

**Sloop2desc**

**Final meeting**

***Milan, 26th September 2011***

# **Teachers' training courses**

***Mara Masseroni***

# The European context

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**Bologna Process**

**Lisbon Declaration**

**Labour market**

Approach based on  
**learning outcomes**  
and **certification of**  
**competences**

**Learning effectiveness**

**Learning sustainability**

# **Sloop2desc answer**

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- **Introducing eLearning in the face-to-face learning dimension**
- **Increasing teachers' awareness on competence-based learning (EUCIP)**
- **Providing teachers with technical and pedagogical tools to design/implement OERs**
- **Encouraging the sharing of OERs in FreeLOms and through CoP**

# How to achieve these objectives?

**2 pilot courses**



**11 cascade courses**

# Course Methodology

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*“**Learning is active.** It is he and not the subject-matter which determines both quality and quantity of learning. ... **Learning involves the learner’s engaging with the world** ”.*  
(Dewey)


## Learning by doing

- Learning how to become online teachers attending an online course
- Getting aware of competence-based learning in a competence-based course

## Learning by cooperating

- Attending virtual classes
- Interacting in forums, using web 2.0 communication tools

# The course

 **Sloop2desc** *Sharing Learning Objects in an Open Perspective*


Sei collegato come [Pierfranco Ravotto](#): [Studente](#) ([Ritorna al mio ruolo normale](#))



**SLOOP** ▶ [Sloop2desc-IT-1°livello](#) [Ritorna al mio ruolo normale](#)



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**Project Outline**


**Progettare e sviluppare risorse didattiche e corsi in rete basati sullo standard EUCIP**

 **Sloop2desc**  
Sharing learning objects in an open perspective  
to develop European skills and competences

 [Introduzione al corso, di Giovanni Fulantelli, ITD-CNR](#)  
 [Workshop di avvio \(22 febbraio 2010\)](#)

 [Spazio di comunicazioni e di discussioni generali](#)  
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**Attribuzione:**

1. La prima versione (febbraio 2010) è stata prodotta nel progetto "SLOOP2desc".

# Course Structure

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**1. Using Moodle as a trainee and as a teacher**

**2 weeks**

**2. Being an online teacher using web 2.0 tools**

**3 weeks**

**3. Using and developing OERs**

**3 weeks**

**4. Getting aware of Competence-based learning in the view of European Competence Frameworks (EQF, e-CF, EUCIP, CEFR)**

**2 weeks**

**5. Developing and sharing competence-based OERs for students**

**6 weeks**

# Mod.1- Using MOODLE

Units	At the end of each module the trainee will be able to:
Using Moodle as trainee	<ol style="list-style-type: none"> <li>1. use Moodle as a trainee: <ul style="list-style-type: none"> <li>• how to register oneself, fill in one's own profile, insert one's own photo</li> <li>• how to exchange messages with other registered trainees;</li> <li>• how to enrol on a course and monitor one's own activities;</li> <li>• how to take part in a forum;</li> </ul> </li> </ol>
Using Moodle as trainer	<ol style="list-style-type: none"> <li>2. perform tutoring activities (as a non editor teacher): <ul style="list-style-type: none"> <li>• how to monitor trainees' or groups of trainees' activities;</li> </ul> </li> <li>3. create or modify a course (as a teacher/editor): <ul style="list-style-type: none"> <li>• how to add resources to a course: label, link, text page, web page, folder;</li> <li>• how to insert activities in a course: forum, online task, lesson, quiz, hot potatoes quiz, SCORMs, wiki, register;</li> <li>• how to insert an embed code in a label or in a web page to reproduce resources existing in other sites such as Slide Share, YouTube, Scribd, ...;</li> </ul> </li> <li>4. create a course: <ul style="list-style-type: none"> <li>• how to open ex-novo a new course or starting from a pre-existing course;</li> <li>• how to assign and modify roles.</li> </ul> </li> </ol>

