

Understand IT

Project number: 2010-1-NO1-LEO05-01839

The Vitae Course Team

The Vitae Course Design Document

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This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Introduction

This document is one of the products of the Leonardo project Understand IT. In this document we have commented on the differences and the similarities between the Vitae Course Design documents, made by the four countries that are going to run a Vitae pilot course. As a part of the preparations for running the Vitae course, all the partners in the Understand IT project have been working together using the CCeD-method to discuss online a lot of things concerning the Vitae course. Based on the discussion in the CCeD-sessions the four countries Norway, Italy, Portugal and Lithuania have made one Vitae Course Design document for each country.

Since the conditions for running a Vitae pilot course are very different for all four countries it must be done differently in the different countries. But still there are a lot of things that can be done the same way. This is the focus of this document and to see the big picture you also need to study the Vitae Design document specially made for each country.

The scope of the Vitae course

Pilot courses for the vitae course will be run in four different countries (Norway, Portugal, Italy and Lithuania). Because the situation for each country is very different, the Vitae course has to be adapted to the conditions in each country. We want to make courses that will be adaptable to different levels of users. That means different levels of initial knowledge in terms of ICT literacy, English language knowledge and cultural aspects. At the end of this document we will attach four Vitae course design documents that describe how the courses will be run, one for each country. For this document we will use the following terms:

- **Teacher-trainer**, the moderator of a VITAE course e.g. the moderators of the planned four pilot courses in the context of the Understand IT project.
- **Teacher-student**: Participant of a VITAE course, which is in the role of a teacher or a trainer e.g. teaching math students. The VITAE learning outcomes are formulated for the teacher-students. The teacher-students need to “translate” the goals for their own teaching, but this is not part of the VITAE approach. Good practice examples can be given (see Handbook).
- **Student**: A person who is for example a shop assistant (this is not part of the target group of the vitae approach)

All the countries are going to make a Vita course that follows the original 16 learning outcomes described in a later chapter of this document. In spite of this, the number of ECTS for each of the courses will vary from 1 ECTS to 6 ECTS. We have the same interpretation of 1 ECTS and this means around 25 - 30 hours of student work. This means the workload will be very different and some countries have to add more material and add more activities to their course.

The Vitae course can be given on campus, as blended learning or as an 100 % online course. For the pilot run we will see a mixture between blended learning and online course for the different countries.

Since the Vitae pilot courses contain a lot of activities where the teacher-students are going to collaborate they need to follow the same schedule. Some of the activities are going to be done in

groups and other activities will be to comment on other teacher-students work. The value of the course lies significantly in the interaction between the teacher-students so for that reason we want to have a group working broadly in step with each other.

The duration of the course will also be very different for the different countries because of the workload. The number of working hours the teacher-students are able to put in each week are very different.

Language and cultural adaption of the Vitae course

Learning resources and language

Language skills do vary among the VET teachers in the four countries doing the Vitae courses. Therefore some countries need to translate some or most of the learning material to their native language, and other countries are comfortable using English as the main language for the learning material. Our work has concluded to this:

- Every country translate this to native language
 - the learning outcomes
 - the general course information
 - the description of what should be done in each of the lessons, i.e a description of the learning activities
- Every country decides if they have to translate the rest of the learning material (mostly online web resources) or if they can use it in the original English language. There are several difficulties with these web resources:
 - The resources are online and controlled by others. Therefore we are not in a situation there we can translate them. But we can use them in the original English language
 - The resources can suddenly, without any notice, disappear. Therefore we need a list of backup resources.
- Every country must do a search for local resources that can replace some of the resources in the original Vitae course. In that way we get more culturally adapted resources.

Our CoP (Communities of Practice) will be used to assemble what we call *clusters of equivalent resources* to be used in the Vitae course. Here we store links to current resources and to new equivalent resources to be used when one or more of them disappears. Each cluster consists of similar resources that can be replace each other if one of them gets unavailable.

ECTS and workload

We have noticed some differences from country to country regarding how many ECTS the final Vitae course will be. The original course was estimated to 1 ECTS. After a running of the course with participants from the project several regarded 1 ECTS to be too little. 3 ECTS was more the truth when regarding the workload.

We therefore decided that the Vitae course planned for each country will minimum be 3 ECTS. Some partners will increase up to 6 ECTS by putting more activities and accordingly student workload into the course.

Distance or non-distance?

The partners do have varied experience and motivation for either doing a pure distance course, a pure non-distance classroom based course or a combination (blended) of these two methods. The Norwegian partner for instance will plan for a pure distance course and mostly asynchronous running of learning activities. That's possible because Norway do have a scattered settlements, people are used to distance education and the Internet connection is at high speed.

Other partners choose to run the course in a classroom. This will of course limit the access to the course for students living in the neighbourhood of the classroom.

