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

Intellectual Output 2.

Teacher training material 03

2022

Co-funded by the
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of the European Union

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

PUBLICATION FREE OF CHARGE

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KATOWICE 2022

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OER , ethical and legal issues while developing digital resources

dr. Estela Daukšienė, dr. Giedrė Tamoliūnė,

Vytautas Magnus University Education Academy

Institute for Innovative Studies

After this presentation you will be able to:
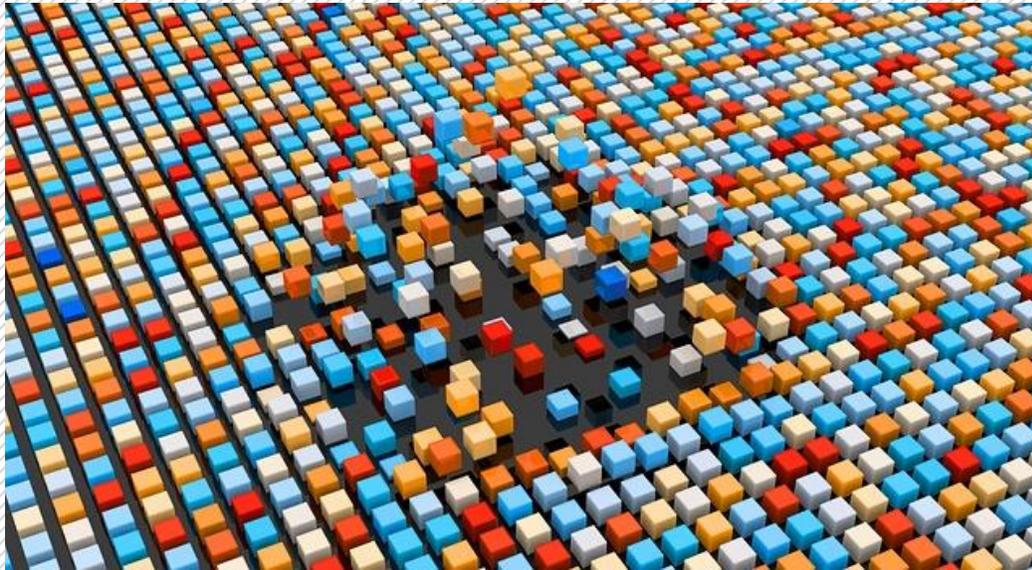
- Indicate what are OER
- Describe differences between closed and open digital resources
- Name and chose CC licences for your resource
- Explain how to create or choose resources for student learning

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What are OER (open educational resources)?

Resources for learning may be not only digital, but also open

5 principles of open publishing

- **re-use**: The most basic level of openness: to use all or part of the work for their own purposes;

- **re-distribute:** People can share the work with others;

- **revise:** People can adapt, modify, translate, or change the work;

- **re-mix:** People can take two or more existing resources and combine them to create a new resource;

- **retain**: make, own, and control a copy of the resource.

(Hilton et al., 2010)

OER

Open Educational Resources (OER) are teaching, learning or research materials that are in the public domain or released with intellectual property licenses that facilitate the free use, adaptation and distribution of resources (UNESCO, 2002).

Open Educational Resources (OER) are teaching, learning, and research materials that are either

(a) in the public domain or

(b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities.

Creativecommons.org

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OER

- The nature of **openness** is not always clear-cut:
  - alongside being freely available and intellectual property rights, questions may be asked about the *political, social, economic, governance, pedagogic and technological aspects* of what *openness* means.
- It is for this reason that a simple definition of OER is hard to pin down.

Mossley, 2013

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3 main components of OER

- Tools/platforms
- Content
- License
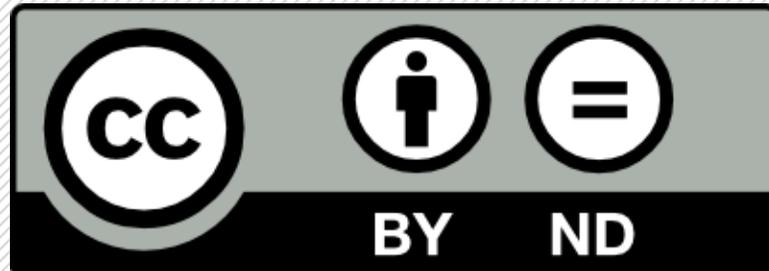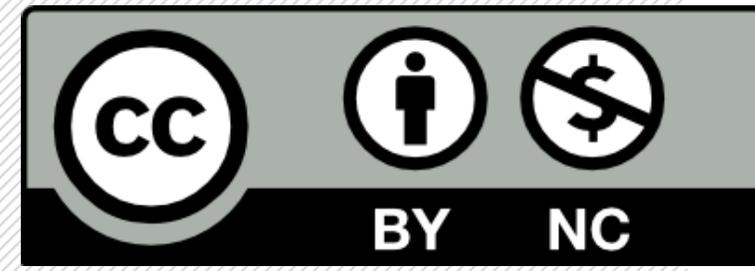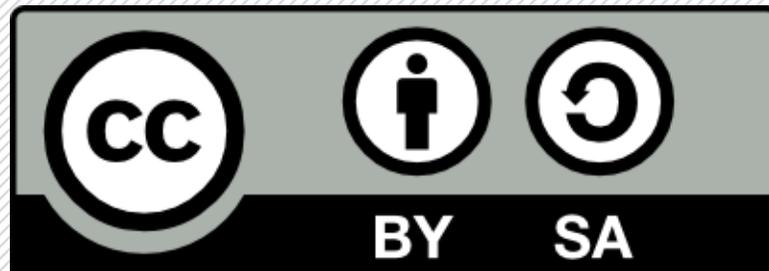
6 types of licenses + CC0

Go to
https://creativecommons.org/about/cclicenses/
for explanations

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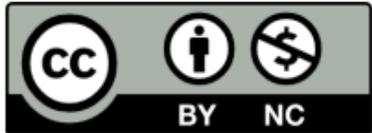
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for explanations

License Features

Your choices on this panel will update the other panels on this page.

Allow adaptations of your work to be shared? (?)

◉ **Yes** ○ **No** ○ **Yes, as long as others share alike**

Allow commercial uses of your work? (?)

◉ Yes   ○ No

(?)

Selected License

Attribution 4.0 International

(cc) (i)

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Free Cultural APPROVED FOR Works

- https://creativecommons.org/choose/#
  - for choosing the license

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Why should teachers share his/her work as OER?

- Sharing it publicly with indicated (preferred) licence – it's the safest way for showing and protecting your ideas

- Receive feedback and improve quality of the resources you create

- Makes you and your institution visible

- Initiates collaboration with other specialists from the area

To avoid ethical and legal issues check
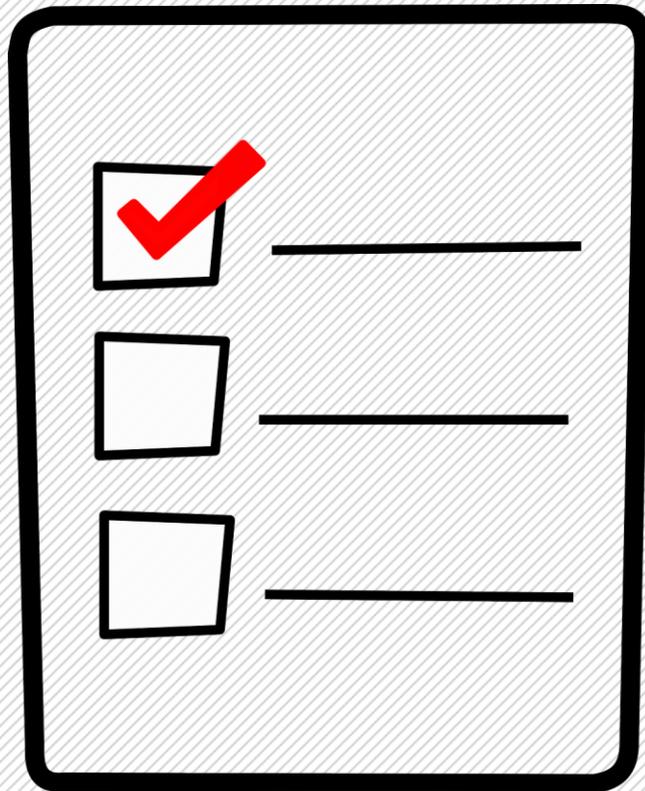
- If you indicated who created the resource (such as your name on your slides);

- if CC license lets you adapt (i.e. CC BY; CC BY-SA; CC BY-NC; CC BY-NC-SA);

- If the publisher allows you to share and disseminate resource (if not indicated – you have to contact the author);

- Institution ethical rules (what institution requires, regulates, etc.);

To avoid ethical and legal issues
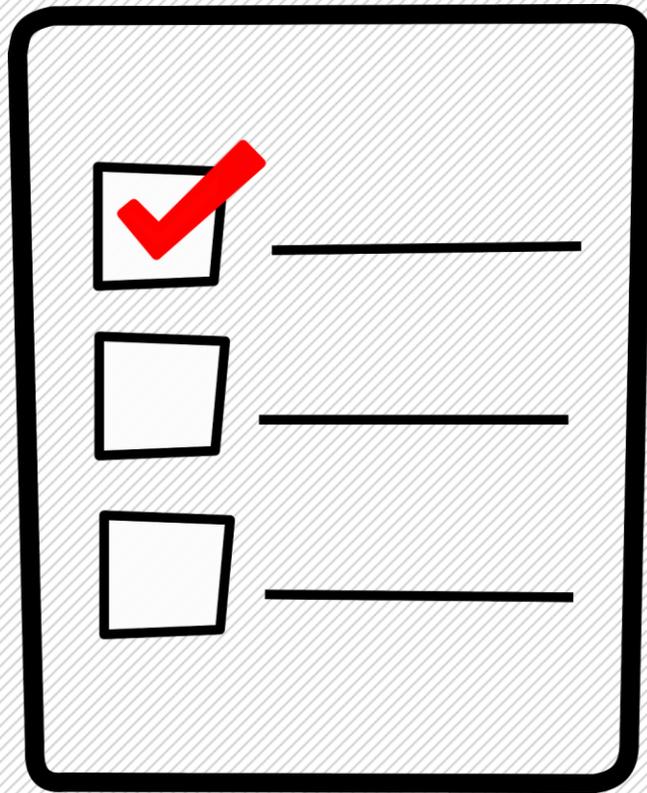
- Choose pictures ... from public domain platforms – search for CC0 licence & indicate the source/ author of all pictures, videos, graph, tables, text... you quote.

