Google Drive. In that case, the trainers must respond to the concerns of the participants and try to overcome them.

Blended Learning Curriculum

Unit 1			Unit 2		Unit 3	
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	F2F
Orientation Phase Time schedule: 1 week Start Date: 07.01.2016 End Date: 14.01.2016						
Learning objectives		Learning content		Methods / Tools		Tasks / Assignments
Introduction to e-learning platform Participants get to know the e-learning platform and set up own profile;		Introduction to e-learning platform <ul style="list-style-type: none"> • Use access data log-in to Moodle • Set up of own profile • Download curriculum summary 		<u>Moodle Profile</u> <u>Forum: Orientation Phase</u>		<u>Mandatory Task:</u> Create own profile and insert all important information and an up-to-date picture of yourself;
Identify challenges in the e-learning environment;		<ul style="list-style-type: none"> • Checking if every application of Moodle is clear to use. • Writing down problems that may occur in order to answer them in the Face-to-face meeting. 		<u>Moodle Platform</u> Participants become familiar with the course's e-learning platform by trying out by themselves and note down and ask problems and other issues.		<u>Additional Task:</u> State questions and issues regarding the Moodle platform in the forum or ask the trainer personally.
Explication of the course structure P. get familiar with structure of the course.		Introduction to structure of the course <ul style="list-style-type: none"> • Overall structure: three units with different orientations. • Structure of the units: sections and online workshops. • Structure of sections: material and assignments. 		<u>Timeline of blended learning course</u>		<u>Additional Task:</u> State questions and issues regarding the structure of the course in the forum or ask the trainer personally.

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<p>Requirements P. get to know all requirements to pass the course and the ECDL and how much time investment is necessary.</p>	<ul style="list-style-type: none"> • Requirements to pass a section. • Requirements to pass the course and be allowed to take the ECDL Online Collaboration certification test. • Requirements to pass the ECDL Online Collaboration certification test. • Expected time investment per week in order to pass the course / pass the ECDL Online Collaboration certification test. 	<p><u>Reading:</u> Requirements of the course</p>	<p><u>Additional Task:</u> State questions and issues regarding the requirements of the course in the forum or ask the trainer personally.</p>
<p>Self-Assessment Better knowledge of own skills regarding online collaboration tools.</p>	<ul style="list-style-type: none"> • Participants assess their own knowledge about online collaboration tools. • Assessment of experience with e-learning. 	<p><u>Barometer:</u> <u>Optional:</u> Test about learning types: http://www.lerntyptest.de/lerntypentest.html</p>	<p><u>Mandatory Task:</u> Complete the Barometer and publish the result of the learning type test in the forum. Results of the group will be analysed for the F2F-training.</p>

Unit 1				Unit 2		Unit 3	
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	e-learning	F2F
Kick-off training: in total 8 hours (9 am to 5 pm) Meeting after the orientation phase. But participants will still have time to fulfil tasks from orientation phase if they did not do it before.							
Time - schedule	Topic	Learning objectives / promoted competencies	Approach / learning content		Material usage	Remarks / Comments	
15 min.	Welcome and get-to-know	Participants get to know each other and the trainers.	Welcome and introduction round <ul style="list-style-type: none"> Welcome of the participants Introduction of trainer Introduction of participants with the question: Why do you want to participate in the course? What are your expectations for today / for the course? 		Plenum PPT	Participants get badges on which they will write their own name. Optionally participants play a game to get to know each other better and gain a feeling of familiarity.	
10 min.	Introduction of agenda	P. familiarise with the agenda of the day.	<ul style="list-style-type: none"> Presentation of agenda for this day Organising coffee breaks 		Plenum PPT	Participants can state questions or if anything is missing.	
45 min.	Introduction into the topic of “online collaboration tools”	P. familiarize with technical basic knowledge in order to use tools independently.	Introduction to the topic of “online collaboration tools” <ul style="list-style-type: none"> Definition of online collaboration What different types of tools do exist? Research in Groups of 3-4 participants <ul style="list-style-type: none"> What tools can you find for the different types? Research online / individual discussions about collaboration tools participants already know in your group three to five tools for each type that your group is responsible for. Participants write their results on cards, collect product videos in order to show them in the plenum afterwards. Results will be used in following activity. 		Plenum PPT Group work Digital devices with Internet access Cards	Participants should bring own devices. Groups can be found according to how the participants sit. In the further course the groups will be organised by counting in order to achieve that all participants work together once.	

60 min.	Linking course-topic to daily routines	P. will transfer aims of course for their professional/private situation.	<p>Questioning in plenum P. will reflect situations where they are using online collaboration tools: when do In which situation and for which tasks do you use the tools you have just identified?</p> <ol style="list-style-type: none"> 1. For own work organisation 2. For interaction organisation with students <p>Answers will be organised around the cards with identified tools on the flipchart by the trainer.</p> <p>Sum up</p> <ul style="list-style-type: none"> • Trainer completes information about social collaboration in schools. • Trainer asks what tools are best known and most interesting to learn more about for participants. Highlights stated tools on page in Google Docs or Padlet (https://de.padlet.com/) (link to docs can be uploaded later on Moodle). 	Plenum Flipchart Cards	
20 min.	Coffee break				
20 min.	Explication of the course structure	P. get familiar with structure of the course.	<p>Introduction to structure of the course</p> <ul style="list-style-type: none"> • Overall structure: three units with different orientations. • Structure of the units: sections and online workshops. • Structure of sections: material and assignments. 	Plenum PPT	
30 min.	Communication of course requirements and time investment	P. get to know all requirements to pass the course and the ECDL and how much time investment is necessary.	<ul style="list-style-type: none"> • Requirements to pass a section. • Requirements to pass the course and be allowed to take the ECDL Online Collaboration certification test. • Requirements to pass the ECDL Online Collaboration certification test. 	Plenum PPT	Information about ECDL test is provided by each ECDL national operator to participants when they register and at this point. This would include the benefits of certification

			<ul style="list-style-type: none"> Expected time investment per week in order to pass the course / pass the ECDL Online Collaboration certification test. 		and the process to get certified.
60 min.	Moodle as an online collaboration tool and e-learning platform of the course	P. understand Moodle as an online collaboration tool. Participants learn how to work with Moodle as their course environment.	<p>Introduction to Moodle</p> <ul style="list-style-type: none"> E-learning platforms as online collaboration tools. Features of Moodle: Calendar, Assignments, Questionnaire, etc. Go-through course on Moodle → P. are asked to state questions and problems with the environment. If possible, participants answer questions or give advice. <p>Practical work with Moodle in groups with 3-4 participants</p> <ul style="list-style-type: none"> Participants are asked to do an assignment in Moodle in order to familiarise with the system. 	<p>Plenum PPT Life demonstration of Moodle platform</p> <p>Group work Devices with Internet access</p>	It is very important that the participants are familiar with Moodle. Therefore this section can be extended to a second part after the lunch.
60 min.	Lunch break				
60 min.	Google calendar as online collaboration tool and calendar of the course	P. understand Google Calendar as online collaboration tool. P. get familiar with Google calendar as tool for the course.	<p>Introduction to Google Calendar</p> <ul style="list-style-type: none"> Short introduction in Google: features of a Google account: Drive, Docs, Plus and Calendar. Google calendar as online collaboration tool: what can the calendar offer? Features of the calendar: create and share events, recurring events, set a reminder for an event, invite and uninvited people, accept and decline an invitation, edit and cancel an existing event. <p>Practical work with Google Calendar (individual work)</p> <ul style="list-style-type: none"> P. create Google account with support of trainer. P. create events, share them and delete them. 	<p>Plenum Life demonstration of Google calendar</p> <p>Individual work with support of the trainer</p> <p>Digital devices with Internet access</p>	Presentation of Google account features can only be made shortly. Participants will learn more during the e-learning part.
15 min.	Coffee break				