Each partner have to choose what's best for them according to their own culture regarding education, availability of Internet access and of experience.

Learning outcomes for the teacher-students

All the countries have agreed upon the following learning outcomes:

Overall learning outcome:

I can choose relevant resources using the VITAE approach for any planned learning activity including ICT-tools where these are the most appropriate and I am able to change my teaching style in order to use a more coaching oriented approach.

1. Information sources: I can help my students find and evaluate relevant information including pictures, maps, sound and video from ICT sources as well as traditional sources. (eg RSS, Wikipedia).
2. Information storage: I can help my students store information in digital form such as blogs, wikis, podcasts or portfolios (ie so it is accessible at home, on the move and to external experts/advisors).
3. Communication: I can help my students communicate synchronously and asynchronously through text, voice and video.
4. Documentation: I can author online spaces to document learning events and facilitate student use of this material afterwards (e-portfolio, screen casts, class blog/wiki).
5. Safe use: I can help my students use online applications safely (e.g. online identity, privacy, trustworthiness).
6. Group work: I can facilitate online group working, using methods such as complex instruction.
7. Learning: I can identify the learning outcomes expected from the use of specific ICT tools in a specific learning activity.
8. Assessment: I can identify how the learning outcomes of ICT related activities will contribute to student assessment and use appropriate rubric tools to record this.

Professional development & coaching:

9. Planning: I have made a plan for my continuing professional development in the appropriate use of ICT in my teaching.
10. Documentation: I have documented the use of an interactive Internet tool so that others can benefit from my experience
11. Sharing: I have tried at least one way of sharing my ICT experience with colleagues either internally or externally.
12. Local context: I have identified the possibilities and limits of the use of interactive Internet tools in my institution.
13. Portfolio: I have started or added to an existing e-portfolio.
14. Evaluation: I have evaluated the outcomes of my amended teaching session and documented this in my e-portfolio.
15. Coaching: I have embarked on peer coaching with one of my colleagues.
16. Coaching: I have the skills of listening and questioning to be able to coach other people

The course participants for the Vitae course

The primary target group for the Vitae course are teachers in vocational schools (also called VET - Vocational Educational Teachers). Other participants can be students preparing for a teachers job in a vocational school and teachers in general doing distant courses.

A pilot course will be run in the spring semester 2012 with 6-10 students. After the pilot run, when the course is in regular operation we think 16 students per teacher will be an adequate number of students.

We will encourage the institutions to enrol at least two participants each in order to achieve collaboration between the participants locally.

Entry Level skills

All the countries have agreed upon the following entry level skills:

The following skills will be required:

- some kind of experience as a (vocational) teacher
- basic English language skills (reading comprehension to use tools which cannot be translated)
- basic computer skills, such as using windows or another operating system, producing documents with office or a similar production suite, and exploiting web browsing and e-mail
- to be curious on ICT and be eager to develop ones own ICT and coaching skills

If someone want to give the participants a pre-test to test their competence, we leave this to the local course provider.

Learning content/activities

The Vitae course description of today shows us that the course consists of:

- a description of 15 different learning outcomes
- list of questions to be discussed
- learning activities - description of assignments for students to solve
- links to Internet resources (web 2.0 tools)

There is no texts or pre-printed learning material. Everything are to be found on the Internet or to be produced by the teachers during the run of the course.

The most stable resource in the course is the learning outcomes. They stand still and are lifted above the rest of the learning content that may vary from year to year depending on what is “state of the art” from year to year and if the Internet resources used in one semester is available in the next semester.

Normally the teachers will make detailed descriptions of what should be done in each lessons, what we expect the students to do and what deliveries we students should create. The teachers will also create an introduction to the theme, for example as a written note or as a podcast (audio or video).

The most important thing for the teacher is to “translate” the learning outcomes to relevant learning activities.

Perhaps the most demanding part of the course, at least the first couples of semesters, is to do the lessons about coaching. The reason for this is that most teachers are not trained in doing coaching sessions. But we do assume that this will be a temporary problem because teachers will learn this throughout the course after doing some practise and learning from available Internet resources about coaching.

Pedagogical approach

All the countries have agreed upon to follow the pedagogical approach of the original Vitae course. This means that the course is based on a lot of activities for the teacher-student to do. These activities will lead to a great deal of dialogue between the teacher trainer helping/coaching the teacher-student. The teacher-students will also assess their own and other teacher-students work during the course.

To be precise the countries have agreed upon the following:

- Describing a number of learning activities that the students are going to do, and over which they should reflect (their present competence level, experiences during the course and new possibilities).
- Assessing other students work
- Coaching others in groups over the Internet

The course is based on a lot of different activities that must be done both on your own and together with some of fellow teacher-students. It also includes some dialog (coaching) between the teacher-trainer and the teacher-students. So the teacher-students get an answer to their

questions/problems. A problem-based learning diary will be included in their e-portfolio. The teacher will act as a coach for the students. The students will have individual goals and they will put them on paper as part of the coaching. The students are not going to cooperate directly during the course, but they are going to exchange experiences and coaching. This affects the size of the groups (max 10 -15 per trainer). We presume to have a maximum of 16 students supported by 2 trainers. Teacher-trainers will also serve as coaches.