## Main activity

- Getting familiar with Moodle functionalities
- Practicing Moodle in a “trial run area”



# Mod.2 - Being an online tutor

Units	At the end of each module the trainee will be able to:
Online tutor	1. support online activities;
To search for, organize and share online sources	2. help trainees to search for online educational material and sources; 3. help trainees to organise sources employing web 2.0 tools: 4. linkography, 5. social bookmarking (Delicious, ...);
e-cooperation	6. promote communication/feedback among the groups of peers 7. encourage the exchange of roles and simulations

## Main activities

- Using communication and sharing tools
- Tagging resources,
- Collecting resources in shared environments

# Mod.3 - Using and develop. OER

Units	At the end of each module the trainee will be able to:
Sharing and reusability philosophy	<ol style="list-style-type: none"> <li>1. provide definitions of "open educational resources" or "open learning objects";</li> <li>2. describe the several Creative Commons licences;</li> </ol>
Web 2.0 tools	<ol style="list-style-type: none"> <li>3. share resources in web 2.0 environments (such as Slide Share, YouTube, Scribd, ...) tagging them to make search easier;</li> <li>4. plan and develop final quizzes;</li> </ol>
The SCORM model and tools for the production of SCORM compliant LOs	<ol style="list-style-type: none"> <li>5. describe the SCORM model;</li> <li>6. describe the IEEE LOM metadata system;</li> <li>7. transform web pages in SCORM objects (for example using the freeLOms functions);</li> <li>8. develop a SCORM by using software like eXeLearning</li> </ol>
The FreeLOms	<ol style="list-style-type: none"> <li>9. search for educational resources within the freeLOms;</li> <li>10. upload educational resources in the freeLOms;</li> <li>11. using freeLOms to produce SCORM compliant LOs from PPT files or from web pages.</li> </ol>

## Main activities

- Using tools useful to produce and share resources
- Getting familiar with FreeLOms repository

# Mod.4

## European Competence Frameworks

<b>1. EQF</b>	1. describe the 8 key competences for lifelong learning;
<b>2. 8 key competences</b>	2. describe the aim of ' <i>European Qualification Framework for Lifelong Learning</i> - EQF – and its level-based structure;
<b>3a. Users digital competences and EUCIP syllabuses</b>	3. describe the ECDL system and list the ECDL certifications; 4. identify in the ECDL syllabuses the competences that can be of reference for their school or discipline;
<b>3b. Informatics professionals competences, e-CF and EUCIP</b>	3. describe the aim and the structure of <i>European e-Competence Framework</i> , e-CF; 4. describe the EUCIP model of informatics competences and professional profiles; 5. list EUCIP certifications and related certification procedures; 6. identify, within the EUCIP Syllabus, the competence units required for a specific professional profile; 7. use <i>EccoEucip tool</i> to outline one's own proximity profile and analyse it.
<b>3c. Common European Framework of Reference for Languages</b>	3. describe the Common European Framework of Reference for Languages; 4. describe the CEFR six levels; 5. identify the linguistic competence levels relevant to their ownf school.

### Main activities

- Analysing European Certification Frameworks (EQF, e-CF, EUCIP, CEFR)
- Discussing on their application on didactics