45 min.	Reflection and Expectations	<p>P. reflect themselves and the others in regards to their learning level and type.</p> <p>P. think of their plans for the course and what they want to achieve.</p>	<p>Reflection of participants</p> <ul style="list-style-type: none"> • Presentation of analytical results of tests: learning type test, barometer. • Short discussion if results match with expectations of participants. <p>Intentions of Achievements</p> <ul style="list-style-type: none"> • Polling of intentions of what the participants want to achieve during the course. Participants write answers on cards. Trainer takes pictures of the cluster. 	<p>Plenum PPT</p> <p>Individual work Cards Results in plenum Flipchart Camera / smartphone</p>	
30 min.	Organisation for course	<p>Organisation of groups</p> <p>Clarifying how participants want to address each other</p>	<ul style="list-style-type: none"> • P. build groups: trainer ask participants to build groups according to similar expectations, learning types and barometer results. Groups will stay together during the whole course. Groups of 3 to 4 participants. Every week one group member leads the group. • Clarifying how participants want to address each other: formal or informal, first name or last name. 	<p>Plenum / group work</p> <p>Plenum Vote</p>	<p>Trainer may help participants to organise in groups.</p> <p>Trainer may offer participants the informal form to address him, if he / she wants to.</p>
10 min.	Farewell				
	Follow-up of face-to-face training	<p>Participants can remember content of face-to-face training.</p>	<ul style="list-style-type: none"> • Recording of face-to-face training via video, podcast or picture. • Separated according to single topics: introduction to online collaboration tools, course structure, requirements, Moodle and Google Calendar. 	<p><u>Video or Podcast:</u> Record one part of the face-to-face training by mobile devices.</p>	<p><u>Mandatory Task:</u> Record one part of the face-to-face training via video, audio or picture. Upload your recorded file to the Moodle platform.</p>

Unit 1						Unit 2		Unit 3		
Orientation	F2F	e-learn 1	e-learn 2	e-learn 3	e-learn 4	Workshop	e-learning	Workshop	e-learning	F2F
<p>Unit 1 – e-learning section 1: Collaboration Concepts Time schedule: 1 week - Start Date: 15.01.2016 End Date: 21.01.2016 Objectives: Participants get to know concepts of online collaboration, benefits and risks.</p>										
Learning objectives		Learning content				Material		Tasks / Assignments		
<p>Starting the section Get an overview of Learning objectives, time investment, assignments and deadlines.</p>		<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 				<p><u>Reading:</u> All Information about the Section <u>Forum:</u> Section 1 – Collaboration Concepts</p>				
<p>Key concepts Basic knowledge of online collaboration. Recognise that ICT can support and promote online collaboration. (1.1.1)¹</p>		<ul style="list-style-type: none"> • Description of what is online collaboration. • When can online collaboration be useful and valuable? • Clarification of terms regarding online collaboration. 				<p><u>Reading:</u> What is online collaboration? <u>Forum:</u> Clarify terms</p>		<p><u>Task:</u> Some terms are already explained or known, still other need explanation. Please gather three terms regarding online collaboration and explain them in the forum. Check first the forum, some terms might be already explained there.</p>		
<p>Tools Identify the main types of services and tools supporting online collaboration. (1.1.2)</p>		<ul style="list-style-type: none"> • Presentation of main services: cloud computing, mobile technology, etc. • Presentation of main tools: social media, online calendars, etc. 				<p><u>Reading:</u> List of main services with short description. List of main tools with short description.</p>		<p><u>Task:</u> Use your Google account to identify what tools it can offer you. Use two of the features to get in touch with other learners of the course (Google hangouts, setting dates)., create together a document which list all .</p>		

¹ References to the ECDL / ICDL Online Collaboration Syllabus Version 1.0

<p>Key characteristics Identify key characteristics of online collaboration tools. (1.1.3)</p>	<ul style="list-style-type: none"> • Key characteristics: multiple users, real time, global reach, concurrent access; 	<p><u>Reading:</u> Key characteristics of online collaboration tools <u>Game:</u> Allocate characteristics to the respective tool. (There is a question type in Moodle that allows allocation.)</p>	<p><u>Task:</u> Allocate characteristics to the respective tool in the game.</p>
<p>Benefits Outline the benefits of using online collaboration tools and cloud computing in specific. (1.1.4 +1.2.1 + 1.2.2)</p>	<ul style="list-style-type: none"> • Shared files and calendars, reduced travel expense, ease of communication, enhanced teamwork, and global access. • Cloud computing facilitates storage of shared documents and files, access to a range of online applications and tools. • Outline the benefits of cloud computing for users like: reduced costs, enhanced mobility, scalability, automatic updates; 	<p><u>Reading:</u> Benefits of Online Collaboration <u>Video:</u> https://www.youtube.com/watch?v=QJncFirhjPg</p>	<p><u>Task:</u> Answer the question which benefits do you see in online collaboration tools by writing in Google Doc and share the document with your trainer.</p>
<p>Risks Be aware of the risks associated with using online collaboration tools. (1.1.5 + 1.2.3)</p>	<ul style="list-style-type: none"> • Data protection and control • Violation of confidentiality and integrity of data. • Deletion of data • Third parties can view the data. • Dependence of provider (and sub companies) • Potential loss of privacy • Get declaration of consent from parents when students are under age. 	<p><u>Reading:</u> Risks of online collaboration <u>Links:</u> http://www.ebizq.net/topics/itgovernance_compliance/features/8301.html</p>	<p><u>Task:</u> Which risks occurs while using online collaboration tools in school lessons, what precaution do you need to organise? Answer the questions by writing in the same Google Doc as before and share the document with your trainer.</p>
<p>E-learning Platform Understand Moodle as an online collaboration tool. Learn how to work with Moodle as course environment. (3.5.1 + 3.5.2 + 3.5.3 + 3.5.4 + 3.5.5) <i>Content of F2F-Training</i></p>	<ul style="list-style-type: none"> • E-learning platforms as online collaboration tools. • Different platforms: Virtual Learning Environments (VLEs) and Learning Management System (LMS). • Features of Moodle: Calendar, Assignments, Questionnaire, etc. 	<p><u>Reading:</u> Differences of e-learning <u>Link:</u> http://en.wikipedia.org/wiki/Education_1_technology http://elearningindustry.com/choosing-online-learning-platform-makes-sense</p>	<p><u>Task:</u> Answer the question: what are the opportunities e-learning platforms offer you in your job as a teacher? Please answer the question on Moodle (<i>Assignment without upload</i>).</p>