- Use data/info from open access journals, data basis, platforms..

- Provide links rather than downloaded/uploaded/ emailed materials

- Assess if the resources shared is in academically appropriate format

References

- Mossley, D. (2013). Open Educational Resources and Open Education. The Higher Education Academy. https://dspace.vn/bitstream/11461/305/1/oer_toolkit_0.pdf

- T.Bates (2015, 2019). Teaching in a digital age. 1st or 2nd eds. (free online books)

- Creativecommons.org https://creativecommons.org/about/program-areas/education-oer/

- Hilton, J., Wiley, D., Stein, J., & Johnson, A. (2010). The four R's of openness and ALMS Analysis: Frameworks for open educational resources. *Open Learning: The Journal of Open and Distance Learning*, Vol. 25, No. 1

- All pictures from pixabay.com

For further information

- https://creativecommons.org/about/cclicenses/
- https://creativecommons.org/choose/# – for choosing the license
- **A Basic guide to open educational resources (OER)**: https://unesdoc.unesco.org/ark:/48223/pf0000215804

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Project "Activating Students in Online Classes"
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Demo scenarios:

"Flipped classroom-based e-methodology" online demo courses on "Activating Students in Online Classes" in three areas - computer science, environmental protection, and social transformation– what these are and how to use them

Prepared by: Zhelyu Vladimirov, Sofia University

The IO3 include three online demo courses on "Activating Students in Online Classes" in areas of computer science, environmental protection, and social transformation, which is based on the flipped classroom approach.

These demo scenarios depend on some key factors and going out to meet professor's needs:

- The readiness / skills of a teacher to present the learning content in an attractive way (directly during the training, although in an IT-mediated environment or through a video recording of a lecture / exercise / seminar).
- The applied by the teacher training methodology (considering both the specifics of the discipline and the specifics of the virtual environment for online learning process).
- Structure and content of the e-course, available through Learning Management System (LMS).
- LMS functionality / specifics.

Proposed in IO3 online demo courses, which is based on the flipped classroom approach introduces purposes to decide to use and apply a flipped methodology:

- Developing independent students' thinking.
- Developing students' critical thinking.
- Increasing their capacity for solving problems.
- Improving communication with students.
- Increasing interest to the given course.
- Applying knowledge in practice.
- Providing more time for active learning activities.
- Developing spirit of cooperation among students.
- Restructuring the course.
- etc.

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For that the online demo courses in IO3 provide many examples such as:

- Support materials or assignments for the pre-class activities (video lectures, presentation, short texts, questions, etc.)
- Activities during the class (Q&A session, discussions on the students' homework and their responses to the questions, small tests, etc.)
- Post-class activities during the class (Q&A session, discussions on the students' homework and their responses to the questions, small tests, etc.)

Each online demo courses demonstrates a minimum of one online Learning Management System (LMS) such as Microsoft Teams, Moodle, etc. and some online learning platforms such as Prezi software (www.prezi.com), Screenr (www.screenr.com), Coggle.it (https://coggle.it), Mindmup (https://www.mindmup.com), Kahoot (https://kahoot.com), etc. (See table on p. 75 of the Flipped Methodology)

After all, as the online demo courses show, professors may compare the outcomes of the flipped classroom method with usual approach of lecturing in class. The IO3 provide useful "good practice" in the e-distance or online learning (EDL), which is based on the flipped classroom approach.

These demo scenarios are summarised from the experience of professors of three universities, developing this project.

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University of Silesia in Katowice
Bankowa 12, 40-007 Katowice, Poland
e-mail: activeclass@us.edu.pl

www.us.edu.pl

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2. Small groups exercise: **Edward de Bono's 6 Mind Hats**.

Description: Edward de Bono's Six Thinking Hats Method is a tool that organizes the analysis of a given problem. Each Thought Hat has a different color, and the colors are a metaphor for different ways of thinking. When the participant puts on a hat (literally or only in the imagination), he starts thinking in a way that corresponds to a given color.

White hat – facts, Red hat – emotions, Black hat – pessimism, Yellow hat – optimism, Green hat – opportunities, Blue hat – process analysis.

The teacher divides students into five new groups. The teacher gives each of them a randomly selected hat (white, red, black, yellow, green). Then, students in groups look for arguments for discussion in the spirit of a randomly selected hat and appoint one or more speakers. The teacher (blue hat) moderates the discussion of groups of hats on: **Aging society – opportunity or threat.**

Duration: 20 minutes.
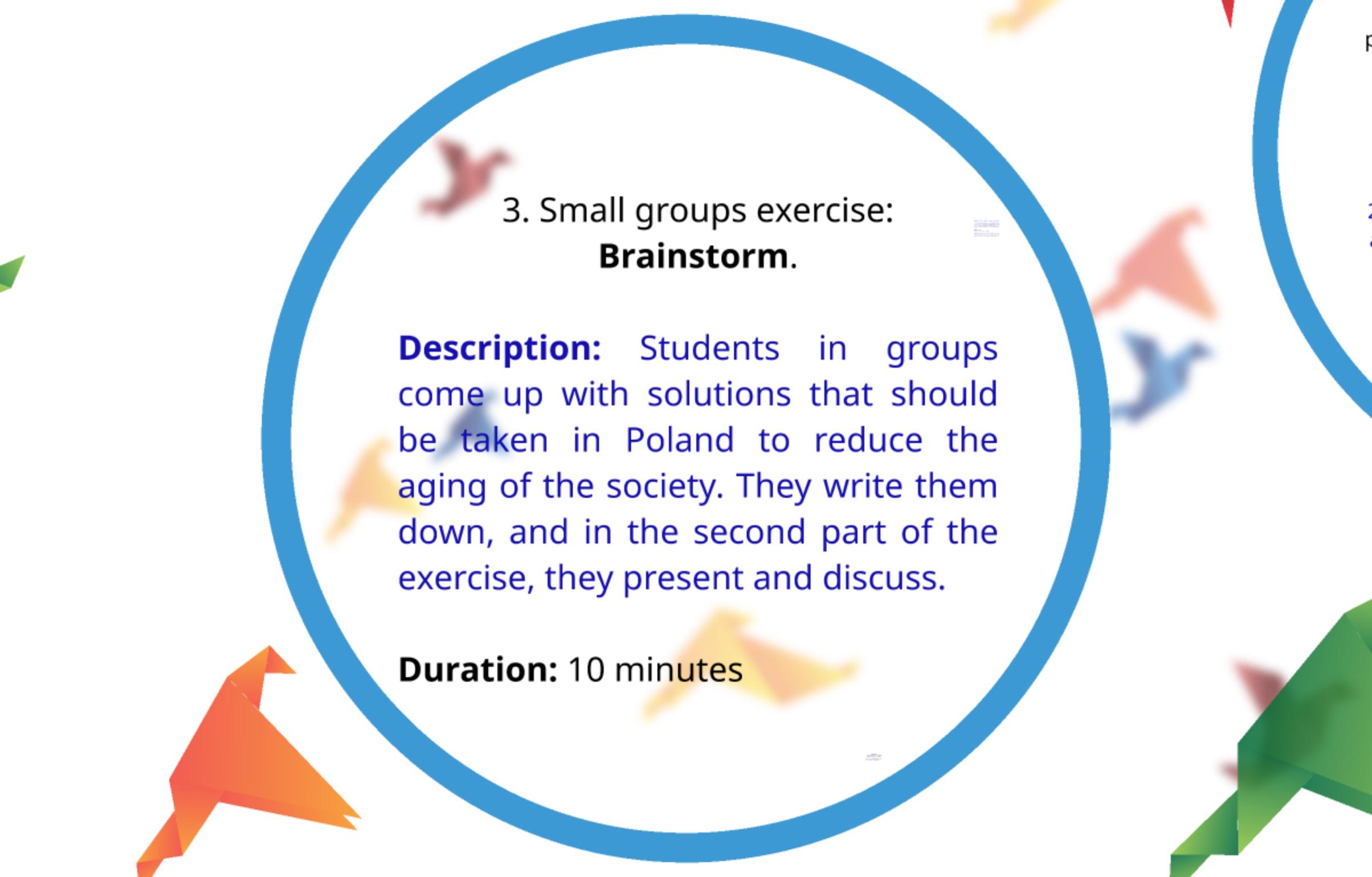
3. Small groups exercise: **Brainstorm**.