Learning environment

Most of the learning activities in the Vitae course are about Internet tools like wikis, blogs, making pod-casts, web conferencing etc. and with various interactive simulation tools, interactive game like tools etc. Therefore we can for sure say that most of the students work are with various Internet tools.

But in addition we need an LMS system for the communication between teacher and student, between students, for publishing the learning activities to the students, for the students reporting of progress etc. There is a consensus among partners that Moodle is a good candidate for the LMS to be used. It's up to each partner if they want to run their own Moodle installation or buy this service from a service provider.

While the LMS is used as a pure learning environment while running the course we also establish a CoP system (CoP - Community of Practise) for teachers and students to share knowledge and to exchange experience. It's our ambition the activities in the CoP should last for a much longer period than the running of the course. The CoP will be the place for teachers and for previous students from all countries to share knowledge.

The CoP will also be used as a repository for content and tools to be used in the Vitae course. Here we store links to, description of and evaluation of various tools to be used in the course. In that we we always will have backup tools and services available if the current tool used in a lesson disappears for some or another reason.

Assessment

All the countries have agreed upon to use the same assessment for their course:
The students should make a final report describing their development through the course and reflect on their teaching style for the future and how they are going to coach others.
The teacher-trainer will set a grade based on the content of the report.
If we need too we can also have a final MC exam. We leave this decision to the local course provider.

Support staff for teacher-training

In a course like this using ICT and Web tools the demands of the teacher regarding ICT skills and awareness are quite extensive. The teacher has to know quite much about using the computer, the Internet in general and Internet tools in particular.

But the teacher cannot do all this alone. There has to be some support from technical and from administrative field. In addition, with a large number of students, there will be a need for some teacher assistants.

Technical requirements

All the countries have agreed upon the following:

To be able to follow this course the students ought to have their own computer with a suitable Internet connection. By suitable we mean to be able to download and watch videos.

- This is not always the case all over Italy. We will address this issue if and when it occurs
- This is almost always the case all over Norway.
- This is almost always the case all over Portugal.
- This is almost always the case all over Lithuania.

Evaluation

During the running of the course we have to do some surveys for quality assurance both for the current course but also for the future courses. Therefore every running of the course should have at least three questionnaires asking the students if they are satisfied. Two of the questionnaires should be done during the course period (formative evaluation) and one should be at the end of the course (summative evaluation).

The summative evaluation will be given in all the four countries. All the teacher-students that followed the pilot course will be asked to answer this survey. We want to find out about things like: Was the course effective? Efficient? Appealing?. To what degree do you want to use this in your own classroom etc.

This evaluation will be common for everybody in an English version and if necessary translated to each country's native language. This will make it easier to compare the results of the pilot run in all the four countries.

Attachments

Attachment 1: The Norwegian Vitae course

Understand IT

Project number: 2010-1-NO1-LEO05-01839

The Norwegian Vitae Course Team Design Document for Norway

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The scope of the Vitae course

In Norway we are going to run a Vitae course that gives 6 ECTS to the students. This means we have to increase the workload to approximately 150 hours of student work. To do so we divide the material of the course into 12 lectures and add more exercises to the course. One important factor here will be assessing other students work. We also want to remove some of the options in the original course so that we limit the students possibilities to follow different paths through the course. This means that the teachers recommends the path to follow, the volume of the course and the level of the course. We expect the students to follow the same timetable for the course since they are going to do some assessment activities of each others work.

The duration of the course will be fifteen weeks including the exam. This means a workload of 10 student hours every week.

The Norwegian course will be 100 % online in Moodle. In addition we are going to use video tools to communicate with the students for the coaching part when the course is run.

All the lecture notes that describes the course and the path through it will be in Norwegian. A lot of the resources (tools) for the course will be in English so we expect our students to be able to read and understand English and be able to use resources in English. For all the content the students will produce themselves during the course, the language will be Norwegian.

The course will be run in a local Moodle installation at AITeL.

Language and cultural adaption of the Vitae course

The language and cultural adaption is making localized versions of the course. For the Norwegian version of the course that means:

- Translate the course to Norwegian. That includes the course description, the learning activities/exercises and others that naturally can be translated. The specific resources and tools found on the Web and used in the course will be replaced if we can find similar resources in Norwegian. Otherwise we will use the English resources/tools. This is because the English skills are quite good for the Norwegian target group. The translation part will also be considered based on an economical analysis considering the costs up against the benefits.
- We have to evaluate to what degree the design of the course, the learning activities and how things are done, are special for Norway. This depends upon Internet availability, the willingness for taking courses of this kind, the institutional and personal momentum for change.
- To greatest possible extent we will try to find local web resources and web tools to be used in the course.
- The target group is full time workers. This means we have to stretch the duration of the course so that the workload will be manageable for the participants. That means the course has to be stretched in time (15 weeks)
- Because of the geographical conditions in Norway our course have to be 100 percent online for us to be able to offer this for VET teachers all over the country.