<p>Online Calendar Understand Google Calendar as online collaboration tool. Getting familiar with Google calendar as tool for the course. (3.2.1 + 3.2.2 + 3.2.3 + 3.2.4 + 3.2.5 + 3.2.6)</p> <p><i>Content of F2F-Training</i></p>	<ul style="list-style-type: none"> • Short introduction in Google: features of a Google account: Drive, Docs, Plus and Calendar. • Google calendar as online collaboration tool: what can the calendar offer? • Features of the calendar: create and share events, recurring events, set a reminder for an event, invite and uninvited people, accept and decline an invitation, edit and cancel an existing event. 	<p><u>Reading:</u> Introduction to online calendar <u>Link:</u> https://www.google.com/calendar/render?pli=1#main_7 http://www.teamup.com/ https://en.wikipedia.org/wiki/Online_calendar</p>	<p><u>Task:</u> Look through the features of the online calendar (Google). Then, create an event for one date in the week; edit the event so that it is a weekly event. Delete the event. Repeat the task but this time invite your trainer to the event.</p>
<p>Intellectual property rights Recognise the importance of intellectual property rights and the appropriate use of content when using online collaborative tools. (1.1.6)</p>	<ul style="list-style-type: none"> • Introduction to and basic knowledge of intellectual property rights. • Differences of privacy, personal data and data protection. 	<p><u>Reading:</u> Intellectual property rights <u>Video:</u> e.g. https://www.youtube.com/watch?v=DGxigrrTkNE</p> <p><u>Links:</u> http://creativecommons.org/ http://europa.eu/youreurope/business/start-grow/intellectual-property-rights/index_en.htm#germany_en_protecting-intellectual-property</p>	<p><u>Task:</u> What type of creative common licenses exist? Which of them allows to share content while naming the original source? Answer the questions by writing in the same Google Doc as before and share the document with your trainer.</p>
<p>Closing of the section Self-evaluation of own acquired knowledge.</p>	<ul style="list-style-type: none"> • Questionnaire with 5 questions regarding the content of the section. 	<p><u>Self-evaluation questionnaire section 1</u> The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants only to evaluate their own learning progress.</p>	<p><u>Questionnaire:</u> Answer all the questions in order to evaluate your learning progress.</p>

Unit 1						Unit 2		Unit 3		
Orientation	F2F	e-learn 1	e-learn 2	e-learn 3	e-learn 4	Workshop	e-learning	Workshop	e-learning	F2F
<p>Unit 1 – e-learning section 2: Preparation for Online Collaboration <u>Time schedule:</u> 1 week Start - Date: 22.01.2016 End date: 28.01.2016 <u>Objective:</u> Participants get to know how to set-up online collaboration tools and what settings must be considered.</p>										
Learning objectives		Learning content				Methods / Tools		Tasks / Assignments		
<p>Starting the section Get an overview of Learning objectives, time investment, assignments and deadlines.</p>		<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 				<p><u>Reading:</u> All Information about the Section <u>Forum:</u> Section 2 – Preparation for Online Collaboration</p>				
<p>Common Setup Features Understand that additional applications, plug-ins may need to be installed to use certain online collaborative tools. Identify common equipment used to support online collaboration. (2.1.1 + 2.1.2)</p>		<ul style="list-style-type: none"> • Overview of common setup features that are important for online collaboration. • Applications for online collaboration such as application for web calls (e.g. Google Hangouts and Skype) • What are Plug-ins? Where can they be found? How to realise that they are blocked? • How to allow Plug-ins? • Equipment for online collaboration such as webcam, microphone and speakers 				<p><u>Reading:</u> Common Setup Features <u>Reading:</u> Plug-ins with screenshots <u>Forum:</u> Equipment</p>		<p><u>Task:</u> Answer following questions as a post in the forum. What equipment do we need for online collaboration? What does my device already have and what do I need additionally?</p>		
<p>Firewalls Recognise that firewall restrictions may cause access issues for users of a collaborative tool. (2.1.3)</p>		<ul style="list-style-type: none"> • Reasons why online collaboration tools may not work: firewall restrictions. • How to recognise those restrictions and what to do about it. • Example Skype 				<p><u>Reading</u> including the example of Skype <u>Link:</u> https://support.skype.com/en/faq/FA1070/how-do-i-update-my-firewall-to-work-with-skype</p>		<p><u>Task:</u> Answer following question why do firewalls exist and what do they serve for by writing in a new Google Doc and share the document with your trainer.</p>		

<p>Setup Download software to support online collaborative tools (2.2.1)</p>	<ul style="list-style-type: none"> • Software that needs to be downloaded • Software: VOIP (Skype and Hangouts) , Instant Messaging, document sharing (Dropbox) 	<p><u>Tutorial:</u> Set-up Skype <u>Example of application:</u> online web conference with Skype, webcam and microphone</p>	<p><u>Task:</u> Install Skype on your device. Then make an appointment with another member or members of your group for a Skype call in order to test important functions. <u>For groups:</u> Repeat with Hangouts.</p>
<p>Registration and deletion of user accounts. (2.2.2)</p>	<ul style="list-style-type: none"> • Register and / or set up a user account for a collaborative tool. • Deactivate, delete / close a user account. 	<p><u>Reading</u> with screenshots that show registration and deletion of a user account. <u>Forum:</u> Deactivation of accounts</p>	<p><u>Task:</u> Register for a Dropbox or a Flickr account and delete it afterwards. State experience in the forum.</p>
<p>Online Meetings Learn to prepare and start an online meeting with appropriate tools. (3.4.1 + 3.4.2 + 3.4.3)</p>	<ul style="list-style-type: none"> • Open, close online meeting application. • Create a meeting: time, date and topic. Cancel the meeting. • Invite and uninvite participants and set access rights. • Start and end meeting. 	<p><u>Reading:</u> Introduction to online meetings <u>Link:</u> https://en.wikipedia.org/wiki/Web_conferencing http://wsuccess.typepad.com/webinarblog/2007/03/webinar_or_webc.html</p>	<p><u>Task:</u> Please answer the question in the assignment: what is your opinion of online meetings? Which opportunities for teaching do you see, where do you see risks? In order to answer the questions, it might be necessary to download and install an online meeting tool.</p>
<p>During the Online Meeting Learn how to use most common features of online meeting tools. (3.4.4 + 3.4.5 + 3.4.6)</p>	<ul style="list-style-type: none"> • Share, unshare desktop and files during an online meeting. • Use available chat features. • Use video and audio features in an online meeting. 	<p><u>Reading:</u> During the Online Meeting <u>Link:</u> https://en.wikipedia.org/wiki/Web_conferencing http://money.howstuffworks.com/business-communications/teleconferencing2.htm</p>	<p><u>Task:</u> Download and install the free programme (or the programme that is provided by the course). Make an appointment with one or more members of your group for an online meeting. Try out the different features that you have learned and write a short evaluation report in the forum.</p>
<p>Excuse Doodle Know the benefits of Doodle and how to coordinate appointments with it.</p>	<ul style="list-style-type: none"> • Doodle as a coordination tool • Use Doodle to schedule a meeting 	<p><u>Reading:</u> What is Doodle <u>Link:</u> http://doodle.com/</p>	<p><u>Assignment for groups:</u> Schedule a meeting to meet with your group during Section 3 (in section 4 - 29.01.2016 till 05.02.2016) in order to do your group work together in a VOIP. The group leader of the week sets-up the doodle and sends the link to group</p>

