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	www.vircamp.net
Credits and level	5 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. 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 teach an e-learning course with a collaborative, comparative perspective, and a transparent and task-centred approach. • The student has knowledge about important criteria for a competence based curriculum plan • The student has knowledge about criteria for qualitative virtual learning material • 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. • The student 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 describes, analyses and evaluates critically pedagogical methods in e-learning related to an existing VirCamp course • The student promotes reflection on learning in e-learning **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 • The student 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. • Criteria for a good curriculum plan. • How to give feedback on students' written tasks in an e-learning course, focusing on the teacher role in e-learning courses. (coaching) • How to construct assignments for an e-portfolio. • How to find, critically appraise and decide which Internet resources to use for e-learning students. • Choose and use the best software and online tools for different educational purposes. • 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.

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 working on assignments learn about challenges, opportunities and thresholds in developing an online 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. **<u>Course Requirements</u>** Before students can deliver their exam, they need to deliver the required assignments - Student's presentation - Personal expectations and aims for the course - Theories on e-pedagogy paper: 1000 words (+/- 10%) 3 reflections on learning - Suggestions for assessment criteria for a curriculum plan - Assessment of a presented curriculum plan according to the former presented criteria - Give feedback on an assignment based on the framwork and compare with fellow students - Assessment criteria for a screen lecture - Assessment of a presented screen lecture according the former presented criteria - Contribute with new course material to an existing VirCamp course - Considerations to be taken when developing an online course Paper: 1.500 words (+/- 10%) – group work - Analyse and evaluates critically an existing course in the VIRCAMP portfolio: curriculum plan, virtual learning material, course structure and didactical approach. Paper: 2.500 words (+/- 10%) **<u>Exam</u>** The **exam** consists of: - Reflections on the learning process 1.500 words (+/- 10%) - Didactical considerations on the planned e-learning course Paper: 1.500 words (+/- 10%) - Critical analysis of an existing VirCamp course 2.500 words (+/- 10%) Final marks from A+ / Fx <u>Re-examination</u> The deadline for the re-examination will be announced on the

	website. 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 Online Environment. Journal of Teaching in Social Work, 35(4). pp 365-377, doi.org/10.1080/08841233.2015.1068905 (14 p) Garrison, D.R., Anderson, T. & Archer, W. (2000). Critical Inquiry in a Text-Based Environment. Computer Conferencing in Higher Education. The Internet and Higher Education 2(2/3), pp 87-105. doi.org/10.1016/S1096-7516(00)00016-6 (19 p) Gregory, M.-J.S & Logde J.M. (2015). Academic workload: the silent barrier to the implementation of technology enhanced strategies in higher education. Distance Education 36(2), pp 210-230. doi.org/10.1080/01587919.2015.1055056 (21 p) Hole, G.O., Larsen, A.K. & Hoem, J. (2010). Promoting the Good e-Teacher: Didactical Choices when developing e-pedagogical Competences. Seminar.net - International journal of media, technology and lifelong learning.6(3). (18 p) Johnson, C.S. (2017). Collaborative technologies, high order thinking- and self-sufficient learning: a case study of adult learners. Research in Learning Technology 25: 1981. doi.org/10.25304/rlt.v25.1981. (17 p)

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