# Mod.5 - Cooperative Production

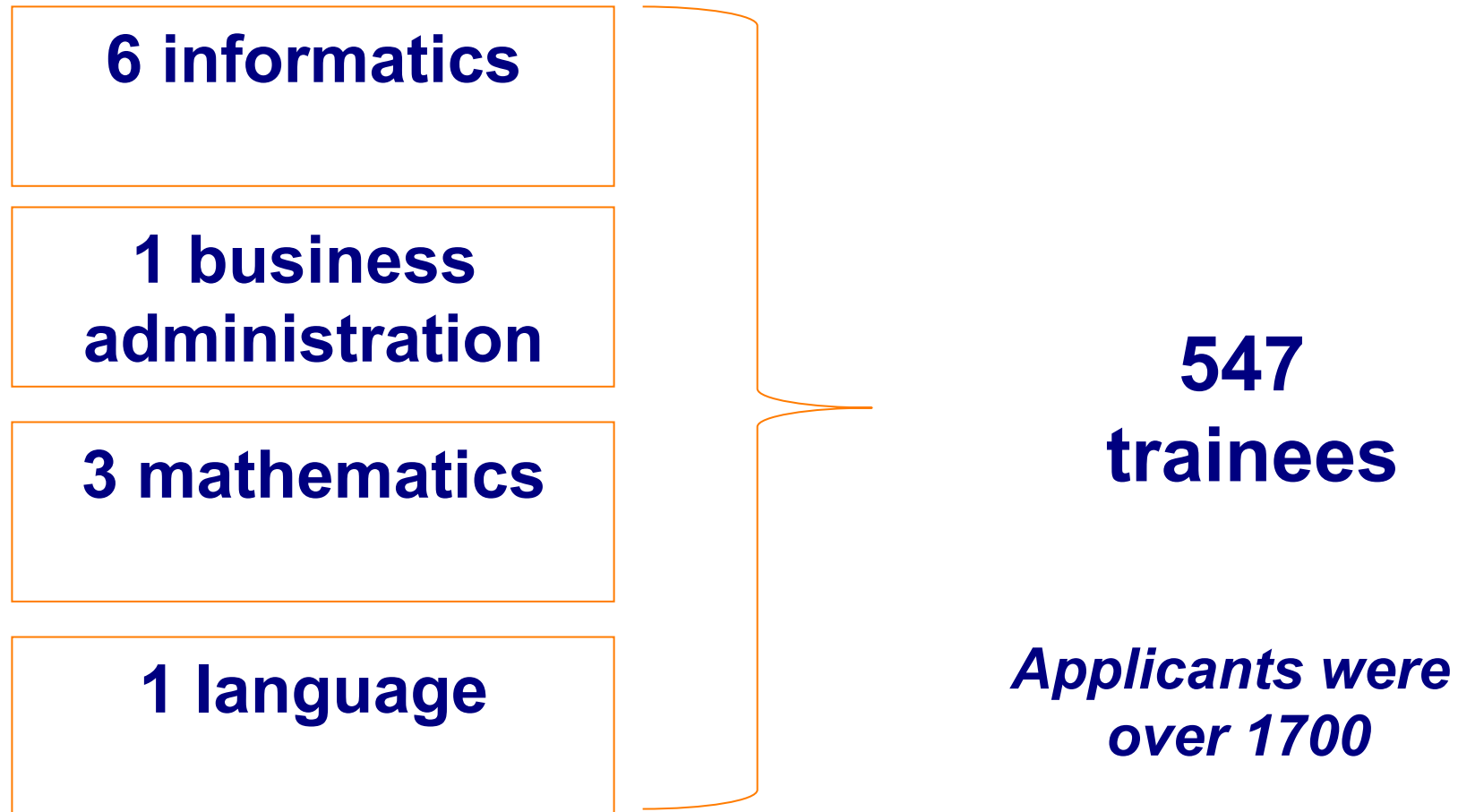
Units	At the end of each module the trainee will be able to:
	<ol style="list-style-type: none"><li>1. plan open educational resources;</li><li>2. develop open educational resources using a wide range of tools;</li><li>3. make the educational resources open providing them with a suitable licence, source accessibility, instructions how to use or modify them.</li><li>4. upload the resources developed in the freeLOms and likely in other repositories;</li><li>5. cooperate in planning and developing a course on Moodle.</li></ol>

## Main activities

- Collaborating in developing competence-based single OERs
- Collaborating in developing competence-based courses