			<p>members. If he / she has questions in how to do it, the group members will support.</p>
<p>Closing of the section Self-evaluation of own acquired knowledge.</p>	<ul style="list-style-type: none"> • Questionnaire with 5 questions regarding the content of the section. 	<p><u>Self-evaluation questionnaire section 2</u> The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants only to evaluate their own learning progress.</p>	<p><u>Questionnaire:</u> Answer all the questions in order to evaluate your learning progress.</p>

Unit 1						Unit 2		Unit3		
Orientation	F2F	e-learn 1	e-learn 2	e-learn 3	e-learn 4	Workshop	e-learning	Workshop	e-learning	F2F
<p>Unit 1 – e-learning section 3: Using Online Collaborative Tools <u>Time Schedule:</u> 1 week - Start date: 29.01.2016 End date: 05.02.2016 <u>Objective:</u> Participants get to know common online collaboration tools and their usage.</p>										
Learning objectives		Learning content				Methods / Tools		Tasks / Assignments		
<p>Starting the section Get an overview of Learning objectives, time investment, assignments and deadlines.</p>		<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 				<p><u>Reading:</u> All information about the Section <u>Forum:</u> Section 3 – Using online collaboration tools</p>				
<p>Online Storage Understand the concept of online storage solutions. Recognise limitations to online storage. Know how to handle files and folders. (3.1.1 + 3.1.2 + 3.1.3)</p>		<ul style="list-style-type: none"> • What are online storage solutions? • Benefit of online storage • Common online storages (Dropbox and Google Drive) • Limitations of online storage like: size limit, time limit, sharing restrictions. • Handling of files and folders: upload, download, and share. 				<p><u>Reading:</u> Online storage – Definition, Limitation and Usage <u>Example of application:</u> Dropbox or Google Drive</p>		<p><u>Task:</u> Create an account in Dropbox or Google Drive, use common folder to upload, download, and delete online files and folders. Share recorded files from Face-to-face training with your trainer / the group.</p> <p>First group folder is created and shared by the trainer. Then participants have to create and share own folders with each other.</p>		
<p>Productivity Applications Understand that common productivity applications can be accessed via the web. Identify common examples of web-based productivity applications like: word</p>		<ul style="list-style-type: none"> • What are common productivity applications? • All features of productivity applications: word processing, spreadsheets, and presentations. • Allow files to be updated by multiple users in real-time, allow files to be shared. 				<p><u>Reading:</u> Productivity applications – what are they? What feature do they have and how to use them? What applications exist? <u>Link:</u> http://www.tomsguide.com/us/pictures-story/588-4-best-productivity-apps.html</p>		<p><u>Task:</u> Create a learning sheet for students while choosing your own topic in a text processing application and share it with your group.</p>		

processing, spreadsheets, and presentations. (3.1.4)		<u>Example of application:</u> View features in Google and one more (like Evernote) <u>Google for Schools:</u> https://www.google.com/edu/index.html	
Work with productivity apps Identify features of web-based productivity applications. Know how to collaborate online with productivity applications. (3.1.5 + 3.1.6 + 3.1.7 + 3.1.8)	<ul style="list-style-type: none"> • Create, edit and save files online. • Share, unshare a file, folder to allow other users to view, edit, and own a file, folder. • View and restore previous versions of a file. 	<u>Reading:</u> Work with productivity apps <u>Link:</u> http://www.pcmag.com/article2/0,2817,2395939,00.asp	<u>Task:</u> Edit the shared learning sheets of other group members. <u>For groups:</u> Divide the content of your learning sheet within all group members, so that each member has its own task and bring the results together in one file, at the end. Share it with other course participants.
Social Media Identify social media tools that support online collaboration. (3.3.1)	<ul style="list-style-type: none"> • What are social media tools and for what can they be used? • Examples: social networks, wikis, forums and groups, blogs, micro blogs, content communities. 	<u>Reading:</u> Social media tools – what is social media and which tools exist? <u>Wiki:</u> Social Media Tools with short descriptions	<u>Task:</u> Edit and add social media tools to the wiki in Moodle.
Features of social media Learn about privacy options of social media. Handling friends, followers and privacy settings in social media. (3.3.2 + 3.3.3)	<ul style="list-style-type: none"> • Set up, modify available permissions/privacy options like: read access, write access, user invites. • Find, connect to social media users, groups. • Remove connections. • Country specific restrictions to use social media in your school. 	<u>Reading:</u> Privacy in social media <u>Example of application:</u> Google Plus	<u>Task:</u> Add group members to your social network and post a message.
Using Social Media Knowledge and skills of how to use social media tools. (3.3.4 + 3.3.5 + 3.3.6)	<ul style="list-style-type: none"> • Use a social media tool to post a comment and link. • Use a social media tool to reply to and forward a comment. • Use a social media tool to upload content like: images, videos, documents. 	<u>Reading with screenshots</u> <u>Example of application:</u> Google Plus	<u>Task:</u> Create a post in which you link to your favourite / non-favourite online collaboration tool and state why you chose it.
Know how to remove posts from social media. (3.3.7)	<ul style="list-style-type: none"> • How to remove posts from social media? • Be aware that permanently deleting posts and photos may be difficult. 	<u>Reading with screenshots</u> <u>Links for different social networks:</u>	<u>Task:</u> Remove posts from your timeline.

		<p>Facebook: https://www.facebook.com/help/261211860580476 Google Plus: https://support.google.com/plus/answer/1355848?hl=en Twitter: https://twitter.com/?lang=en</p>	
<p>Excuse Wiki Learn to use and edit a wiki. (3.3.8)</p>	<ul style="list-style-type: none"> • Add a specific topic in a wiki. • Update a specific topic in a wiki. 	<p><u>Example of Application:</u> Wikipedia <u>Link:</u> https://www.wikipedia.org/ <u>Forum:</u> Editing in Wikipedia</p>	<p><u>Task:</u> How would you edit an article in Wikipedia? Post a screenshot or a description in the forum.</p>
<p>Closing of the section Self-evaluation of own acquired knowledge.</p>	<ul style="list-style-type: none"> • Questionnaire with 5 questions regarding the content of the section. 	<p><u>Self-evaluation questionnaire section 3</u> The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants only to evaluate their own learning progress.</p>	<p><u>Questionnaire:</u> Answer all the questions in order to evaluate your learning progress.</p>

Unit 1							Unit 2		Unit 3	
Orientation	F2F	e-learn 1	e-learn 2	e-learn 3	e-learn 4	Workshop	e-learning	Workshop	e-learning	F2F

Unit 1 – e-learning section 4: Mobile Collaboration
Time schedule: 1 week - Start date: 05.02.2016 End date: 12.02.2016
Objective: Participants get to know how to use online collaboration tools on mobile devices.