Description: Students in groups come up with solutions that should be taken in Poland to reduce the aging of the society. They write them down, and in the second part of the exercise, they present and discuss.

Duration: 10 minutes

4. Individual exercise: **Elevator pitch**.

Description: Each student chooses one of the solutions proposed during the brainstorming session and prepares a 30-second speech. Elevator pitch (or elevator speech) is an "elevator speech" – a term created in the United States, describing a short, usually several dozen seconds long, presentation of a person, company, project, service, or product. It must, above all, be concise and persuasive. Then the students deliver their speeches.
About this technique: https://www.mindtools.com/pages/article/elevator-pitch.htm.

Duration: 30 minutes.

5. Individual exercise: **What do I remember?**

Description: At the end of the class, they take turns talking and telling what they remember most during the class. It might be facts about the population, or it might also be their impressions of working in groups, etc.

Duration: 5 minutes.

Post-class activities

1. After class, students will take a quiz on the Kahoot platform. The questions in the quiz concern the aging of Polish society (https://create.kahoot.it/share/society-in-numbers/f9589b9b-1743-46bb-8b2d-d051b24d41a3).

2. After the classes, a Q&A session will be held in the team formed at MS Teams. Students will have the opportunity to ask additional questions about the aging of Polish society. Then the teacher will answer the questions asked.

3. After the class, students will write an essay on consequences of changes in society in Poland (e.g., A4 page, Times New Roman, 12).

4. After the class, students will write down ten facts on the virtual whiteboard Explain Everything, their opinion, essential facts about the aging of the society in Poland (https://explaineverything.com/).

5. After class, students write down keywords related to aging in a team conversation in MS Teams. Everyone writes 5.

After class, the teacher in a team conversation in MS Teams links to individual exercises. Students post essays to Files in a team in MS Teams.

Class is evaluated

The evaluation of the classes will take place in the Mentimeter application. The teacher will send the students a link to the evaluation survey in a team conversation in MS Teams: https://www.menti.com/amfiytusam.

11 tips for using a flipped classroom in academic class:

1. Before class, give students the material to be prepared. It can be, for example, watching a lecture recorded by you, analyzing statistical data on a selected problem, reading a scientific article, etc. This material must provoke reflection and further exploration of the topic.

2. Ask the students to read the material thoroughly and (or) to make their notes and draw conclusions.

3. During the class, make sure that all participants are active. You can achieve this by organizing, for example, group work. Ask students to turn on the cameras to facilitate communication.

4. Remember that small groups should not be too large. Ideally, they should consist of a maximum of 4-5 people. As a result, it is more likely that all students will join in and be active.

5. When dividing students into small groups, make sure they are different each time. As a result, students will be able to exchange views with more people. You will also achieve the effect of freshness. If you conduct online classes in Zoom or MS Teams, you can use the random division of participants into groups.

6. The advantage of working in groups is that they achieve a synergy effect, according to which the group will accomplish much more than all the individuals separately.

7. Monitor the work in small groups. Visit places where students work (canals, rooms, etc.). If they have any questions or concerns, you will be able to answer them there. In addition, you will partially listen to the discussions and make sure that the students have understood your instruction well.

8. Do not leave your computer or mobile device. It would help if you told students that you are present during their work and they can write to you at any time or ask you to join their conversation to explain the exercise rules to them.

9. Accurately set the time to perform a given exercise. Ask students to adhere to the specified time limit.

10. It is good to say commands (exercise description) during online classes and write them down in a group chat. Thanks to this, you will increase the likelihood that all participants in your classes know well what to do.

11. Working in groups does not make sense if you do not make sure that each small group can present the effect of their work. It is worth providing additional time (a few minutes) for discussion and exchange of views between students. The conversation can be a result of the presentation of individual groups.

Demo scenarios:

The EU in numbers
Aging of Polish society

Natalia Stępień-Lampa

The EU in numbers:

The aims of class:

1. Students consolidate their knowledge about the EU population.
2. Students become aware of the challenges related to changes in the EU population.
3. Students deepen their ability to work in a group.

Students prepare for the class by:
1. Watching a lecture recorded for them.
2. Reading the article. Link: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Population_and_population_change_statistics#EU_population_shows_a_slight_decrease_in_2020

Class is held in real-time. The teacher starts a meeting in a team created for the needs of MS Teams class.

EXERCISES DURING CLASS:

1. Work in groups: **Top 10 facts**.

Description: Students in groups discuss and choose the ten most crucial information they have remembered from the lecture they saw and the article they read. While working, students can open the article or the lecture on their mobile devices. Each group records its top 10 on a virtual whiteboard (e.g., app Explain Everything) by using mobile devices. During the class, the teacher sends the students a link to it. In the second part of the exercise, students present the facts they wrote down. The first one shows all of them, the rest only those that have not been presented so far. Thus, the same information is not repeated.

What you need: create an account in the free application e.g. Explain Everything (https://explaineverything.com/).

Duration: 15 minutes.

2. Work in groups: **Let's play**.

Description: Students create a quiz consisting of some single-choice questions (e.g., 5). This quiz is made, for example, by a free Quizizz application (https://quizizz.com/) using mobile devices. In the second part of the exercise, groups of students (or students) take part in quizzes prepared by their colleagues. Each group sends colleagues a link to their quiz. Quizizz scores points for correct answers and time – so whoever gets faster is better. All quizzes are displayed.

Duration: 25 minutes.

3. Individual work: **Challenges.**

Descritpion: Students individually reflect on the biggest challenges for the EU and member state governments related to the population and its changes. Each student can come up with several challenges. They save them anonymously in an online one-slide presentation created, for example, in the free Mentimeter application. During the class, the teacher sends the students a link to it. The presentation is displayed.

What you need: create an account in the free application Mentimeter (https://www.mentimeter.com/, make the one slide presentation.

Duration: 10 minutes.

4. Work in groups: **Pyramid of challenges**.

Description: Students choose from the list from the previous exercise the ten most significant challenges in their opinion. Then they rank them according to their importance. Then they write them down on a second whiteboard (e.g., Explain everything) prepared by the teacher. During the class, the teacher sends the students a link to it.

What you need: make the whiteboard.

Duration: 10 minutes.

5. Work in groups: **Solutions**.

Description: Students in groups figure out what the EU and national governments should take to prevent population-related negative phenomena. Then they present them to the rest of the participants. After the presentation, there is a discussion on the indicated proposals - their legitimacy and chances for implementation.

Duration: 25 minutes.

6. Exercise: **What do I remember?**

Description: At the end of the class, they take turns talking and telling what they remember most during the class. It might be facts about the population, or it might also be their impressions of working in groups, etc.

Duration: 5 minutes.

Post-class activities

1. After class, students will record a maximum 5 minutes statements about the challenges they believe are facing the EU in terms of demography.

2. After the class, a Q&A session will be held in the team formed at MS Teams. Students will have the opportunity to ask additional questions about the aging of society. Then the teacher will answer the questions asked.

3. After the class, students will write an essay on consequences there will be a change in society in the EU (e.g., A4 page, Times New Roman, 12).

4. After the class, students will write down ten facts on the virtual whiteboard Explain Everything, their opinion, essential facts about the EU demography (https://explaineverything.com/).

5. After class, students write down keywords related to the EU demography in a team conversation in MS Teams. Everyone writes 5.

Class is evaluated

The evaluation of the classes will take place in the Mentimeter application. The teacher will send the students a link to the in a team conversation in MS Teams: https://www.menti.com/amfiytusam.

Aging of Polish society

The aims of class:

1. Students consolidate their knowledge about the aging of Polish society.

2. Students become aware of the challenges related to changes in Polish society.

3. Students deepen their ability to work in a group.

Students prepare for the class by:

1. Watching a lecture recorded for them.

2. Reading a presentation in Prezi: https://prezi.com/p/f9ubng49ba_2/?present=1.

3. Reading the GUS report. Link: https://stat.gov.pl/obszary-tematyczne/ludnosc/ludnosc/ludnosc-stan-i-struktura-ludnosci-oraz-ruch-naturalny-w-przekroju-terytorialnym-stan-w-dniu-31-12-2020,6,29.html [Polish].

EXERCISES DURING CLASS:

1. Work in small groups: **Mind map.**

Description: The teacher divides the students into five new groups. Students in groups discuss and choose the ten most crucial information they have remembered from the lecture they saw and the article they read. While working, students can open the article or the lecture on their mobile devices. Each group creates its own on-line mind map (https://www.mindmup.com/), the theme of which is an aging of Polish society.

How to do mind map: https://mindmapsunleashed.com/how-to-mind-map-with-tony-buzan.

In the second part of the exercise, groups of students present and discuss their mind maps.