# Some data: classes and trainees

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# Some data: OERs developed

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**Informatics**

**27 courses  
104 resources**

**Business  
administration**

**2 courses  
8 resources**

**Mathematics**

**5 courses  
41 resources**

**Languages**

**4 courses  
65 resources**

# Informatics OERs

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Accessibilità  
ALU  
apple  
Applet  
Applicativi  
Architecture  
Architettura  
Asp  
Backup  
Basi di dati  
Binario  
BIOS  
BUS  
Business Plan  
C++  
Client-Server  
Clock  
Codice  
codice ASCII  
Componenti del  
computer  
Computer  
Comunicazione  
Corso Moodle

CPU  
CSS  
Database  
data mining  
data warehouse  
dbms  
mysql  
access ddl  
Device  
Digitale  
Dispositivi  
ECDL  
ECDL 1.1 Hardware  
ECDL4PS  
ECDL Modulo 1  
ECDL Modulo 3  
ECDL Modulo 4  
E-CF  
EUCIP  
EUCIP core  
EUCIP core Build  
EUCIP core Plan  
Excel  
Foglio Elettronico

Formati file  
Hardware  
hard disk  
HTML  
ICT  
Internet  
IP  
Ipertesto  
IT Administrator  
Java  
LAN  
Linguaggi  
Linux  
MySQL  
Notebook  
Oop  
OpenOffice

Storage  
RAM  
Reti  
Reti geografiche  
Reti locali  
Risorse di sistema ROM  
Router  
Scheda madre  
Scilab  
Script  
Sistemi Operativi  
Software  
Software applicativo  
Software developer  
Software di base  
software dinamici  
Software di sistema SQL  
ra di un computer

## Covering

- ECDL,
- IT Administrator,
- EUCIP core



# Business Administration OERs

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## **Course**

Types and organizational structures (EUCIP A1.1)

Business Plan

## **Open Educational Resources**

- Business Plan |
- Credit
- The amount
- The allocation
- The interest
- The merchant discount
- The strategic choices
- Invoice



# Language OERs

<b>English communicative language and Web 2.0 tools</b>	<ol style="list-style-type: none"> <li>1.Introduction</li> <li>2.Entry test for prerequisites</li> <li>3.Listening activities</li> <li>4.Reading activities</li> <li>5.Writing activities</li> <li>6.Speaking and Interaction activities</li> <li>7.Resources</li> <li>8.Assessment (listening, speaking, reading, writing)</li> <li>9.Final questionnaires (self-assessment + satisfaction questionnaire)</li> </ol>
<b>Creative writing in German, French, Spanish, Italian</b>	<ol style="list-style-type: none"> <li>1.Introduction: pre-requisites/objectives</li> <li>2.French section: 5 steps</li> <li>3.Spanish section: 5 steps</li> <li>4.German Section: 3 steps</li> <li>5.Italian Section: 6 steps</li> <li>6.Glossary</li> <li>7.Final tests – Self-assessment questionnaires</li> <li>Satisfaction questionnaire</li> </ol>
<b>Creative writing Text Type: narrative</b>	<ol style="list-style-type: none"> <li>1.Introduction</li> <li>2.Objectives – Activities – resources- tools</li> <li>3.Self-assessment questionnaire</li> </ol>
<b>Comparative Literature and Culture: French and English</b>	<ol style="list-style-type: none"> <li>1.Introduction: objectives</li> <li>2.Pre-requisites + self-assessment test + teacher's guide</li> <li>3.English section: Let's discover London</li> <li>4.French section: <u>Les médias en France</u></li> <li>5.French: <u>Un voyage à travers la chanson</u></li> <li>6.French: <u>Bon appétit en France</u></li> <li>7.Final task</li> <li>8.Final Assessment</li> <li>9.Self-assessment questionnaire &amp; satisfaction questionnaires</li> </ol>