Learning objectives	Learning content	Methods / Tools	Tasks / Assignments
<p>Starting the section Get an overview of Learning objectives, time investment, assignments and deadlines.</p>	<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 	<p><u>Reading:</u> All Information about the Section <u>Forum:</u> Section 4 – Mobile Collaboration</p>	
<p>Mobile devices Identify types of mobile devices. Understand that mobile devices use an operating system. Identify common operating systems for mobile devices. (4.1.1 + 4.1.2)</p>	<ul style="list-style-type: none"> • Introduction to mobile devices: Smartphone, tablet. • Different operating systems. 	<p><u>Reading:</u> Mobile devices (inclusive most popular devices and operating systems)</p>	<p><u>Task:</u> Please report what kind of operating systems exist. Further exchange with other participants what kind of operating system is used most in your country (state, region, or city). Provide links to statistical proves in Forum.</p>
<p>Bluetooth Understand the term Bluetooth and its use. (4.1.3)</p>	<ul style="list-style-type: none"> • What is Bluetooth and for what it is used for. • How does the sign of Bluetooth look like. • Presentation of how to turn Bluetooth on and off. • What are the risks of Bluetooth? 	<p><u>Reading:</u> Introduction to Bluetooth (screenshot or picture of symbol is recommended) <u>Link:</u> http://electronics.howstuffworks.com/bluetooth.htm http://en.wikipedia.org/wiki/Bluetooth http://www.bluetooth.com/Pages/Bluetooth-Home.aspx</p>	<p><u>Task:</u> Please answer the question n the forum: In your own words what is Bluetooth? What are the opportunities and what are the risks? A discussion with other participants is welcome.</p>

<p>Mobile Internet Understand internet connection options available for mobile devices. Understand associated features of these options (4.1.4)</p>	<ul style="list-style-type: none"> • Mobile Internet connection like wireless (WLAN), mobile internet (3G, 4G, LTE). • Turn wireless on and off. • Important features of mobile Internet: speed, cost, availability. 	<p><u>Reading:</u> Mobile Internet – what is that? <u>Link:</u> http://en.wikipedia.org/wiki/Mobile_Web</p>	<p><u>Task:</u> Please provide a short text with your experience with mobile internet. Answer the following questions: in which situations and with which devices do you use mobile internet. Do you think you are safe using mobile internet? Consider also the situation of your students.</p>
<p>Use mobile internet Connect to the Internet securely using wireless, mobile technology. (4.2.1 + 4.2.2 +4.2.3)</p>	<ul style="list-style-type: none"> • Safe connection to Internet • Search the web • Send, receive e-mail 	<p><u>Reading:</u> Using mobile Internet <u>Video tutorial:</u> https://www.youtube.com/watch?v=K3wsWr21j4w <u>Link</u> http://www.pcadvisor.co.uk/how-to/mobile-phone/how-use-your-smartphone-as-wi-fi-hotspot-3441165/</p>	<p><u>Task:</u> If you do not already have a e-mail account on your smartphone, please set it up using the tutorial. Write a short report on the set up and submit it on Moodle.</p>
<p>Mobile security Understand key security considerations for mobile devices like: use a PIN, backup content. (4.1.5)</p>	<ul style="list-style-type: none"> • Key security consideration like use a PIN, backup content. 	<p><u>Forum:</u> Security (Participants are asked to find risks and security measures.)</p>	<p><u>Task:</u> What consideration should we make before using a mobile phone? State measure in the forum.</p>
<p>Mobile calendar Know how to use a mobile calendar. (4.2.4)</p>	<ul style="list-style-type: none"> • Add, edit, and remove a calendar event. 	<p><u>Video Tutorial:</u> https://www.youtube.com/watch?v=nFuCXoBOX6Y</p>	<p><u>Task:</u> Create a calendar event and invite your trainer or another participant to join it.</p>
<p>Mobile sharing Know how to share pictures, videos using options like: e-mail, messaging, social media, Bluetooth. (4.2.5)</p>	<ul style="list-style-type: none"> • Share pictures, videos using options like: e-mail, messaging, social media, Bluetooth. 	<p><u>Reading:</u> Mobile sharing Screenshots with instructions of how to share pictures via apps. Including important symbols.</p>	<p><u>Task:</u> To share document, pictures and more is especially popular among young people and therefore they have already knowledge in doing so. On this background, how would you teach about mobile sharing? Create a short concept with tasks.</p>
<p>Introduction to Applications Understand what mobile applications are and for what they can be used.</p>	<ul style="list-style-type: none"> • Introduction to application on mobile devices: how do they look? What do applications do? 	<p><u>Reading:</u> Introduction to mobile applications</p>	<p><u>Task:</u> State your experience with mobile applications and state which applications might be useful for teaching.</p>

(4.3.1)	<ul style="list-style-type: none"> Overview of different types of applications: news, social media, productivity, maps, games, eBooks. 	<p><u>Link:</u> http://en.wikipedia.org/wiki/Mobile_app</p>	
<p>Applications</p> <p>Know what an application store is.</p> <p>Know how to install, uninstall and update applications.</p> <p>(4.3.2 + 4.3.3 + 4.3.4 + 4.3.5)</p>	<ul style="list-style-type: none"> Understand that applications are obtained from application stores. Identify common application stores for mobile devices. Search for a mobile device application in an application store. Recognise that there may be purchase, usage costs associated with an application. Install, uninstall an application on a mobile device. Update applications on a mobile device. 	<p><u>Reading:</u> Applications <u>Links</u> to different application stores <u>Tutorial:</u> How to install, uninstall and update an application. (Alternatively a reading with screenshots)</p>	<p><u>Task:</u> Do it yourself! Install and uninstall an application. Install a communication application like Skype or Viper and keep it. If you do not have a smartphone, ask someone of your family and friend to try their phone.</p>
<p>Usage of applications</p> <p>Know how to use voice or video communication applications.</p> <p>Handle social media on mobile devices.</p> <p>Know how to use maps (or alternative) on mobile devices.</p> <p>(4.3.6)</p>	<ul style="list-style-type: none"> Use different applications to communicate on a mobile device like: voice or video communication (Viper, Skype). Differences of social media on mobile devices. Applications for orientation. 	<p><u>Reading</u> with screenshots that show simple steps with apps.</p>	<p><u>Task for groups:</u> Coordinate to communicate together over a mobile device (Hangouts, Skype, Viper, etc.). If a participant has no mobile device, he / she can use the PC version (e.g. Skype)</p>
<p>Synchronisation</p> <p>Understand the purpose of synchronising content.</p> <p>(4.4.1 + 4.4.2 + 4.4.3)</p>	<ul style="list-style-type: none"> Purpose of synchronisation. Set up synchronisation settings. Synchronise mobile devices with mail, calendar, and other devices. 	<p><u>Reading:</u> Synchronisation of mobile devices (here a video tutorial might be helpful)</p>	<p><u>Task:</u></p>
<p>Closing of the section</p> <p>Self-evaluation of own acquired knowledge.</p>	<ul style="list-style-type: none"> Questionnaire with 5 questions regarding the content of the section. 	<p><u>Self-evaluation questionnaire section 3</u> The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants only to evaluate their own learning progress.</p>	<p><u>Questionnaire:</u> Answer all the questions in order to evaluate your learning progress.</p>



