CURRICULUM PLAN
E-PEDAGOGY FOR TEACHERS IN HIGHER EDUCATION

Name course	E-pedagogy for teachers in higher education
Responsible	Higher Education Institutions, partners in the the SW-VirCamp Consortium. The leading institution coordinates the course: Complutense University Faculty of Social Work Madrid - Spain For more information go to www.vircamp.net
Language	English
Period	Planned again for the academic year 2023/24
Credits and level	10 ECTS European qualification structure: level 6
Introduction	Lifelong learning (LLL) is an important objective for the EU educational systems and for labour mobility in Europe. E-learning methodology makes it possible for professionals to increase their knowledge as part time students and as such, it is a tool for LLL. Being an e-teacher demands specific skills and competences in pedagogy related to supervising students on the Internet. An explicit knowledge of how to structure the learning material to make a suitable and inspiring learning environment for e-learning students are necessary. This course promotes and strengthens the participants' skills in teaching, supervising, planning and organising good e-learning courses in a Virtual Learning Environment (VLE).
Learning Outcomes	**Knowledge** • The student has knowledge about theories and methods in e-pedagogy. • The student has knowledge about how to develop an e-learning course with a collaborative, comparative perspective, and a transparent and task-centred approach. • The student has knowledge about how to develop a curriculum plan for an e-learning course • The student has knowledge about how to make virtual learning material for e-learning courses. • The student has knowledge about how to deal with basic technical problems and challenges related to using VLE. • The student has knowledge about how to find and use appropriate learning resources and tools which can promote e-learning. • The student has knowledge about how to use an e-portfolio as an educational tool in an international course. • has knowledge about methods for reflection on learning in e-learning. • The student has knowledge about net-ethics.

	• The student has knowledge about how to cooperate and stimulate cooperation among participants in a Virtual Classroom by the use of chat, a-synchronic discussion forums and collaborative task solving. **Skills** • The student demonstrates didactical skills in e-teaching • The student describes, analyses and evaluates pedagogical methods in e-learning related to a specific course they have developed during the e-pedagogy programme. • The student can strategically choose between different didactical strategies when planning an e-learning module, related to expected learning outcomes. • The student promotes reflection on learning in e-learning • The student can develop virtual learning material for an online course **General Competences** • The student can identify and critically reflect on ethical dilemma related to e-teaching and e-learning • The student can plan and work out tasks in a systematic way • can convey central subjects such as theories, issues and solutions both in writing, verbally and through other relevant forms of expression
Content	The content in this course is related to the following themes: • Theory and methods in e-learning pedagogy. • How to create a virtual learning environment by using Learning Management Systems (LMS) and open net resources. • How to create a cooperative learning community. • How to make a good curriculum plan. • How to develop a programme with a good structure and learning progress. • How to develop course content, as screen lectures, tasks and virtual learning materials. • How to give feedback on students' written tasks in an e-learning course, focusing on the teacher role in e-learning courses. • How to construct tasks for an e-portfolio. • How to find, critically appraise and decide which Internet resources to use for elearning students. • Choose and use the best software and online tools for different educational purpose. • Awareness of issues related to net-ethics. • Basic technical support to e-learning participants.
Admission Requirements	This is a course for teachers in Higher Educational Institutions (HEIs) teaching social work or related subjects. A basic knowledge of didactics will be an advantage. The number of

	students is limited. Teachers from SW-VirCamp partner institutions will have priority.
	The students need consistent access to the Internet to attend this course, and be able to connect to the course several times a week during the course period.
	Applicants from HEI not partners in SW-VirCamp social work programme will have to pay 1500 EURO for the course.
	Students have to apply for the course before 20/11/2020 on www.vircamp.net.
Learning and teaching approach	Students will get access to the actual Learning Management System when the course starts.
	This is an online course structured in weekly programmes, and students will collaborate by giving feedback to tasks, discussions and online chats. During the course students will work with a problem-oriented focus, and by solving tasks learn how to develop their own e-learning courses. Using a hands-on approach, by the end of the course students have developed their own e-learning course on a subject they have chosen.
	Two or three students might cooperate in developing one common course. After developing a common curriculum plan, they must work with different parts of the course and clarify their own contribution to the common course and presenting their own work with the tasks in the course.
	The course will be based on the latest research and knowledge in e-learning pedagogy and will invite students to take an active part in their own learning process and collaborate with each other.
Examination	The examination in this course exists of course requirements and a portfolio.
	Course Requirements
	Before students can deliver their exam, they need to deliver the required assignments
	- Student's presentation - Personal expectations and aims for the course - Present the theme of the course that will be developed - Theories on e-pedagogy paper: 1000 words (+/- 10%) 5 reflections on learning - Suggestions for assessment criteria for a curriculum plan - Assessment of a presented curriculum plan according to the former presented criteria - Assessment criteria for a screen lecture - Assessment of a presented screen lecture according the former presented criteria - Considerations to be taken when developing an online course Paper: 1.500 words (+/- 10%) – group work - Develop a curriculum plan 1.200 wod (+/- 10%) - Develop an audio-visual trigger - Make a short screen lecture (10 – 15 minutes) - Build a structure for a course

	• Develop one week programme in the own course
	• Didactical considerations for the own course
	Paper: 1.200 words (+/- 10%)
	
	Exam
	
	The **exam** consists of:
	
	• Reflections on the learning process
	  1.500 words (+/- 10%)
	• Present the developed e-learning course which includes:
	  ▪ A competence based curriculum plan
	  ▪ The structure of the course in CANVAS
	  ▪ A table wit an overview of all weeks
	  ▪ Two complete weekly programs from different stages in the course: learning objectives, content, resources, tasks, recommended literature, time schedule
	  ▪ One trigger
	  ▪ One short screen lecture
	  ▪ Two anouncements
	• Didactical considerations on the planned e-learning course
	  Paper: 2.000 words (+/- 10%)
	
	Final marks from A+ / Fx
	
	Re-examination
	The deadline for the re-examination will be 31/08/2021. Students need to fulfill the course requirements and have to deliver an the exam assignments.

Literature	Bentley, K.J., Secret, MC & Cummings, C.R. (2015). The Centrality of Social Presences in Online Teaching and Learning in Social Work. Journal of Social Work Education, 5(3) pp 494-504. doi.org/ 10.1080/10437797.2015.1043199 (11 p) Biggs, J. (1999). What the Students Does: teaching for enhanced learning. Higher Education Research & Development 18(1), pp 57-75. doi.org/10.1080/0729436990180105 (19 p) Boud, D., Keogh, R. & Walker, D. (1985). Introduction: What is reflection in learning? Inn Boud, D., Walker, D. & Keogh, R. (eds) Reflection: Turning Experience into Learning Account. Routledge Falmer. (Online available through HVL library) (7 p) Boud, D., Keogh, R. & Walker, D. (1985). Promoting Reflection in learning: a Model. Chapter 1 in Boud, D., Walker, D. & Keogh, R. (eds) Reflection: Turning Experience into Learning Account. Routledge Falmer. (Online available through HVL library) (24 p) Dawson, B-A & Fenster, J. (2015). Web-Based Social Work Courses: Guidelines for Developing and Implementing an

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