- The Norwegian version of the Vitae course is based on the content in the original Vitae course and our participation in the pilot run of the vitae course. To adapt it to the Norwegian version we have added more content to the course and more exercises for the students to do.
- Because of the geography in Norway we have chosen to give the course 100 online. To be able to offer the course for all the VET teachers here. This is possible because the technical infrastructure in Norway is very well close to cities and villages.

Learning outcomes for the teacher-students

Overall learning outcome:

I can choose relevant resources using the VITAE approach for any planned learning activity including ICT-tools where these are the most appropriate and I am able to change my teaching style in order to use a more coaching oriented approach.

1. Information sources: I can help my students find and evaluate relevant information including pictures, maps, sound and video from ICT sources as well as traditional sources. (eg RSS, Wikipedia).

2. Information storage: I can help my students store information in digital form such as blogs, wikis, podcasts or portfolios (ie so it is accessible at home, on the move and to external experts/advisors).

3. Communication: I can help my students communicate synchronously and asynchronously through text, voice and video.

4. Documentation: I can author online spaces to document learning events and facilitate student use of this material afterwards (e-portfolio, screencasts, class blog/wiki).

5. Safe use: I can help my students use online applications safely (e.g. online identity, privacy, trustworthiness).

6. Group work: I can facilitate online group working, using methods such as complex instruction.

7. Learning: I can identify the learning outcomes expected from the use of specific ICT tools in a specific learning activity.

8. Assessment: I can identify how the learning outcomes of ICT related activities will contribute to student assessment and use appropriate rubric tools to record this.

Professional development & coaching

9. Planning: I have made a plan for my continuing professional development in the appropriate use of ICT in my teaching.

10. Documentation: I have documented the use of an interactive internet tool so that others can benefit from my experience

11. Sharing: I have tried at least one way of sharing my ICT experience with colleagues either internally or externally.

12. Local context: I have identified the possibilities and limits of the use of interactive Internet tools in my institution.

13. Portfolio: I have started or added to an existing e-portfolio.

14. Evaluation: I have evaluated the outcomes of my amended teaching session and documented this in my e-portfolio.

15. Coaching: I have embarked on peer coaching with one of my colleagues.

16. Coaching: I have the skills of listening and questioning to be able to coach other people

The course participants for the Vitae course

- Our primary target group is Vocational teachers that are working in a school .
- Our secondary target group is students that are studying to become Vocational teachers.
- Our third target group is all kinds of teachers working in a school all over Norway.

In Norway we want to broaden the target group to increase the potential market for course participants. This is possible because of the situation in Norway when it comes to ICT-skills for teachers and that we are going to give the course online. Teachers in all types of schools in Norway will benefit from this course to improve their ICT-skills. Since the course is 100 % online we can recruit students from all over Norway without having to think about the geography.

We are planning for 6 - 10 students in the pilot course from the primary target group, that is going to take place during spring 2012.

Entry Level skills

You have to have the following skills to be able to follow the Norwegian Vitae pilot course:

- some kind of experience as a (vocational) teacher
- basic English language skills (oral and written)
- basic computer skills such as using windows, office, print, store and open files, web browsing and e-mail
- you have to be curious on ICT and be eager to develop your own ICT and coaching skills

Learning content/activities

Lesson 1 – Introduction:

First we give a description of what the course is about. The main topics are practical ICT skills (web 2.0) and coaching skills. You are not going to only read about it, but actually do things yourself in practice and learn through your own activity.

You are also going to try out several ICT-tools to get practical experience with them. During the course we will show you a lot of examples of tutorials showing practical examples of how things can be done. You are also going to plan and reflect about different teaching activities for a group of students. And finally you are actually going to do it yourselves and reflect on the results of how things went. For most of the reflection part you are going to share your experience with others. We must also describe what kind of resources the student expect to find in this course, what kind of activities the students are going to do and how and why they should take care of the result, why we want them to share their experience and what they should expect to gain from this and lastly that they

should be prepared to both share their own work and comment on other students work.
Second this lecture will contain a description of the learning outcomes in Norwegian. We also want to make some examples for each of them to show how we interpret the meaning of them. Further on we will make a matrix to describe your ICT and coaching competences and an example of a filled in matrix and an explanation on how we are going to use this in this course.
In this lesson we will create a practical online session to help students getting know each other.