Unit 1				Unit 2		Unit 3	
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	e-learning	F2F
Online Workshop 1: in total 2 hours During section 4 – call with whole group – with Skype, Hangouts or Adobe Connect – Aims: 1. First steps with mobile devices. 2. Closing of the unit. Participants should prepare with content of section 4							
Time - schedule	Topic	Learning objectives	Approach / learning content		Material Usage	Remarks / Comments	
10 min.	Welcome and introduction to the agenda		<ul style="list-style-type: none"> Welcome of participants Presentation of the agenda 		Plenum session No videos	Meeting is 15 min. Before in order to check technique and help with problems.	
15 min.	Bluetooth	Understand the term Bluetooth and its use.	<ul style="list-style-type: none"> Trainer explains what Bluetooth is and for what it is used for. Trainer shows on his / her device how the sign for Bluetooth looks like. Presentation of how to turn Bluetooth on and off. 		Plenum Video of trainer Device of trainer	After each session, participants can ask questions. Recordings of the workshop will be uploaded to Moodle.	
15 min.	Mobile Internet	Understand internet connection options available for mobile devices. Understand associated features of these options	<ul style="list-style-type: none"> Mobile Internet connection like wireless (WLAN), mobile internet (3G, 4G). Turn wireless on and off. Important features of mobile Internet: speed, cost, availability. 		Plenum session Video of trainer Device of trainer	Tasks regarding the learning content of the workshop will be stated in Moodle in section 4.	
15 min.	Use mobile Internet	Connect to the Internet securely using wireless, mobile technology.	<ul style="list-style-type: none"> Search the web Send, receive e-mail 		Plenum session Video of trainer Device of trainer		

15 min.	Mobile sharing	Know how to share pictures, videos using options like: e-mail, messaging, social media, Bluetooth.	<ul style="list-style-type: none"> Share pictures, videos using options like: e-mail, messaging, social media, Bluetooth. 	Plenum session Video of trainer Device of trainer	
15 min.	Introduction to applications	Understand what mobile applications are and for what they can be used.	<ul style="list-style-type: none"> Ask participants how their experience with mobile applications is. Introduction to application on mobile devices: how do they look? What do applications do? Overview of different types of applications. 	Plenum session Video of trainer Device of trainer	
30 min.	Questions and Feedback	Participants clarify questions before going to the next unit.	<p>Questions regarding content</p> <ul style="list-style-type: none"> What was not clear? Where did participants need more information? <p>Questions regarding structure</p> <ul style="list-style-type: none"> What were positive aspects, what were negative aspects? Feedback for the trainer 	Plenum session No video Trainers structure debate	
10 min.	Introduction to Unit 2	Structure of unit 2	<ul style="list-style-type: none"> Unit 2 has methodological content Participants must pass the section 1 and section 2. Section 3 is additional for those who are interested in the content. Participants have three weeks to finish at least the first two sections. 	Plenum session No video	Possible questions should be clarified here. But trainer can refer to the forum of the unit.
5 min.	Farewell			Plenum session No video	

	<p>Follow-up of online workshop</p>	<p>Participants review the online workshop and deepen the knowledge.</p>	<ul style="list-style-type: none"> • Recording of online workshop. • Separation in two parts: learning content and organisational content. 	<p><u>Recording:</u> Record videos, pictures, audios with your mobile device. <u>Recording:</u> Introduction to Unit 2</p>	<p><u>Task:</u> Provide recorded files at Dropbox / Google drive.</p>
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Unit 1				Unit 2				Unit 3	
Orientation	F2F	e-learning	Workshop	e-learn 1	e-learn 2	e-learn 3	Workshop	e-learning	F2F
Unit 2 – e-learning section 1: Create learning material Time schedule: 1 week - Start date: 13.02.2016 End date: 20.02.2016 <u>Objective:</u> Participants get to know how to prepare school lessons with online collaboration tools.									
Learning objectives		Learning content			Methods / Tools		Tasks / Assignments		
Starting the section Get overview of Learning objectives, time investment, assignments and deadlines.		<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 			<u>Reading:</u> All Information about the Section <u>Forum:</u> Section 1 – Create learning material				
Influence Understand how online collaboration tools will influence your work as a teacher regarding preparation of lessons.		<ul style="list-style-type: none"> • Influence of digital media in education. • Self-reflection of how online collaboration tools can and will influence preparation of lessons. 			<u>Reading:</u> Influence of digital media in education. <u>Forum:</u> Self-reflection – preparing lessons		<u>Task:</u> Think about how online collaboration tools have and will influence your work as a teacher regarding the preparation of lessons (e.g. research and find material and information). Post your experiences and expectations in the forum “self-reflection”.		
Software and Applications Understand how to apply online collaboration tools when preparing for lessons.		<ul style="list-style-type: none"> • Reflection of learned tools and their usage. • Connecting tools to preparation for lessons. • Identify when online collaboration tools offer benefits – for teachers, for schools. 			<u>Reading:</u> List of online collaboration tools and their usage.		<u>Task:</u> Choose an online collaboration tool which you would work with and set up in the forum its advantages and tasks you would deal with.		
Finding material Learn how to find online qualitative learning material that can be used in lessons. Get to know different platforms that provide learning material or		<ul style="list-style-type: none"> • Ways of researching online learning material. • How to assess the quality of the source and the material when found online. 			<u>Reading:</u> Research for your lessons. <u>Link list:</u> platforms and websites with learning material. <u>Reading:</u> Quality of source and material		<u>Task:</u> Share links in the forum, which help you to find interesting learning material.		

space for exchange and know what they offer.			
Open Educational Resources Know about OER and CC licences and how to apply them.	<ul style="list-style-type: none"> • Introduction to OER • How to use CC licences? 	<u>Reading:</u> What is OER? <u>Reading or link:</u> The different CC licences.	<u>Task:</u> Create a learning sheet for students about OER and CC licences with important information and assignments. Choose an online collaboration tool to share the sheet with your group and the trainer. Further find an online platform to put your material signed with the cc license. <u>For groups:</u> Use also an online collaboration tool to create the sheet together.
Risks Recognise the risks that may occur associated with learning material that was found or created online.	<ul style="list-style-type: none"> • Copyright criteria • Download with caution. 	<u>Link:</u> Copyright criteria <u>Reading:</u> What to download and what not to download.	<u>Task:</u> Search online for examples of materials which are adaptable or not and post the link in the forum by describing the criterions for using it.
Collaboration with colleagues Learn what opportunities online collaboration tools offer for your school and how to implement collaboration.	<ul style="list-style-type: none"> • Examples for collaboration among colleagues: benefits and opportunities. • How to implement collaborative work in schools. • Learn to design a plan for your school's online collaboration roadmap. 	<u>Reading:</u> Collaboration among colleagues: benefits, implementation and examples. <u>Reading:</u> Plan an online collaboration roadmap.	<u>Task:</u> Research best practices of schools who have an intranet.
Restrictions in schools Learn what restrictions may occur when using online collaboration tools in school (policy of the schools).	<ul style="list-style-type: none"> • What restrictions exist in school policies? (depending on country, state and school) • Restrictions independent from schools. • Ways to find out what policies apply to the teacher's School. 	<u>Reading:</u> Different restrictions in schools and how to find out about them.	<u>Task:</u> Find out about the restrictions in your school. Develop a plan to implement online collaboration in your school respecting the restrictions.

