

UNIDADE CURRICULAR / Curricular Unit

2018/2019

<p>Degree Licenciatura em Educação e Formação / Bachelor Programme in Education and Training</p>
<p>Title Learning Online</p>
<p>Instructor(s) Luís Tinoca (ltinoca@ie.ulisboa.pt)</p>
<p>General description 5 ECTS – this class is offered in English (B2 level recommended)</p>
<p>Objectives and competencies</p> <ul style="list-style-type: none"> • To characterize and select learning strategies for online environments • To discuss students and teachers roles in online environments • To critically analyse blended learning and eLearning scenarios
<p>Contents</p> <ul style="list-style-type: none"> • Distance Education, blended learning, eLearning, and open education • Teaching and Learning in online environments • Online learning strategies • Planning and evaluating online courses
<p>References Anderson, T. (2010). The theory and practice of online learning. http://cde.athabasca.ca/online_book/ Bonk, C. & Cross, J. (2006). The Handbook of Blended Learning: Global Perspectives, Local Designs. Pfeifer. Carliner, S. & Shanck, P. (2008). The e-learning handbook. Pfeifer. European Commission (2017) Growing Digital Citizens J. Vermeersch (coord.). (2006). Getting started in ODL. Brussels, Het Gemeenschasonderwijs.</p>

Moore, M. (2007). Handbook of Distance Education. Lawrence Erlbaum associates publishers.

OECD (2017). The OECD Handbook for Innovative Learning Environments

Paloff, R. & Pratt, K. (2007). Building online learning communities. Jossey-Bass.

Redecker, C. (2009). Review of Learning 2.0 Practices: Study on the Impact of Web 2.0 Innovations on Education and Training in Europe. JRC Scientific and technical report.

Teaching Methods

Given the goals of this curricular unit we adopted a diverse set of teaching methodologies, including: lecturing, debate, critical analysis of readings, reflections based on real planning and assessment training programs, simulations, role-playing, and both individual and group work; so as to further engage the students with the contents and competencies of the course. Beyond Classroom activities, students will be asked to engage in weekly online tasks related to the course. To emphasize the course practical nature, students will be face with the discussion and resolution of issues related to the process of online learning design.

Assessment

The proposed assessment takes a strongly continuous and formative stance and includes:

- Class attendance (minimum of 2/3 required) and active participation in the proposed tasks – 20%
- Weekly online assignments – 30%
- A final report, to be done in pairs, requiring the evaluation of an online course – 35%
- Final individual reflection – 15%

Alternative Assessment

Students unable to attend classes regularly may opt for an alternative assessment method.

The proposed alternative assessment includes:

- Weekly online assignments – 40%
- A final report, requiring the evaluation of an online course – 45%
- Final individual reflection – 15%.

All requests for the alternative assessment option must be presented to the instructor before the end of March.