Duration: 25 minutes.
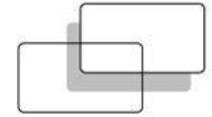
**A MODULE ON DEVELOPING INTEGRATED LANGUAGE SKILLS IN A ' FLIPPED CLASSROOM'**
(GOOD PRACTICE)
MARIA METODIEVA, PhD

Classroom Training

The 5-E learning cycle (Bybee, 1993)

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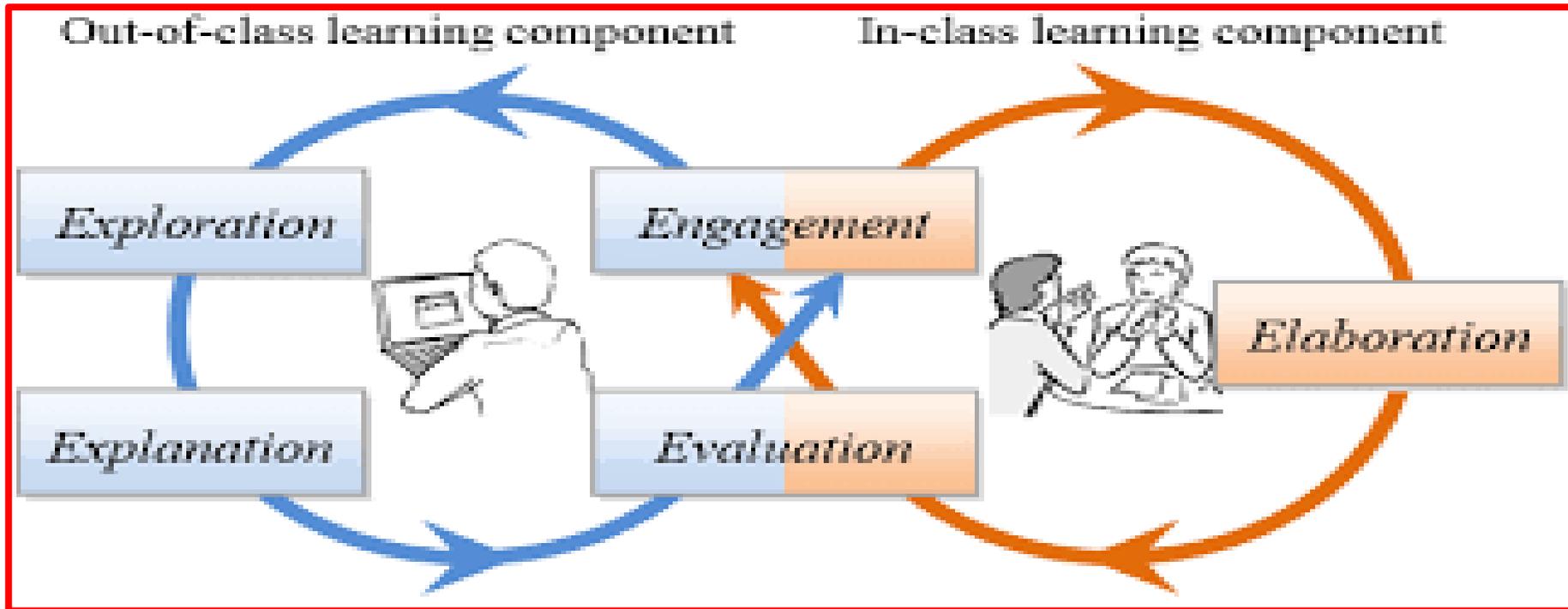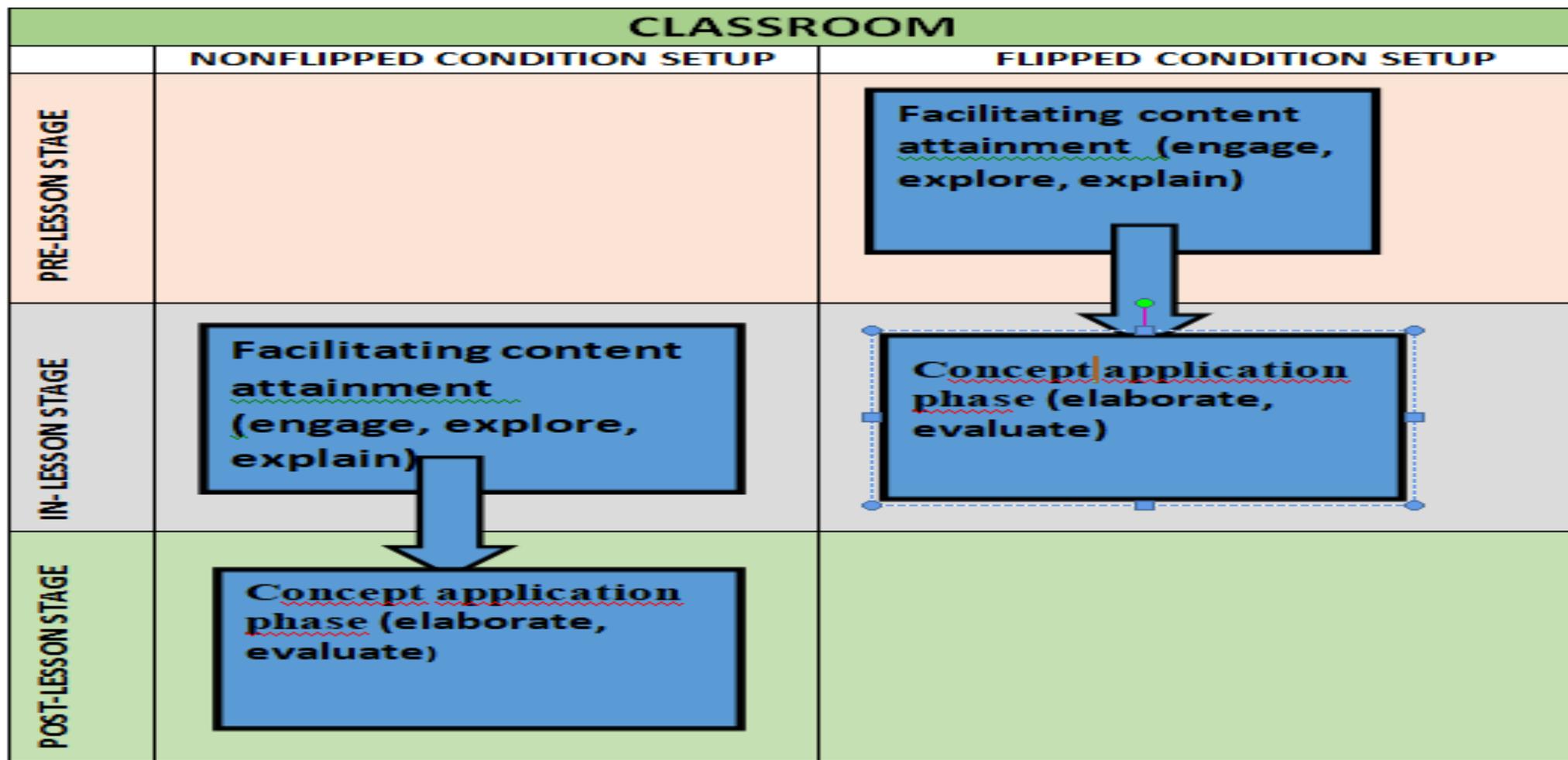
Flipped classroom – WHY? HOW? STEPS?

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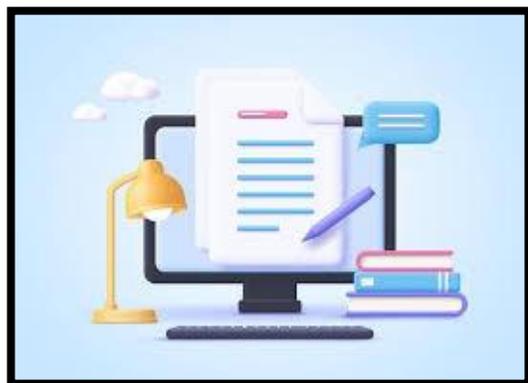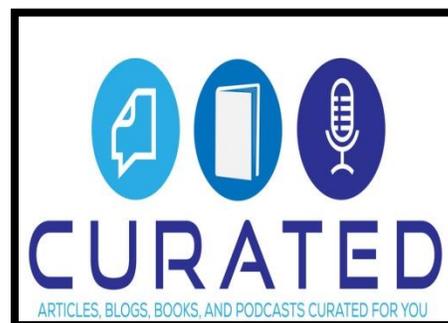
STRATEGIES TO OVERCOME OBSTACLES

1. WHAT IF STUDENTS CAN'T ACCESS THE INTERNET AT HOME?

2. WHAT IT STUDENTS DON'T KNOW HOW TO WATCH A VIDEO?

3. WHAT IF STUDENTS BLOW IT OFF AND DON'T WATCH THE CONTENT AT ALL?

4. WHAT IF YOU DON'T FEEL COMFORTABLE AT MAKING VIDEOS?

5. WHAT IF YOU DON'T KNOW WHERE TO START?

TIME MANAGEMENT:

1 – 1.5 min per grade level
VIDEO

Fourth-grade student: 4-6 min
University students: 12-15 min

KEEP IT SHORT!