Learning outcomes:

- To get an overview (the big picture) of the course and what to expect as we go along.
- The students will get information about the course, what's it about, what the outcomes are, how we should work together, the size of the course, the pace etc.
- To get to know all of the learning outcomes for the entire Vitae course.
- To be able to fill in a matrix combining the learning outcomes and a scale (1 to 10) to show how you consider your own competence for each of the learning outcomes.
- To experience that different background and ICT experience will lead to different matrix's for each individual.
- Get to know each other
- LO4, LO9

Learning activities – The students should:

- Read the lecture notes
- Make a short summary of their own ICT experience.
- Study the learning outcomes for the Vitae course carefully to get to know them.
- Fill in your personal matrix to describe their ICT and coaching competences for the different learning outcomes
- Participate in a group activity in order to get to know each other
- Discuss the different matrix's in a group to be sure that you have understood the LO's correctly and made a reasonable judgment of your own ICT skills based on your background and ICT experience.
- A videoconference

Lesson 2 – Create a blog:

An introduction to blogging and how you are able to make your own blog, including all the different types of functionality. The lesson will also show some examples of different blogging tools.

Learning outcomes:

- To be able to register and sign in to a blog tool, to create a blog and create a post in the blog.
- To be able to publish the address of a blog to others, to differentiate between saving a blogpost in the blog and to publish the blogpost
- To be able to customize the look of the blog, embed pictures, video and sound in the blog and allow comments to blogposts.
- LO3, LO4

Learning activities – The students should:

- Read the lecture notes
- Be directed to a specific blog tool and asked to register, create a blog etc and do all the things listed in the learning outcomes for this lesson.
- The students should create at least two blogposts and two comments:
 - The first blogpost should contain a description of how to get started with a blog like this one.
 - The second blogpost should contain some reflections about how a tool like this could be used in

learning activities within a given subject. How can the teacher use the blog? Can pupils have their own blog to increase their learning.

- The student has to comment on at least two blogposts of the latter category, i.e blog used in learning activities.
- Do some kind of self-assessment that will be commented by the teacher

Lesson 3 – Teaching style and coaching simulation:

Some introduction/explanation of what we mean by teaching style. This ends in a teaching style survey to examine our own values and beliefs about teaching. This will help us understand what we are prepared to accept and what might be more challenging.

Some introduction/explanation to explain what our interpretation of coaching is and a link to an example video. We will finish off with a coaching simulation after first explaining a little bit about the context of the simulation.

Learning outcomes:

- To get to know your own teaching style.
- To get to know your role when you are going to coach other people.
- To get practical experience in coaching somebody.
- LO3, LO4

Learning activities – The students should:

- Read the lecture notes.
- Do the teaching style survey.
- Look at the video about coaching (The power of questions).
- Go through with the coaching simulation
- Make a blog post explaining your experience with coaching.

Lesson 4 – Technology Integration Matrix and the GROW model:

Explain how the TIM matrix works and how you can use it to look at interesting examples of ICT integration. Choose those examples which most closely match your own situation. The [Technology Integration Matrix](#) is like a tourist guidebook. It shows you some of the places you might like to visit on your trip to integrate ICT and what you would do there. TIM shows examples of different types of learner activities on the vertical axis and different levels of technology integration on the horizontal axis. Choose 3 or 4 adjacent cells in the matrix to explore. Each cell includes a text description and example videos from 4 different subject areas (maths, science, social studies and language).

You will also be exploring an important tool used in coaching, the GROW model and starting to document your learning journey in an e-portfolio. Write an explanation to the GROW model and add a link to the video about the GROW model. Afterwards you should make your own GROW statement.

The last part is about e-portfolio. Explain what we mean by it and include a quiz. Explain how e-portfolio is connected to coaching. Start making your own e-portfolio.

Learning outcomes:

- To get to know some examples close to your own experience.
- To be able to make your own GROW statement.
- To be able to start implementing your own e-portfolio.
- LO4, LO7, LO 8, LO13

Learning activities – The students should:

- Look at some teaching examples of your own choice in TIM.
- Make a list of the ICT tools you have used so far in the course and classify them according to which are new to you and which one are familiar. Which of the tools do you find most promising in your current situation?
- Do some reflections about which column of the TIM he/she mostly operate in at the moment? Can you give concrete examples? Can you think of a way of moving one column to the right using one of the examples you mentioned above?
- Look at the video about the GROW model and make your own GROW statement.
- Do some choices for your e-portfolio and start to make it.

Lesson 5 – Barriers for ICT integration in your own institution:

Some material to describe what this problem is about, for example by using ICT one has to rethink own teaching and how planning of learning activities is done. A short introduction to pedagogical models, i.e. instructional, constructivism and social constructivism will do here because the use of modern ICT tools enhances the use of constructivism.

The next section will focus on technical barriers.