# Mathematics OERs

<b>Conics</b>	<ol style="list-style-type: none"> <li>1. History of conics</li> <li>2. Paraboles</li> <li>3. Circumferences</li> <li>4. Ellipsis</li> <li>5. Hyperbole</li> <li>6. Applications to algebra (equations and inequalities)</li> <li>7. Applications on economics (problems of choice)</li> <li>8. Polarity</li> </ol>
<b>The number systems</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The numbering systems in the human history</li> <li>3. The positional numbering systems</li> <li>4. The operations with numbering systems</li> <li>5. The binary system</li> <li>6. The Logic Circuits</li> <li>7. Evaluation and self-assessment</li> </ol>
<b>From propositional logic to Boolean algebra</b>	<ol style="list-style-type: none"> <li>1. Elements of set theory</li> <li>2. Communication, natural and mathematical language</li> <li>3. Propositional logic</li> <li>4. The logic: in-depth paths</li> <li>5. The logical networks</li> <li>6. Models of communication</li> <li>7. The Boolean algebra in GeoGebra</li> </ol>
<b>Today...conics!</b>	<ol style="list-style-type: none"> <li>1. Conics and physics</li> <li>2. Conics and the economy</li> <li>3. Conics and matrices</li> <li>4. Conics and the arts</li> <li>5. Conics and architecture</li> <li>6. I see ...conics! (WebQuest)</li> </ol>
<b>Statistics and probability</b>	<ol style="list-style-type: none"> <li>1. Probability</li> <li>2. Descriptive Statistics</li> <li>3. Combinatory</li> </ol>

# OERs main characteristics

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**Openness**

**Re-use**

- Accessible and sharable sources
- Copy-left licences

**Multimedia**

**Interactivity**

- Variety of media
- On time feedback
- Task-based activities

**Cooperation**

- Cooperative activities
- Sharing environment

# Some data: communication flow

	N° discussions	N° posts
General Forum	42	347
Coffee Area	15	108
Mod 1 Forum	17	348
Mod 2 Forum	10	439
Mod 3 Forum	13	381
Mod 4 Forum	8	118
Mod 5 Forum (1)	17	133
Mod 5 Forum (2)	17	370
<b>Total</b>	<b>139</b>	<b>2.244</b>

**The “community” effect:  
strong relationships between  
trainees and tutors and among the  
peer groups.**

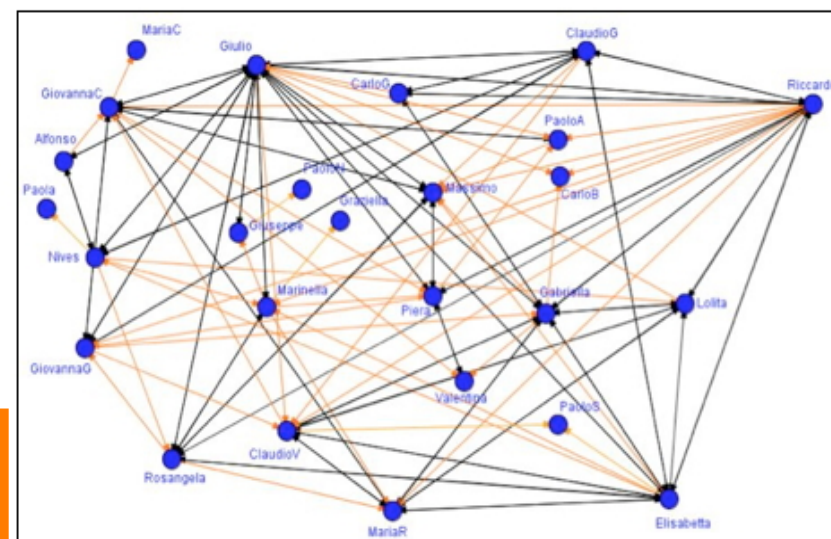


Figure 3. Pattern of relations (in the first three modules).



***Thank you for your attention***

**<http://www.sloop2desc.eu>**

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