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YOUTUBE
ADOBE SPARK
GOOGLE CLASSROOM/MEET
GOOGLE DISC/ SITES/DOCS/SLIDES
POPWERPOINT/PREZI
STORYBIRD

PRACTICAL ADVICE

CREATED RESOURCES:
Audio presentations
Instruction sheets

The Age of Modernism:

Technological achievements:

▶ 1907 – 6 million telephones in the USA

▶ 1909 – Selfridge, 1st department store UK

▶ 1913 – 1st assembly line at Ford

▶ 1927 – 1st non-stop flight across the Atlantic

Cultural achievements:

▶ 1915 – Revival of the Ku Klux Klan

▶ 1917 – 1st Jazz band recording

▶ 1927 – The Jazz Singer, 1st full-length sound movie

The Age of Modernism:

Questions for in-class discussion:

1. Which of the socio-political events do you think are the most important for shaping Modernism? Why?

2. How do you think the technological achievements changed people's mind?

3. Which of the cultural achievements do you find most important? Why?

The Roaring 20ies: The Flapper

Qualifications:

1. hat of soft silk or felt

2. bobbed hair
3. flapper curl on forehead
4. flapper collar
5. flapper earrings
6. slip-over sweater
7. flapper beads
8. metallic belt
9. bracelet of strung jet

10. knee-length fringed skirt
11. exposed bare knees
12. rolled hose with fancy garter
13. flat-heeled, little girl sandals

The Roaring 20ies: The Prohibition Act

Adobe Spark Pages:
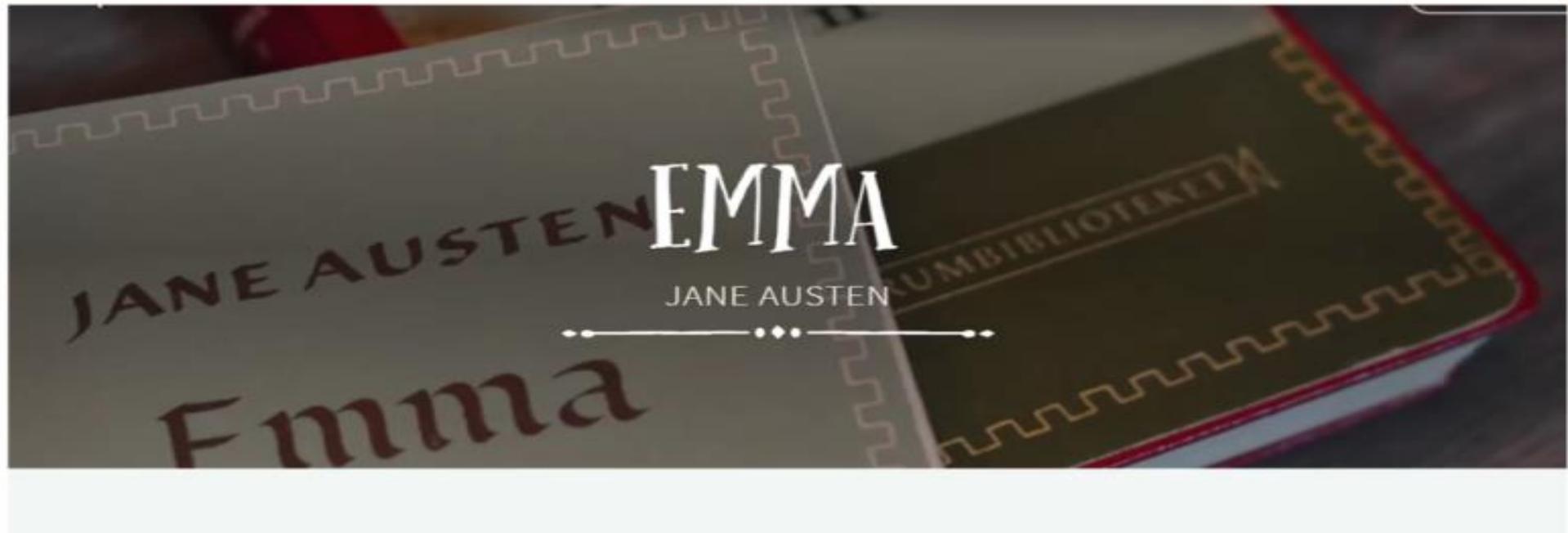
OPEN EDUCATIONAL RESOURCES

- VIDEOS
- ARTICLES
- TRAILERS
- PPTS
- BLOGS

Before Class: Listening &Writing
 Watch the digital video on *The swinging Sounds of Gatsby. Take notes* and answer the questions.
How important is music for the film producer Baz Luhrman?
What have you learnt about making the music for the film?
How does the music sound?
Have you ever heard the performers before?
Have you seen the film discussed?
https://youtu.be/l2scCCU9-0g

In-Class discussion: Flipped classroom (20 - 30 min)
1.   Listening, Writing & Speaking.
Watch the following presentation on Modernism. Go to Slideshare and open the presentation on Modernism. Answer the questions:
•How is Modernism defined?
•Compare this definition with the definition of the American historian Robert Wohl that I quoted in the video instruction.
•Name five characteristics of Modernism.
•The Lost Generation is used to describe...(finish the sentence with meaningful information)

https://www.slideshare.net/valentinaandrade520/modernism-period

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Before Class: Listening & Writing

▪Watch extracts from two different film adaptations.

▪Watch a scene of Gatsby's parties. Having in mind the basic elements of film making, complete the table below (setting, characters, lights/effects, camera shots, dialogue, costumes).

▪What does the setting tell us about the characters?

https://youtu.be/DQwN1yAoquQ

In-Class Discussion: Listening & Speaking

1. Which of the technological and cultural achievements discussed in the Roaring 20ies tutorial can you track in the extracts from the movies?
2. Are the scenes of the parties truthful? Why? Why not?
3. Who is involved in film making?
4. Can you think of film and TV jobs in the Entertainment Industry/Media that have appeared recently?
5. What do you think a visual affect artist or a 3-D compositor do?

Before Class: Listening &Writing

▪What questions does this digital video raise?

▪How have most of the scenes in the 2013 film adaptation been shot?

▪Why has the film producer decided to use green screens instead of shooting on location? https://youtu.be/iPDTSYR853U

## In-Class Debate on the power of CGI (computer-generated imagery): Speaking & Listening

•How long do you think it took to render the scenes?

•What skills do you need to pull this off together?

•Is it a great idea to use CGI or you'd rather redecorate the streets of New York to look like they did in the 1920s?

•What will CGI be like 20 years from now?

Writing: *Use the novel and share your ideas about Gatsby on the following topic: Is Gatsby a strong character in The Great Gatsby? Is he "great"? Do you find any of the other characters stronger? How? Why?*

STORYBIRD PLATFORM

STORYBIRD PLATFORM

THANK YOU FOR YOUR ATTENTION!

Flipped Classroom: A Case in Point

(Applying the Flipped Classroom Approach to Teaching about EU Language Policies)

Dr. Lid King, The Languages Company, UK

Assoc. Prof. Dr. Nikolina Tsvetkova, Sofia University, Bulgaria

Erasmus +

Some key issues for a flipped classroom

- Sharing objectives and deciding outcomes

- Accessing input - online, paper, teacher, peers….

- Use of learners prior knowledge

- Determining the "blend" - what exactly is to be "flipped"

- Differentiation - students working at own pace

- Assessing and evaluating progress

A question to you

Our course (on European language policies) was designed to be used online,
in a flexible way either by individuals and groups working
independently, or with
classroom and teacher participation.

Can the principles be applied to any material, any course, any context?

https://www.teacher2teacher.education/2020/12/06/starting-with-why-how-i-choose-digital-tools-to-support-my-students/

www.us.edu.pl

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The course on EU Language policies

Duration: 30 hours
ECTS: 3
Online environment: Moodle

Structure: 5 units, each containing
- 5 steps with clearly indicated learning outcomes
- Different types of activities for students to perform (i.e. read a text and identify key words, answer questions on it, etc., watch a video, listen to a speaker talking about multulingualism, write a short summary of the ideas in the text / video / audio material, etc.)
- Questions for discussion / tasks for further research – independently or in groups
- An end-of-unit quiz (and a Final course quiz)

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Constructive alignment – first things first – setting the course aims:

- to explain what we mean by Multilingualism
- to give examples of a number of multilingual policies and show how these reflect broader values in society, in Europe and also more widely
- to describe the various types of language policy which have been developed in response to an increasingly multilingual world and summarise what their effects have been
- to consider the value of people speaking a range of languages, and also the challenges that this poses not least for education systems, looking at examples in a number of countries

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Constructive alignment – first things first – learning outcomes

After following this course, you will be able to:
- **understand** the different meanings of the term Multilingualism
- **realise** how important Multilingualism has been as a principle in the development of the European Union
- **understand** something about multilingual societies throughout the world as well as historically
- **be able to discuss** the benefits and challenges of Multilingualism
- **Understand and analyse** the different aspects of multilingual policy, and of language policy and planning
- **realise and analyse** how policy on language is developed and implemented
- **appreciate / evaluate** the challenges and potential of Multilingualism in the education system.

http://ectn.eu/work-groups/stem-cpd/

Out-of-class

1. Activation

STEP ONE- Overview

In this unit you are going to learn about **multilingualism**, in Europe and beyond. Multilingualism is a guiding principle of the European project and in many ways, it has been since its inception.

Activity 1 – What is multilingualism?

(i) First think about what multilingualism means for you (or discuss with a colleague if you are working in a group).

(ii) Write down some notes in English or in your own language if you prefer.

Students are guided into the topic;
Students start
The activity can be done individually or in pairs/small groups using the forum (asynchronously) and chat (synchronously) features on Moodle or another online tool.

http://ectn.eu/work-groups/stem-cpd/

2. Processing

Path 1: The activities are done entirely independently.

The teacher has prepared some comments and ideas which students can consult (alone or in pairs/small groups) after watching the video.

