**Intellectual Output 2 - Teacher training material**

# The concept of the teacher training material

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# Project "Activating Students in Online Classes"
2020-1-PL01-KA226-HE-096358

## Content

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## The basis for the teacher training concept and structure development

Teacher training material is developed under the Erasmus+ project "Activating students in online classes", no. 2020-1-PL01-KA226-HE-096358. The goal of the project is to activate students in online educational context. The innovative combination of didactic methods, opened for new didactic tools, intended for implementation in online learning systems is proposed. The outcomes of the project are projected to help academic teachers in their online classes, giving them methods, tools and – what is the most important – the opportunity to improve their qualifications and build a new standard of teaching.

Three Universities are involved in the project - University of Silesia in Katowice (Katowice, Poland), Sofia University 'St. Kliment Ohridski' (Sofia, Bulgaria), and Vytautas Magnus University (Kaunas, Lithuania), who have long-term experience in organising blended and online studies as well as the application of innovative teaching methods. Vytautas Magnus University is responsible for the implementation of Intellectual Output 2 "Teacher training material" aiming to develop a concept and together with other partners prepare the material for teacher training programme - intensive programme on training academic teachers "Activating students in online classes". This intensive programme is intended to help academic teachers to improve their skills in their online classes, giving them methods, tools and – what is the most important – the opportunity to improve their qualifications and build a new standard of teaching. Teachers from all partner universities will work on the preparation of teachers training materials. Training material will be prepared using the novel technical tools, to be as modern as possible. They will consist of knowledge and skills parts, will be accessible and universal.

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## Requirements for the teacher training programme "Activating Students in Online Classes"

The teacher training material is based on the "Flipped classroom-based e-methodology" (IO1), which serves as a conceptual basis for the overall training development. Activities of the training will be organised so that teachers could learn how to use the designed e-methodology in practice.

The training is planned as a five-day meeting at each partner university. Educators of the leading organisation which were engaged in substantive project tasks will conduct the training. During the training workshops, the participants will benefit from the knowledge of didactic professionals employed at the University of Silesia and will exchange their previous didactic experience from before the beginning of the project. The trainings will be differentiating for academic teachers from different countries and cultures, what will be the good practise for educator in working in multicultural environment.

**The result** of the training will be an increase of didactics skills, digital knowledge, and improvement in English language skills. Moreover, the training will bring an added value to participants by:

- learning from the experiences and good practices of a partner institution,

- tightening cooperation among Transform4Europe European university partners,

- increasing the level of digitization among teachers,

- increasing the level of intercultural sensitivity,

- Increasing teachers' self-esteem by participating in training courses on teaching in a foreign language by non-natives.

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**The role of the educator/tutor** is that of a facilitator of learning, rather than an instructional teacher.

**Instructional language** of the training: English

## Structure of the training

The training programme is developed in a way so that most of the time participants were engaged into active group-oriented activities. The following framework of the teacher training is offered when planning the detailed training programme:

| Day No. | Activity |
|---------|----------|
| Day 1 | Group-oriented activities |
| Day 2 | Group-oriented activities |
| Day 3 | Group-oriented activities |
| Day 4 | Tutor's days (for the area of interest of every participant) |
| Day 5 | Tutor's days (for the area of interest of every participant) |

However, it is important to note, that this framework demonstrates the basic information that training needs to be activity driven. Nevertheless, all activities have to be supported with the theoretical and conceptual input of the expert teachers from project partner organisation. The specific content and topics of the training are offered by the work package leader, while other partners may contribute with their suggestions and intellectual input for programme development. Since there are three training planned, each organising institution will suggest and deliver an adapted training programme, following the key principles presented in this document.

## Requirements for training participants

**Profile of participants:** teaching staff from participating institutions.

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All teachers involved in training have to have experience in online teaching, have a direct contact/access to students, and should be able to communicate in English easily.

Each partner institution is responsible for selecting, preparation and supporting participants and ensuring their safety (in accordance with internal regulations). University teachers and trainers will be selected from the project partner organisations during an internal transparent process and following the below fair **selection criteria**:

- previous experience in Erasmus programme teaching students

- field of study (university teachers should be selected from faculties involved in a project)

- time availability to participate in the training

- good knowledge of English language

- the motivation for further professional development

- digital competences

- the experience in modern teaching methods implementing for universities education (only for participating trainers).

Since the total coverage of costs is ensured, teachers who have fewer possibilities for professional development, e. g., because of the financial constraints.