Learning outcomes:

- Get a measure (or a rating) for to what extent ICT is used in learning activities in own institution. If this rating is low find out why.
- Find out what factors decides if an institution are high rated or low rated regarding ICT used for learning activities.
- LO3, LO5, LO6

Learning activities – The students should:

- Explore their own institution regarding the use of ICT in learning, and perhaps they also can choose another institution one in their neighborhood (for example their children's school) to find out at which ICT level they are.
- Make surveys to find out current state and find out why the situation is like this.
- Make a short report inside Moodle showing their findings.
- Make a blog post reflecting about their findings.

Lesson 6 – Investigate a CoP and an example of an experienced teacher:

Most of the learning material is available on Web. The well known paper (Marc Prensky famously divided ICT users into digital natives and digital immigrants; the immigrants being those who did not grow up with ICT and who therefore “speak ICT with an accent” and are never entirely comfortable with it about digital natives) is available as a pdf-document. We have to recommend some teacher sites (CoPs) and a link to Carla’s presentation. All this has to be collected and presented in one note to the students

Learning outcomes:

- To be able to explain what is meant by the metaphore about digitale natives.
- The should register at and try out some sites for teachers (CoP - Community of Practice) containing many resources and much experience regarding using digital tools in learning activities.
- They should also demonstrate some activity by for example asking questions or post a text in a

discussion forum in one or more of the CoPs. In the end they should reflect over Carlas presentation and compare her views for her institution to what's happening local in own institution.

- LO1, LO2, LO3, LO11

Learning activities – The students should:

- Repeat and explain what's meant by the metaphore about digitale natives.
- Register at and try out some sites for teachers (CoP - Community of Practice) containing many resources and much experience regarding using digital tools in learning activities.
- Try out some available video conferencing tools (for example Skype, Google+ and others)
- Demonstrate some activity by for example asking questions or post a text in a discussion forum in one or more of the CoPs.
- Reflect over Carla's presentation and compare her views for her institution to what's happening local in own institution.
- Report that all the activities are done. The reflection note using Carlas presentation to find out status on own institution will be commented and assessed by us, i.e the teachers of the course.
- Use the tools Diigo to share useful links for this course with the rest of the course participants.

Lesson 7 – Get more experienced with some tools:

Must contain some explanation of Web 2.0 Tools for Teachers. What kind of tools do we have and how can they be used. The last part may focus making a video screencast. What kind of tools do we have and tips to make such a recording in an effective way

Learning outcomes:

- LO1, LO2, LO3, LO4, LO5, LO6, LO10

Learning activities – The students should:

- Choose a tool from [Web 2.0 Tools for Teachers](#) by Nik Peachey and try it out.
- Use email to arrange a coaching session with your facilitator to explore the potential for using this tool in your work. The session will take place in Skype.
- Make a short (less than 5 minutes) screencast explaining the main features and uses of the tool to a colleague
- Post the video link (or embed it) to the forum called [My Screencast](#). View and comment on your partner's screencast in the forum.

Lesson 8 – Best practice:

It is time to start thinking about planning your own learning activity incorporating appropriate digital tools (ie a lesson or series of lessons). To help you with some initial ideas you will be thinking about the tools you have already used in this course and getting some ideas from external sources.

Learning outcomes:

- LO7, LO8

Learning activities – The students should:

- get an idea of how a learning activity can be done in this context take a look at this example about Christopher Columbus: [Christopher Columbus: Hero, Villain or Victim?](#) In this learning activity a teacher enables her class to find out much more about Christopher Columbus through the use of digital tools than would have been possible by using a textbook. Although this learning activity happened in a fifth grade class, the research orientation of the activity is applicable to any older group of learners. eg It

could have been a food technology class exploring the recent [e coli crisis](#) in Germany, Netherlands & Spain or it could have been a small business class exploring the marketing of a specific type of products across Europe and beyond.

- reflect about if there are any subjects in his or her courses or disciplines that are so new that it is not in any textbook yet and therefore learning material has to be found other places, for example Internet.
- do a research using the Internet to find if there are similar “best practice” examples in their own discipline. If yes describe it and tell us if it can be used for your own pupils. In no try to reflect over why there is no such thing.

Lesson 9 – To plan a learning session:

In this lesson you should plan for a learning session in your own course. First you’ll have to choose which part of your course you will plan for. Next you’ll have to choose what strategies you will use for the learning session. Examples of strategies can be problem solving, collaborative research, mentoring etc. Next you’ll have to choose a tool for this strategy (for example blog, wiki, video conferencing) and lastly choose what activity (for example peer interviews, discussion starters, group report, topic summaries). Normally such a learning session are built of several such strategies and tools.