Unit 1. Multilingualism in Europe: An Overview¶

STEP ONE – Overview ¶

The meaning of multilingualism ¶

Video 1 ···Dr Lid King in Sofia Talk on Languages in Europe - Transcript¶

So when we say that languages are important for the whole European project, I think there are in fairly simple terms two broad aspects to what we are talking about. Firstly the one that most people would instinctively understand. Why would we need Multilingualism, why do we need different languages? Well for a functional reason. If you come to Bulgaria and you don't speak Bulgarian, and I am sure that they don't speak Hindi or Mandarin, so you have to find some way of communicating. So we have to have languages to communicate. We have to have languages competence in order to trade and so on and so on. That's one aspect.¶

The other aspect is more about social - social and cultural: identity, who we are, how do we

http://ectn.eu/work-groups/stem-cpd/

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Activity 2 - Identifying the main points

You are now going to watch an extract from a talk by Dr Lid King, a European expert, speaking about multilingualism.

(i) Before listening to the video recording check that you understand the meaning of these key words:

Challenge/ Diversity/ Identity/ Fanaticism/ Xenophobia

Functional/ Social/ Cultural/ Humanist/ Paradoxical

(ii) While watching the video recording note down the main points being made.

EU Lid King in Sofia
Копиране ...
Гледане в ▶ YouTube

(iii) The speaker makes two points about the importance of multilingualism.

☑ Read the two sentences below and choose the correct word or phrase in each case.

Path 2: The discussion can be done in class with the teacher eliciting students' responses and providing a summary of the important points.

2. Processing continued

EU Policy statement

Now read this extract from an EU Policy statement of 2005 - the 'New Framework Strategy for Multilingualism' which you can read in full **here.**

Activity 5 - Finding Keywords

Find – in the text – the key-words for the following definitions. Download the text and highlight the key-words; then check your answers in the feedback given.

Activity 6 - Choosing the best phrase or phrases

Activity 7 - Making a comparison

The video is 3.5 minutes long. Activities 5 and 6 are based on an extract of a EU policy document. They contain the most essential information to facilitate students' getting to grips with
Both the whole video lecture and the policy document can be assigned after dealing with STEP One as further reading / watching tasks depending on the level of English language proficiency of the group and / or their main specialty.

3. Systematisation

Students can check their ideas against the provided correct answers.
Systematisation is done at the end of each step, then of each unit and finally, on the level of the whole course.

Multilingualism can be said to be [ ] the European project. The fundamental reason for this is that Europe is [ ] and only by [ ] other people and their languages and cultures, can it function successfully and make progress. At the same time, since humans use language in order to [ ] multilingualism has [ ] functional role, enabling Europeans to [ ] nations within Europe and to [ ] the whole world.

Rather than attempting to [ ] the undoubted difficulties faced by a multilingual society by [ ] the number of languages used within the Union, Europe has decided on a different path - that of [ ] all European languages and of promoting the idea that [ ] it can achieve unity. This is a real challenge, but it is also one that can [ ] and it provides a strong moral and practical basis for [ ]

https://www.teacher2teacher.education/2020/12/06/starting-with-why-how-i-choose-digital-tools-to-support-my-students/

4. Evaluation and assessment – Unit 1
1. A multiple-choice quiz based on the issues raised in the unit.
2. Expressing an opinion about the strong points of multilingualism in Europe.
3. Personalisation.

Are there said to be any downsides to multilingualism?

Select one or more:
☐ a. Not if good policies are put in place to support it.
☐ b. It can be divisive and increase social divisions.
☐ c. Yes - it is an impossible aspiration.
☐ d. It will prevent people learning English, the main world language.

Sharing
by Николина Цветкова - Saturday, 21 March 2020, 6:31 PM

Share with your colleagues one thing about languages in Europe which you weren't aware of before.

After you post your ideas, please read and comment on your colleagues' views.

What do you think?
by Николина Цветкова - Saturday, 21 March 2020, 6:30 PM

According to the Framework document - New strategy for Multilingualism (2005) - variety and difference can be a great strength for Europe. Do you agree or disagree? Why?/Why not?

After you post your ideas, please read and comment on your colleagues' views.

Permalink   Edit   Delete   Reply   Export to portfolio

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Monitoring students' progress

Out-of-class, while the students are working on the set activities

The teacher uses the moodle tools to check the results for each student (activities & quiz).

A special forum thread for students to post about technical issues or other problems they may encounter is activated in the Unit Discussion Forum. Posts about problems can answered by other students or by the teacher.

The teacher monitors the discussion in the threads and guides it if need be by use of additional questions, prompts, quotes from the students' posts. The teacher may write a summarising post or take notes to present to the class in the Unit Consolidation.

In-class

Consolidation and follow-up.

Students are asked to prepare questions prompted from their work on the unit and pose them to their colleagues.

The teacher moderates the discussion and summarises it at the end.

Further reading may be suggested.

A possible follow-up group project – Languages in my City

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Final remarks

And to sum up here are some questions for discussion and further consideration.

Can you answer our initial question - how generalisable is this approach?

What is the blend?   What is to be flipped? (Think about what is best learned outside the classroom, and what needs more input from teacher or peers.)

How does this approach differ from a conventional classroom -
        role of tutor
        contribution of learners
        use of materials
        assessment
        pace

What are the advantages of the blend, of the flip?
        for learners?
        for teachers?
        for institutions?

And what are the challenges?

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Project

"Activating Students in Online Classes"

Flipped learning for unravelling open education

dr. Giedrė Tamoliūnė

Vytautas Magnus University

Education Academy

Institute for Innovative Studies

Characteristics of the course

- Course title – Concepts of Adult Education
- Study level – MA
- No of students – 16-20
- Flipped topic – Open Education for Lifelong Learning
- VLE – Moodle
- Video conferencing tool - MsTeams

Source: www.pexels.com

Why this topic?

Future/present education professionals are expected to understand what open education is about, what role does it play in the context of life-long learning and adult education.

- To foster the development of students' critical and analytic thinking,

- To increase their interest in the course

- To connect the new knowledge to prior knowledge,

- To foster their understanding on how and why this knowledge is important to them

- to demonstrate active learning methods that they could apply and use in their own future practice;

- To foster students' metacognitive thinking on their learning progress

In-class

✓ Q&A session (10 min.)

✓ Group work on questions answered before the class in Moodle (15 min) + presentation (15 min)

✓ Group work – creating concept map on what open education is (15 min) + presentation (15 min)

✓ Discussion (10 min)

✓ Exit ticket 3-2-1

scZptdxJpsFNtOGPNYxW2vjkVJj5A/viewform
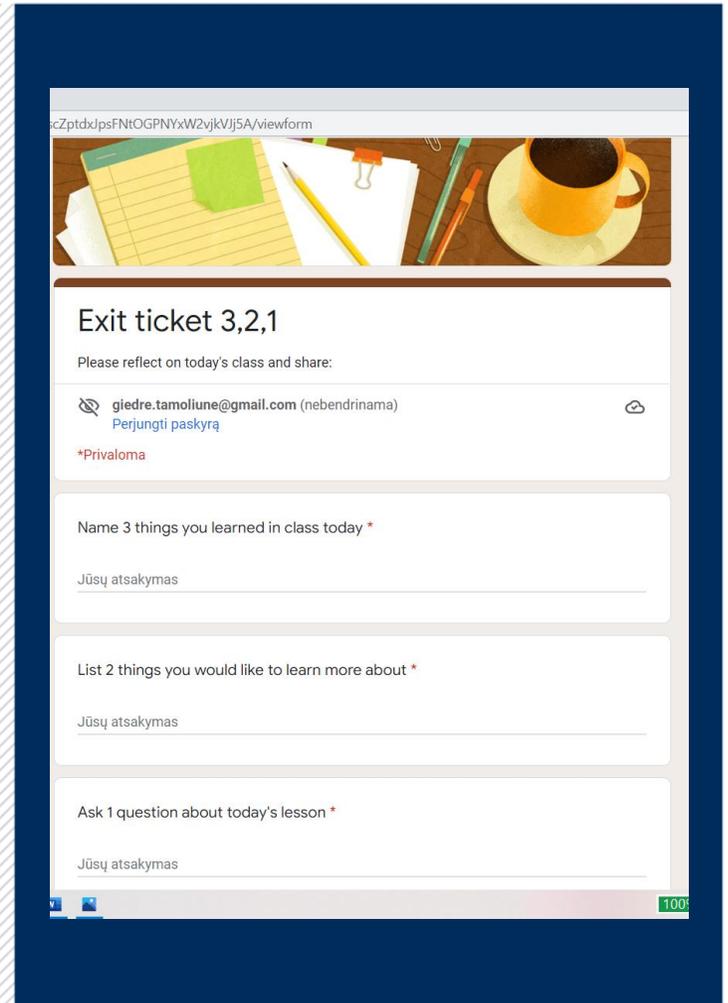
Exit ticket 3,2,1

Please reflect on today's class and share:

🚫 giedre.tamoliune@gmail.com (nebendrinama)
Perjungti paskyrą

*Privaloma

Name 3 things you learned in class today *

Jūsų atsakymas

List 2 things you would like to learn more about *

Jūsų atsakymas

Ask 1 question about today's lesson *

Jūsų atsakymas

In-class

✓ All results developed by students are uploaded on a shared document so that all students could have access and analyse.
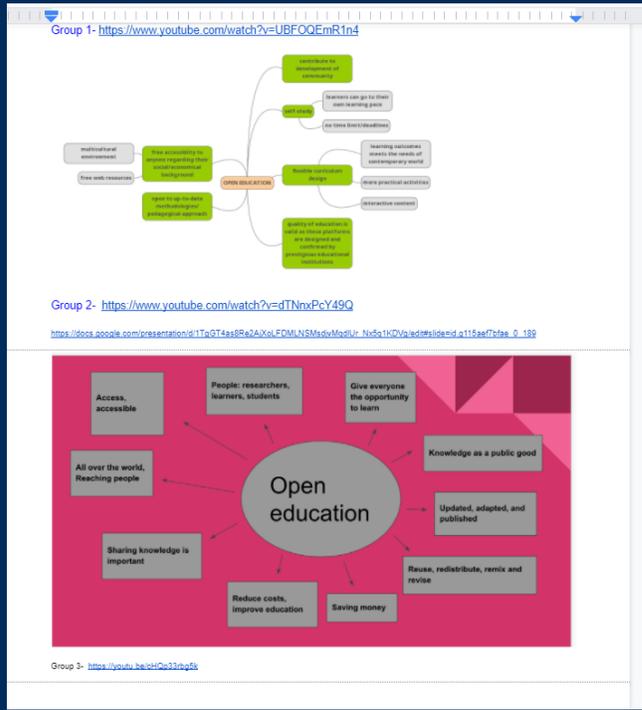
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Post-class

