

**UNIDADE CURRICULAR / Curricular Unit**

**2024/2025**

<b>Degree</b> Licenciatura em Educação e Formação / Bachelor Programme in Education and Training
<b>Title</b> Learning Online
<b>Instructor</b> Luís Tinoca (ltinoca@ie.ulisboa.pt)
<b>General description</b> 5 ECTS – this class is offered in English (B2 level recommended)
<b>Objectives and competencies</b> <ul style="list-style-type: none"><li>• To characterize and select learning strategies for online environments</li><li>• To discuss students and teachers roles in online environments</li><li>• To critically analyse blended learning and eLearning scenarios</li></ul>
<b>Contents</b> <ul style="list-style-type: none"><li>• Distance Education, blended learning, eLearning, and open education</li><li>• Teaching and Learning in online environments</li><li>• Online learning strategies</li><li>• Planning and evaluating online courses</li></ul>
<b>References</b> <p>Anderson, T. (2010). The theory and practice of online learning.</p> <p>Bates, A. (2015). Teaching in a Digital Age.</p> <p>Beetham, H. &amp; Sharpe, R. (2020) Rethinking pedagogy for a digital age</p> <p>Bonk, C. &amp; Cross, J. (2006). The Handbook of Blended Learning: Global Perspectives, Local Designs. Pfeifer.</p>



Carlner, 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.

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

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

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.

Siemens, G. (2009). Handbook of emerging technologies for learning.

### **Teaching Methods**

Given the goals of this curricular unit we adopted a diverse set of teaching methods, 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 to engage the students with the contents and competencies of the course. Beyond Classroom activities, students will be asked to engage in weekly online assignments related to the course. To emphasize the course practical nature, students will be faced 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:

- Weekly online assignments – 50%
- Final Report, to be done in small groups, requiring the evaluation of an online course – 35%
- Final individual reflection – 15%

Approval implies that the student obtains at least 10 out 20, both in the individual assessment and in the group assessment components.

### **Alternative Assessment**

Students unable to attend classes regularly may opt for the alternative assessment method where all tasks should be completed individually.



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The proposed alternative assessment includes:

- Weekly online assignments – 50%
- Final Report, requiring the evaluation of an online course – 35%
- Final individual reflection – 15%.

The Alternative Assessment System is exclusive to students with the status of student-worker, top-level athlete and others provided for in the regulations. In these cases, passing the course implies compulsory attendance at the times set for assessment.

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