<p>Closing of the section Self-evaluation of own acquired knowledge.</p>	<ul style="list-style-type: none">• Questionnaire with 5 questions regarding the content of the section.	<p><u>Self-evaluation questionnaire section 3</u> The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants only to evaluate their own learning progress.</p>	<p><u>Questionnaire:</u> Answer all the questions in order to evaluate your learning progress.</p>
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Unit 1				Unit 2				Unit 3	
Orientation	F2F	e-learning	Workshop	e-learn 1	e-learn 2	e-learn 3	Workshop	e-learning	F2F
Unit 2 – e-learning section 2: Integration in daily lessons and collaboration with students Time schedule: 1 week - Start date: 21.02.2016 End date: 28.02.2016 Objective: Participants get to know how to teach with online collaboration tools.									
Learning objectives		Learning content			Methods / Tools		Tasks / Assignments		
Starting the section Get an overview of Learning objectives, time investment, assignments and deadlines.		<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 			<u>Reading:</u> All Information about the Section <u>Forum:</u> Section 2 – Integration of tools				
Influence Understand how online collaboration tools (OCT) will influence your work as a teacher regarding collaboration with students.		<ul style="list-style-type: none"> • Self-reflection on how online collaboration tools will influence the teacher’s work with students. 			<u>Reading:</u> link to reading of section 1 <u>Forum:</u> Self-reflection – working with students		<u>Task:</u> Think about how online collaboration tools have and will influence your work as a teacher regarding the collaboration with students (e.g. use online storage to collect homework). Post your experiences and expectations in the forum “self-reflection”.		
Teaching with OCT Understand the difference between teaching with and teaching about online collaboration tools. Get familiar with teaching with online collaboration tools.		<ul style="list-style-type: none"> • Difference between teaching with and teaching about online collaboration tools. • Possibilities and opportunities of teaching with online collaboration tools. 			<u>Reading:</u> Teaching with online collaboration tools.		<u>Optional task:</u> Write in the forum: why would you include online collaboration tools in lessons?		
OCT for teaching students Recognise useful tools for teaching.		<ul style="list-style-type: none"> • Presentation of online collaboration tools that can be used to collaborate with students. 			<u>Reading:</u> List of tools for lessons. <u>Forum:</u> Which online collaboration tools could enrich your lessons?		<u>Task:</u> Answer the questions which online collaboration tools could enrich your		

	<ul style="list-style-type: none"> • Pros and Cons of tools. • Some application examples. 		lessons in the forum. Think about what tools already exist in your school or area.
Collaborate with students Get to know how those tools can support your teaching.	<ul style="list-style-type: none"> • Homework facilitation • Absence (e.g. sickness) 	<u>Reading</u> : Examples of application	<u>Task</u> : Think about a specific situation for online collaboration with students. Develop a concept that includes everything you and the students have to keep in mind. The concept might be for a specific task or else.
Project work Learn how to improve project work with online collaboration tools.	<ul style="list-style-type: none"> • Online collaboration tools promote long term group work and project work among students. • Online collaboration tools enable teachers to supervise project work of students' independent from time and space. 	<u>Reading</u> : Project work with online collaboration tools.	<u>Task</u> : Think about a task for students that they can solve as a project work with online collaboration tools. If you have already a project work in mind, see how students can solve it with online tools.
Risks Realise risks of working online with students.	<ul style="list-style-type: none"> • What is to consider when working with students online? Restrictions, digital identities, approval of parents. • Provisions for trouble-free online collaboration. 	<u>Reading</u> : Risks of online collaboration with students. <u>Forum</u> : Risks of using online collaboration tools with students.	<u>Task</u> : Where do you see risks and how would you prevent them? Are there risks that make the work with online collaborations tools complicated? Please state your answer in the forum.
Availability of tools and devices Learn how to identify which tools and devices are needed and available. (Learn techniques to acquire tools and devices for your school.)	<ul style="list-style-type: none"> • Importance of checking which devices and tools are available before planning activities. • Check if it is allowed for students to bring own devices. 	<u>Reading</u> : Availability of tools and devices	<u>Task</u> : Check what devices and tools your school has available and make a list. Reflect about tools which your school probably needs to initiate online collaboration between teachers and students.
Closing of the section Self-evaluation of own acquired knowledge.	<ul style="list-style-type: none"> • Questionnaire with 5 questions regarding the content of the section. 	<u>Self-evaluation questionnaire section 3</u> The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants	<u>Questionnaire</u> : Answer all the questions in order to evaluate your learning progress.

		only to evaluate their own learning progress.	
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Unit 1				Unit 2				Unit 3	
Orientation	F2F	e-learning	Workshop	e-learn 1	e-learn 2	e-learn 3	Workshop	e-learning	F2F
<p>Unit 2 – e-learning section 3: Enable students for own use (optional) <u>Time schedule:</u> 1 week - Start date: 01.03.2016 End date: 08.03.2016 <u>Objective:</u> Participants get to know ways to teach about online collaboration tools.</p>									
Learning objectives		Learning content		Methods / Tools		Tasks / Assignments			
<p>Starting the section Get overview of Learning objectives, time investment, assignments and deadlines.</p>		<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 		<p><u>Reading:</u> All Information about the Section <u>Forum:</u> Section 3 – Enable students for own use</p>					
<p>Influence Understand how online collaboration tools will influence your work as a teacher regarding teaching about digital media.</p>		<ul style="list-style-type: none"> • Self-reflection on how online collaboration tools will influence the teacher’s work regarding teaching about online collaboration tools: time investment, application, etc. 		<p><u>Reading:</u> link to reading of section 1 <u>Forum:</u> Self-reflection – teaching about online collaboration tools.</p>		<p><u>Task:</u> Think about how online collaboration tools have and will influence your work as a teacher regarding the collaboration with students (e.g. use online storage to collect homework). Post your experiences and expectations in the forum “self-reflection”.</p>			
<p>Teaching about OCT Understand the difference between teaching with and teaching about online collaboration tools. Learn teaching about online collaboration tools.</p>		<ul style="list-style-type: none"> • Difference between teaching with and teaching about online collaboration tools. • Focus on teaching about online collaboration tools. 		<p><u>Reading:</u> Teaching about online collaboration tools.</p>		<p><u>Optional task:</u> Write in the forum: Why would you teach about online collaboration tools?</p>			
<p>Content Understand what teaching about online collaboration tools should include.</p>		<ul style="list-style-type: none"> • What students must learn about online collaboration tools: <ul style="list-style-type: none"> ▪ What tools exists ▪ The handling of the tools 		<p><u>Reading:</u> Content for lessons about online collaboration tools.</p>		<p><u>Task:</u> Identify one online collaboration tool that you would like to teach students and create a concept for one lesson. What</p>			