The project may be a great opportunity for teachers who were excluded so far from the academic mobility, due to low family income or disability since the coverage of costs is provided by partner institutions.

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### Development of the course in VLE

Since educational institutions use different Learning management systems, course structure templates will be developed in a way, so it could be easily adapted for both Moodle and MsTeams virtual learning environments.

However, the main structure will consist of the following elements:

1. General information (course description, learning plan for the student)
2. Unit 1 (theoretical material, tools, learning activity)
3. Assignment
4. Self-assessment
5. Unit 2 (theoretical material, tools, learning activity)
6. Assignment
7. Self-assessment
8. Unit 3
9. ……

### Quality assurance

To ensure the quality of flipped courses, the questionnaire is developed helping to assess the course and at the same time stimulate teachers' self-reflection. The questionnaire is focusing on encompasses 8 key course dimensions each of which encompasses a question block with a more detailed criteria for course evaluation:

1. Competences, learning outcomes and consistency
2. Learning methods
3. Presentation of the theoretical material
4. Assessment methods and criteria

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5.         Description and presentation of the assignment

6.         Learning organization

7.         Synchronous and asynchronous tools

8.         Literature and open educational resources

9.         Copyrights and attribution

## Recognition and validation of learning outcomes

To support the arrangements for recognition or validation of learning outcomes achieved during the training, the participants will be supported by the project's partners to understand the skills and competences acquired. This process will take place on the final day of the training. All participants will receive the Europass Mobility Certificate, as well as a certificate of completion of a "flipped classroom-based e-methodology" training.

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# Description of a teacher training course

| | |
|---|---|
| **Description** | The teacher training material is based on the "Flipped classroom-based e-methodology". Together with the intensive training programme "Activating Students in Online Classes" this training material intends to help academic teachers to improve their skills in their online classes, giving them methods, tools, and the opportunity to improve their qualifications and build a new standard of teaching. Next to this, training materials will help teachers to understand how 'flipped classroom' methodology can be integrated into teaching and learning curriculum.

Flipped classroom focuses on active learning and learners' engagement by removing teacher itself from the centre of attention and limiting the use of the lecture method (direct transition method) and, instead, creating condition for active students' learning. In a flipped classroom students have to analyse and study learning materials and acquire knowledge independently, so that during the class, with the guidance of the teacher, students could build their own cognitive schemas and knowledge. In such a case, teacher no longer acts as a knowledge transmitter but as an architect of students' knowledge. |
| **Aim** | To guide a teacher in flipping their class in online course delivery |
| **Learning outcomes** | After completing the training learners will be able to:<br>• explain the principles and components of a flipped classroom methodology;<br>• implement flipped classroom methodology in teaching;<br>• provide teaching-learning material in accessible formats according to copyright and licencing requirements<br>• select appropriate online tools for learners' engagement<br>• apply suitable assessment strategies of a flipped classroom activities or projects. |
| **Structure of the material** | Teacher training material consists of the following topics:<br>✓ Unit 1. Introduction to a flipped classroom methodology:<br>  Unit 1.1. Key features of a flipped classroom e-methodology<br>  Unit 1.2. Defining learning outcomes in a flipped classroom<br>✓ Unit 2. Guidance on flipping your course (see Unit 2):<br>  Unit 2.1. Guidance on organisation and assignment planning in FC<br>  Unit 2.2. Guidance on choosing online tools<br>  Unit 2.3. Assessment strategies of a flipped classroom activities |

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|---|---|
|  | ✓ Unit 3. Peculiarities of flipping the class:<br>Unit 3.1. OER, ethical and legal issues<br>Unit 3.2. Best practices and Demo scenarios<br>Unit 3.3. Flipped Classroom Course templates for different virtual learning environments (Moodle, MsTeams)<br>✓ Unit 4. Quality assurance of the prepared online/blended course<br>✓ Self-assessment quizzes and questions<br>✓ Annexes:<br>Lesson plan template (Annex 1)<br>Study guide template (Annex 2)<br>Descriptions of assignments (Annex 3)<br>Training agenda (Annex 4) |
| **Links to other intellectual outputs** | Flipped classroom e-methodology<br>Demo scenarios<br>Best practices |
| **Training mode** | Face-to-face / blended / online |
| **No. of participants** | Up to 20 (in a face-to-face mode) |
| **Training length** | 5 days / 40 hours |
| **Language of instruction** | English |
| **Certification** | Certificate of training completion, Europass Mobility Certificate |

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