Learning outcomes:

- LO7, LO8

Learning activities – The students should:

- Start with the Australian guide to [social e-learning](#) by clicking on '*Your guide*' to start (see below) and then by choosing a pedagogical goal. Here you’ll get many ideas about strategies, tools and activities for learning session and there will be very helpful when designing a learning session.
 - Try also these sites to get more ideas about pedagogical practice: [Web 2.0](#), The [Interesting Ways](#) series, Russel Stannards [training videos](#) and [ELENE](#) TT Centre.
- Don't forget the tools you have already used in this course either actively such as a blog, audio recording, live meeting (Skype), embedding multimedia or sharing bookmarks.
- Create learning outcomes for the session
- Post your plan for the learning session to own pupils. I addition post to the blog your reflections about your.
- Do also reflect and post in the blog about where the Social E-learning Guide took you and what you learned from the best practice guides and your own digital activities in the VITAE course so far.
- Use Skype and coach somebody else about their learning activity. This is done in groups of two people.

Lesson 10 – To implement a learning session:

It is assumed that the students in this course have their own pupils in a course there the plan for a learning session can be tried out. In this lesson they should implement the plan. i.e create all the planned activities that is necessary. Two assessments has to be done: First the teacher do a self assessment there he/she reflects about how well he succeeded with the implementation and next ask the pupils about their opinion about the new type of session.

Learning outcomes:

- Create a working learning session using an already existing specification
- Evaluate a learning session
- LO10

Learning activities – The students should:

- Implement his/her plan a learning session for own pupils. That means running the session using all the

- strategies, tools and activities listed in the plan.
- Evaluate the session
- Coach somebody else about their learning activity, how it went, what went good and what went wrong, plans for the next session etc.

Lesson 11 – Coaching in your own institution:

You have now learned a lot about using Internet tools in your teaching. Not only the tools but also how these tools can be used in learning activities and choosing which strategies to use when designing learning sessions. Now it's time for telling your colleagues about all your new experiences and your new expertise. You should of course use your new expertise and that is not telling your colleagues how to do things, but let them find out themselves through coaching sessions.

Learning outcomes:

- LO11, LO12, LO14, LO15, LO16

Learning activities – The students should:

- Create a wiki (or a CoP) for transfer of expertise and for exchanging experiences
- Make a plan for how to share your expertise and your experiences and publish it in the wiki
- After coaching your colleagues for a while ask them to create a plan for a learning session
- Make a coaching session there your coach your colleague about his plan for a learning session. Record the session using video.
- Evaluate your own performance during this coaching session adding an extra commentary track to the video

Lesson 12 – Some reflections about your development in ICT and coaching skills:

The students should now consider their own ICT competence in the same way as they did in the beginning of the course. Then they should compare this result with what they did at the start of the course (to find out what their starting point where). Based on these two measure points they should write a report about their own development concerning ICT-skills and coaching-skills.

Learning outcomes:

- To make some qualified assessment of your own development during this course.
- LO4, LO16

Learning activities – The students should:

- Fill in the matrix showing your ICT and coaching competence after you have finished the course
- Get the matrix you made in the beginning of the course showing your ICT and coaching competence
- Make a video recording including these Matrix' and do some reflections on your own development during this course. You should also do some reflections on how your new ICT skills will affect your teaching style and how you are going to use coaching as a part of your teaching for the future

How the Norwegian Vitae course is connected to the original Vitae course

The original Vitae course	Lecture nr	Theme
Parts from Module 1	Lecture 1	Introduction, as matrix for LO and an assessment of your skills
Parts from Module 1	Lecture 2	An introduction to Blogging
Module 1	Lecture 3	Teaching style and coaching simulation
Module 1	Lecture 4	TIM + the GROW model
Module 2	Lecture 5	Barriers for ICT integration in your own institution
Module 2	Lecture 6	Investigate CoP + an example of an experienced teacher
Module 2	Lecture 7	Get more experienced with some tools
Module 3	Lecture 8	Best practice
Module 3	Lecture 9	To plan a learning activity
Module 4	Lecture 10	To implement a learning activity
Module 4	Lecture 11	Coaching in your own institution
New	Lecture 12	Some reflections about your development in ICT and coaching skills

This table shows the transition from the original course to the Norwegian version of the course. In our opinion the workload of the original course is equal to 3 ECTS. For the Norwegian course we make 2 lectures more and add more activities for the students to do to fulfill the course.

Pedagogical approach

We describe a lot of learning activities the students are going to do, and they should reflect over their work (their competence level today, experiences during the course and new possibilities).

Assessing other students work

Coaching others via Skype in groups

The course is based on a lot of different activities that must be done both on your own and together with some of your fellow teacher-students. It also includes some dialog (coaching) between the teacher-trainer and the teacher-students. So the teacher-students get an answer to

their questions/problems. A problem-based learning diary will be included in their e-portfolio. The teacher will act as a coach for the students. The students will have individual goals and they will put them on paper as part of the coaching. The students are not going to cooperate directly during the course, but they are going to exchange experiences. This affects the size of the groups (max 10 -15 per coach).