- ✓ Short quiz

- ✓ Short essay on how open education may foster lifelong learning

Online tools and platforms used:

- Mindmup (https://www.mindmup.com),

- Mentimeter (www.mentimeter.com)

- Padlet (www.padlet.com)

- Google forms

- GoogleDocs

- MsTeams

- Moodle

Preparation for the flipped class

Source: www.pexels.com

• Sufficient level of knowledge on how to use mentimeter, padlet, googledocs, googleforms, breakout rooms (or any other equivalent tool) to organise active learning in a fluent way.

• Teacher has to the expert of the topic and know pre-class material very well, so that he could coordinate discussions, group work, and help students co-create new knowledge, and achieve learning outcome.
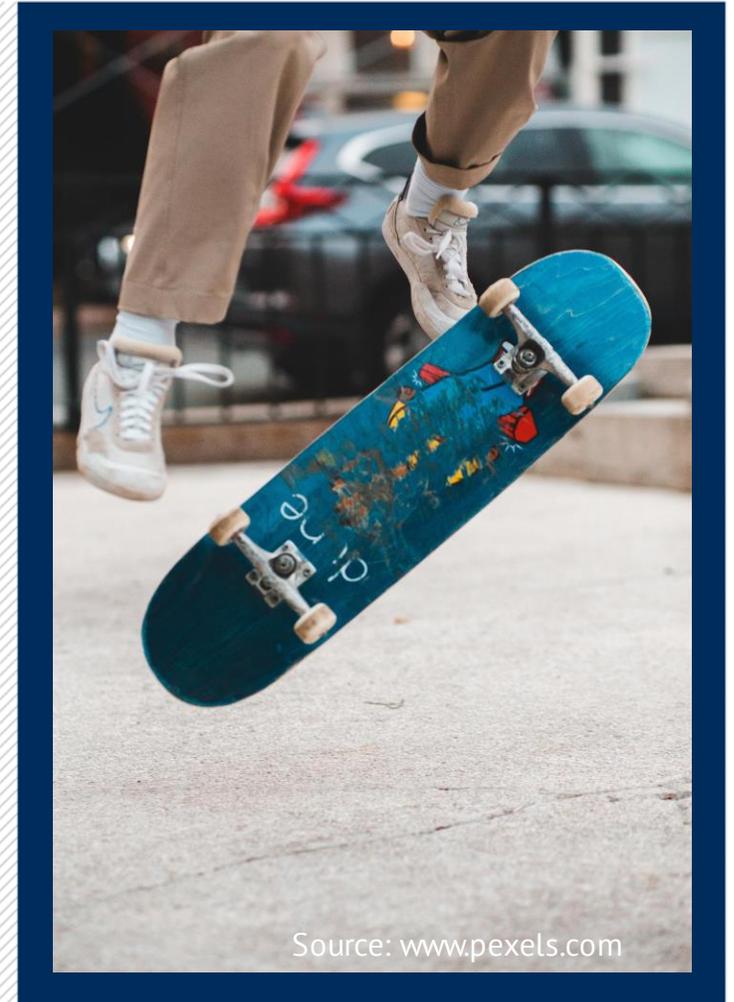
Thank you

You are welcome to contact me if needed:

Giedre Tamoliune, PhD
Vytautas Magnus University
Education Academy
Institute for Innovative Studies
giedre.tamoliune@vdu.lt
LinkedIn

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Flipped Classroom Course template for teachers using virtual learning environment Moodle (prepared by VMU, Lithuania)

Suggested course structure in Moodle

General information:
- Announcements' forum
- Link to videoconferencing tool
- Formal course description
- Course study guide (including learning outcomes, activities, assignments and assessment strategy, online (and F2F meetings if any), assessment criteria for assignments)
- Introductory lecture (including information about flipped class methodology and presenting course study guide)
- Request for teacher consultations (i.e. Moodle scheduler)

Topic 1. Title
Learning aims…
- For Pre-class studies
  - Topic 1 learning materials (i.e. readings, videos, etc.)
  - Activity descriptions for Topic 1 (what to do)
  - Knowledge self-check of Topic 1 (i.e. self-check test or questions or examples of activities performed by other students)
- For in-class studies
  - Lesson plan for in-class activities
  - Learning materials (i.e. discussion questions, to do lists, additional readings, etc.) for in class activities

Topic X. Title
Learning aims…
- For Pre-class (online) studies
  - Topic X learning materials
  - Activity descriptions for Topic X (what to do)
  - Knowledge self-check of Topic X
- For in-class (online or F2F) studies
  - Lesson plan for in-class activities
  - Learning materials (i.e. discussion questions, to do lists, additional readings, etc.) for in-class activities
  - Reflection activities

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Course assignments (that lead to final grade)

- Assignment 1 description (including aim, steps to implement, necessary resources, deadlines, assessment weight and criteria)
- Assignment x description (including aim, steps to implement, necessary resources, deadlines, assessment weight and criteria)

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Flipped Classroom Course template for teachers using virtual learning environment Moodle (prepared by SU, Bulgaria)

Suggested course structure in Moodle

General information:
- Announcements' forum
- Formal course description
- Course study guide (including learning outcomes, activities, assignments, and assessment strategy, online (and F2F meetings if any), assessment criteria for assignments)
- Introductory lecture (including information about flipped class methodology and presenting course study guide)
- Request for teacher consultations (i.e. Moodle scheduler)
- Link to videoconferencing tool

Topic 1. Title
Learning aims...
- For Pre-class studies
    - Topic 1 Video curriculum
    - Topic 1 Assignments
    - Knowledge self-check of Topic 1 (i.e. self-check test or questions or examples of activities performed by other students)
- For in-class studies
    - Q&A session in MS Teams
    - Learning materials (i.e. discussion questions, to do lists, additional readings, etc.) for in class activities

Topic X. Title
Learning aims...
- For Pre-class (online) studies
    - Topic X Video curriculum
    - Topic X Assignments
    - Knowledge self-check of Topic X
- For in-class studies
    - Q&A session in MS Teams
    - Learning materials (i.e. discussion questions, to do lists, additional readings, etc.) for in class activities

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Flipped Classroom Course template for teachers using the virtual learning environment MS Teams (prepared by USil, Poland)

General course information, learning outcomes and evaluation (course descriptions included in modules and syllabuses) are posted outside the MS Teams platform in the university-wide USOS (University Study Support System system).

Suggested course structure in MS Teams

To plan a course using the MS Teams platform, it is necessary to set up a team.
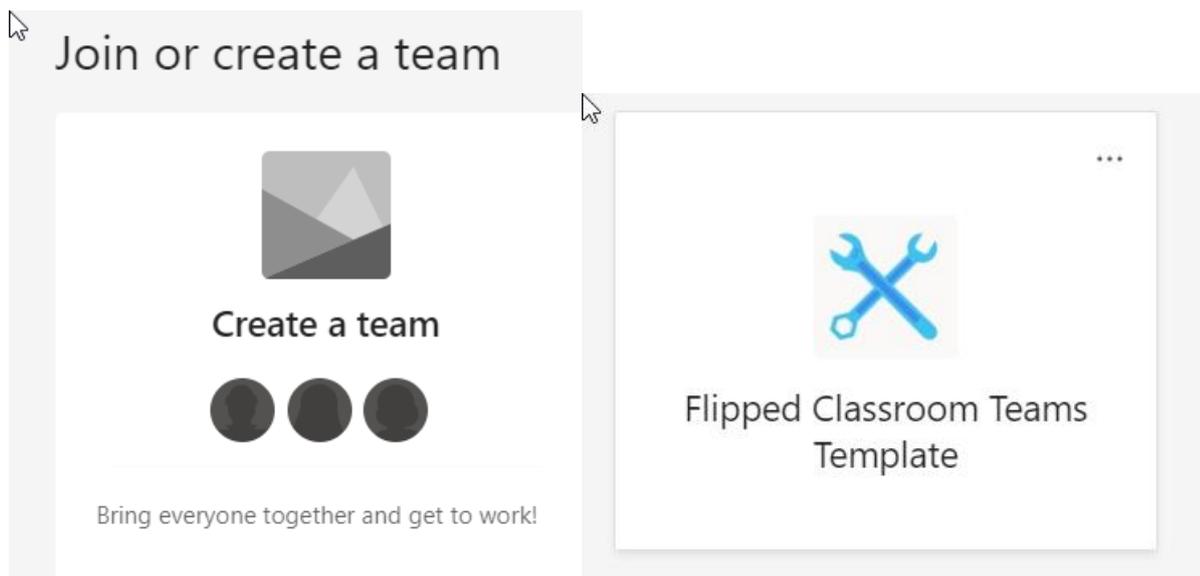
General information:
- Announcements' forum - all kinds of announcements can be placed in the central part of the team, for example, about tasks to be carried out and scheduled meetings, planned organizational changes and so on:

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- Link to video tool - all materials for the **pre-class** activity for students can be placed and easily accessible under the section FILES.