	<ul style="list-style-type: none"> ▪ Opportunities ▪ Risks 		content would you teach and how? Give reasons for your choice.
Pedagogical approaches Learn pedagogical ways to teach about online collaboration tools.	<ul style="list-style-type: none"> • Considerations for teaching about online collaboration tools: time-investment, access to Internet for all students, motivation. • “Traditional” teaching vs. group work – when does what work better. • Examples 	<u>Reading:</u> Pedagogical approaches	<u>Task:</u> Identify one online collaboration tool that you would like to teach students and create a concept for one lesson. Would you use group work or traditional teaching? Give a reason for your choice.
Learning material Learn how to compile and identify qualitative learning material for this topic.	<ul style="list-style-type: none"> • Ways to research different learning materials for this topic: tutorials, sheets, online learning sections. • Ways to create own learning material for this topic: tutorials, sheets, online learning sections. 	<u>Reading:</u> Learning material	<u>Task:</u> Select adequate learning material / sources which you would use in your lessons, e.g. working sheets, links.
Create assignments Become familiar with tasks and assignment for students that enables them in their own responsible usage of online collaborative tools.	<ul style="list-style-type: none"> • Examples for teaching about tools with tools. • Learning material created by students for students. 	<u>Reading:</u> Create assignments	<u>Task:</u> Research ways (podcast, video, text, wiki, etc.) for students to submit assignments and create a task for three different ways.
Problems, risks and reservations Evaluate what problems, risks and reservations might arise when involving online collaboration tools in education.	<ul style="list-style-type: none"> • Problems when teaching about online collaboration tools: students think they know more, technique is not sufficient or doesn't work; • Risks: personal data of students is gathered on an extern server, etc. • Reservations of other teachers, of the school or parents; 	<u>Reading:</u> Problems, risks and reservations	<u>Task:</u> Participants are asked to evaluate where they see problems, risks and reservations against the application of online collaboration tools. What did they experience?

<p>Closing of the section Self-evaluation of own acquired knowledge.</p>	<ul style="list-style-type: none">• Questionnaire with 5 questions regarding the content of the section.	<p><u>Self-evaluation questionnaire section 3</u> The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants only to evaluate their own learning progress.</p>	<p><u>Questionnaire:</u> Answer all the questions in order to evaluate your learning progress.</p>
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Unit 1				Unit 2		Unit 3	
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	e-learning	F2F
Online Workshop 2: in total 2 hours							
During section 4 – Call with whole group – with Skype, Hangouts or Adobe Connect – Aims: Evaluation of the content and structure of Unit 2							
Time - schedule	Topic	Learning objectives	Approach / learning content		Methods	Tools	
10 min.	Welcome and introduction to the agenda		<ul style="list-style-type: none"> Welcome of participants Presentation of the agenda 		Plenum session No videos	Meeting is 15 min. Before in order to check technique and help with problems.	
20 min.	Influence and benefits	Evaluate how online collaboration tools (OCT) will influence your work as a teacher.	<ul style="list-style-type: none"> Participants are asked to evaluate after the before learned how they can benefit from online collaboration tools and where are they influenced by them. Participants are asked to assess where and how they will implement online collaboration tools. 		Plenum session No videos	Recordings of the workshop will be uploaded to Moodle.	
20 min.	Problems, risks and reservations	Evaluate what problems, risks and reservations might arise when involving online collaboration tools in education.	<ul style="list-style-type: none"> Participants are asked to evaluate where they see problems, risks and reservations against the application of online collaboration tools. What did they experience? 		Plenum session No videos		
20 min.	Questions about unit 2	Participants clarify questions before going to the next unit.	Questions regarding content <ul style="list-style-type: none"> What was not clear? Where did participants need more information? 		Plenum session No videos		

			Questions regarding structure <ul style="list-style-type: none"> • What were positive aspects, what were negative aspects? • Feedback for the trainer 		
30 min.	Introduction to Unit 3	Structure and task of Unit 3	<ul style="list-style-type: none"> • Trainer explains the structure and task of the project work of unit 3. • Checking if all groups are arranged and willing to work together on this. • All questions will be clarified so that participants can start into group work. • Trainers assure support during the time. 	Plenum session No videos	
5 min.	Farewell			Plenum session No video	

Unit 1				Unit 2		Unit 3	
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	e-learning	F2F
Unit 3 – Apply acquired knowledge practically Time schedule: 4 weeks Start date: 09.03.2016 End date: 06.04.2016							
Learning objectives		Learning content		Methods / Tools		Tasks / Assignments	
Starting the section Get overview of Learning objectives, time investment, assignments and deadlines.		<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 		<u>Reading:</u> All Information about the Section <u>Forum:</u> Section 1 – Collaboration Concepts			
Project work Application of acquired knowledge in group work. Animate colleagues to implement and apply online collaboration concept.		Create workshop concept Participants are asked to develop a concept for a workshop for their schools that teaches and animates their colleagues to use online collaboration tools. The concept has to include a timeline, Learning objectives, learning content and material such as a presentation and material. To realise the project work, participants must organise the work in the group. Create an online text tool where they can work together and meet at least once online to coordinate the work.		<u>Reading:</u> terms and conditions of group work. <u>Forum:</u> Communication during project work. Group has to find a way to develop the concept while using online collaboration tools.		<u>Group task:</u> Please develop a concept for a workshop for your schools that teaches and animates your colleagues to use online collaboration tools. The concept has to include a timeline, Learning objectives, learning content and material such as a presentation and material. To realise the project work, you must organise the work in the group and meet at least once online to coordinate the work. Create an online text tool where you can work together on the concept and use the calendar for deadlines.	
Presentation of project work Sharing developed concepts with the group.				<u>Creating:</u> Groups will develop files which serve to present their concept during the closure training and will upload them.		<u>Task:</u> Upload all files which will represent your concept you developed within your group e.g. video, ppt, word. Share the files with all participants and the trainer.	

<p>ECDL Online Collaboration certification test Understand what the ECDL Online Collaboration certification test is and how the p. should be prepared.</p>	<ul style="list-style-type: none">• Format of the ECDL Online Collaboration certification test• Preparation advices for participants		
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Unit 1				Unit 2		Unit 3	
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	e-learning	F2F
Closure training: in total 3 to 4 hours							
Aim of the day:							
Time - schedule	Topic	Learning objectives / promoted competencies	Approach / learning content			Material usage	Remarks / Comments
15 min.	Welcome		Welcome and introduction round <ul style="list-style-type: none"> Welcome of the participants Introduction of participants in groups: groups introduce themselves, the group name, and how many members. Trainer asks one or two questions to every group in order to involve the participants early. 			Plenum PPT	
10 min.	Introduction of agenda	P. familiarise with the agenda of the day	<ul style="list-style-type: none"> Presentation of agenda for this day Organising coffee breaks 			Plenum PPT	Participants can state questions or if anything is missing.
75 min.	Presentation of project results	Groups present their results.	<ul style="list-style-type: none"> 5 groups present results: every group has 15 Min. 			Plenum PPT	
15 min.	Feedback	P. learn how the trainers evaluate the result.	<ul style="list-style-type: none"> Trainers provide a more overall feedback 			Plenum	
60 min.	ECDL Online Collaboration certification test	Understand what the ECDL Online Collaboration certification test is and how the p. should be prepared.	<ul style="list-style-type: none"> Format of the ECDL Online Collaboration certification test Preparation advices for participants 			Plenum	

10 min.	Farewell				