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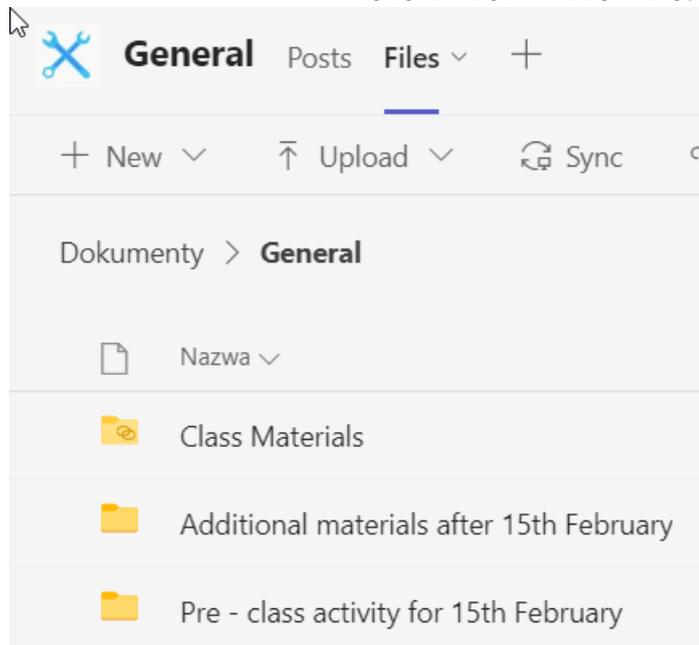
- All materials for **in-class** activity may be placed under the tab Class Notebook (Collaboration space – Obszar współpracy).
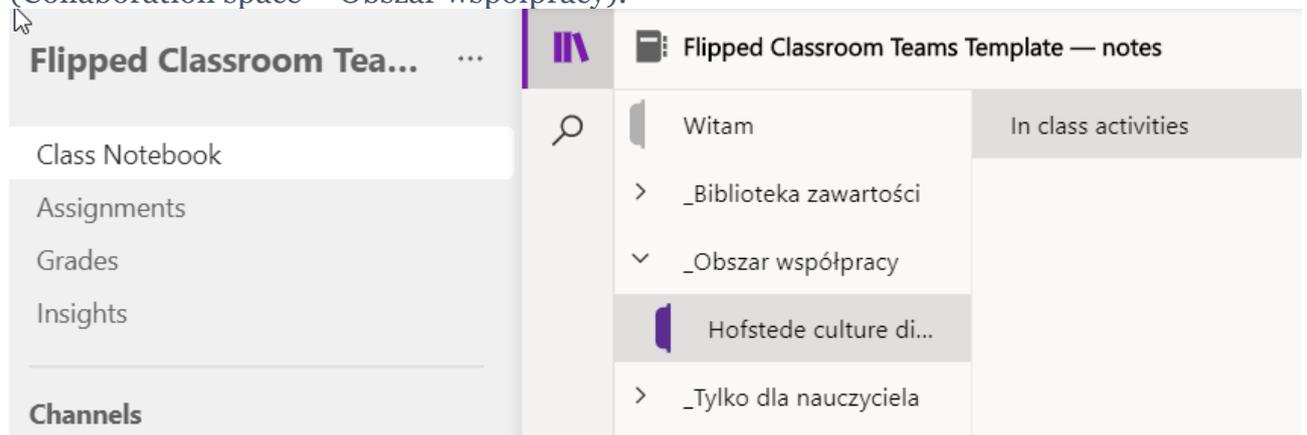
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In class activities

środa, 16 marca 2022   21:13

https://quizizz.com/admin/quiz/5f9bd1e30cfbfb001b339d42/hofstede-wymiary-kultury - pre class activity assessment

Questions students can share here in the collaboration space - Q@A activities
Students ask – students answer

Work in groups – own country characteristics – see Assignment – based on their own experience and knowledge

Grades

Peer to peer evaluation using https://www.hofstede-insights.com/

- In the assignments tab, we plan to complete assignments during class as well as after class (as part of the assessment).
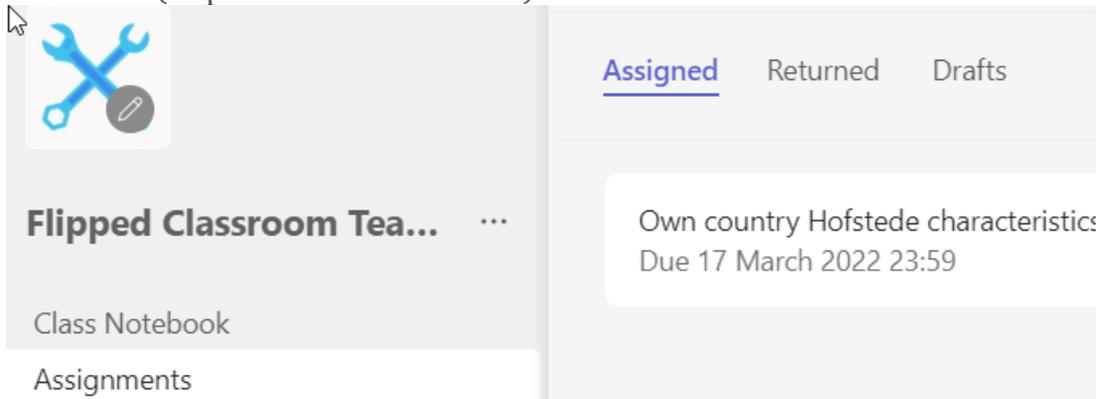
|	Assigned	Returned	Drafts
Flipped Classroom Tea... ···	Own country Hofstede characteristics Due 17 March 2022 23:59		
Class Notebook			
Assignments			

- During the in-class discussion, we can have the tasks performed in groups (room division option)

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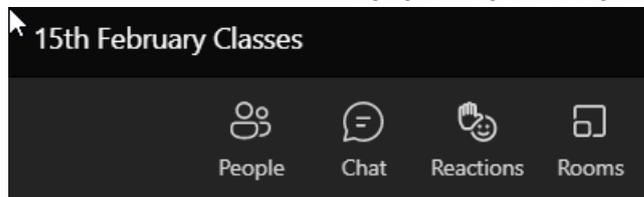
- In the Grades tab, it is possible to make the grade visible only to the individual student.
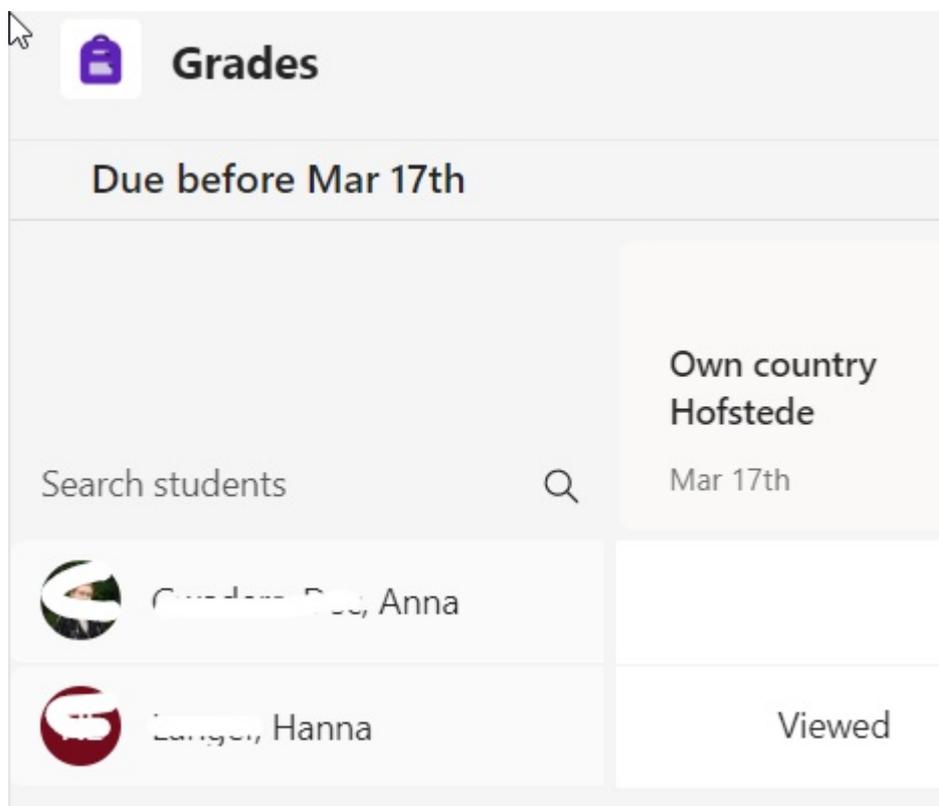
The link to the MS Teams course template:

https://teams.microsoft.com/l/team/19%3auh6ImZ5SD70qRhMyctlKQHrAHnPRUQT14I7geN4ww8I1%40thread.tacv2/conversations?groupId=d20a590a-4edd-406e-9f10-be7cd6557ca5&tenantId=50c76291-0c80-4444-a2fb-4f8ab168c311

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