Learning environment

We are going to use a local installation of Moodle as our LMS system to keep track of our students and their course activities. We have also decided that we need an CoP to share experiences between the students after they have fulfilled the course.

A description of the functionality we expect:

- from an LMS system
- from a CoP

We want to use the CoP to share the students experience. It should be for students from all the countries. This decision will affect the language that will have to be English.

Assessment

The students should make a final report describing their development through the course and reflect on their teaching style for the future and how they are going to coach others. The teacher-trainer will set a grade based on the content of the report.

If needed we can also have a final multiple choice exam.

Support staff for teacher-trainings

For running a net based course in general we can find different types of teacher roles. This can be:

- teacher-trainer (Geir og Bjørn)
- technical support (Install and configure Moodle - Andre)
- administrative support (to register the students in our administrative system - Ingrid)

We have already decided that number of students per coach can be maximum 10 - 15.

Technical requirements

The students must have their own computer with a suitable Internet connection. By suitable we mean to be able to download or stream videos.

This is almost the case all over Norway.

Evaluation

Here we will make a common survey for the four countries. All the teacher-students that follows the pilot course will be asked to answer this survey.

Was the course effective? Efficient? Appealing, ... and more?

This evaluation will be common for everybody in an English version and if necessary translated to each country's native language. This will make it easier to compare the results from the pilot run in the different countries.

Attachment 2: The Italian Vitae course

Understand IT

Project number: 2010-1-NO1-LEO05-01839

The Italian Vitae Course Team Design Document for Italy

Authored by the Italian Vitae Course Team:
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The scope of the Vitae course

In Italy we are going to run a Vitae course that gives to the students a certificate of attendance. We plan to increase the workload to approximately 75 hours of student work (equivalent to 3 ECTS). The course will span a period of 13 weeks (e.g. from March to the first week of June included) with 12 lectures, and a final assessment. Students will be further occupied in doing exercises. One important factor in our course implementation will be the assessment of each other's work, in groups or pairs. The teacher recommends the path to follow, the workload of the course, and the level of difficulty of related activities. We expect the students to follow the same timetable for the course since they are going to do some assessment activities of each others' work. In particular, the personal workload for each student will be of about 6 student hours a week. The described workload configuration can be assumed as a standard one, and it will be the one implemented for the pilot course. However, we plan to organize a flexible course provision, according to the commitment required from students. In this way we can arrive to a 6 ECTS course. In this way, we will be possibly able to propose different solutions to satisfy different needs and requests (for example, from schools). The difference among course configurations will be limited to frequency of requested activities and variety of presented tools; on the other hand, there will be no differences in general course outcomes.

The Italian course will be mainly online, delivered through Moodle or through another platform with equivalent or better features. A few face-to-face meetings will help create the feeling of a cooperating community in the group of attendees. In addition we are going to use video tools to communicate with the single students, and for students to communicate among them, for the coaching part while the course is running.

Most learning material of the course and the path through it, as well as explanations, will be in Italian. Many of the external resources (tools) for the course are expected to be in English: whenever a substitution with equivalent Italian material or a translation will be possible, it will be performed. For all the content the students will produce themselves during the course, we expect the language will be Italian, unless single students choose differently.

Language and cultural adaption of the Vitae course

The language and cultural adaption consists of making a localized version of the course. For the Italian version, we plan to translate the course to Italian, specifically the course description, the learning activities/exercises, and other contents that can be translated. Specific resources and tools found on Web and used in the course can of course be translated too, unless the resources/tools are owned by others.

We think that the material and structure of the pilot Vitae course is an appropriate starting point for planning our version. However, we see a first possible threat to the success of the course in the availability of the Internet for all students, and perhaps in the available bandwidth with respect to that required by some web2.0 tools. A further threat may be the available time by the students, since they are mostly supposed to have a job. In order to address both possible problems, we will select, if needed and possible, an appropriate subset of the activities assigned for the pilot Vitae course, according to required bandwidth and/or required time.

Learning outcomes for the teacher-students

Overall learning outcome:

I can choose relevant resources using the VITAE approach for any planned learning activity including ICT-tools where these are the most appropriate and I am able to change my teaching style in order to use a more coaching oriented approach.

1. Information sources: I can help my students find and evaluate relevant information including pictures, maps, sound and video from ICT sources as well as traditional sources. (eg RSS, Wikipedia).
 2. Information storage: I can help my students store information in digital form such as blogs, wikis, podcasts or portfolios (ie so it is accessible at home, on the move and to external experts/advisors).
 3. Communication: I can help my students communicate synchronously and asynchronously through text, voice and video.
 4. Documentation: I can author online spaces to document learning events and facilitate student use of this material afterwards (e-portfolio, screencasts, class blog/wiki).
 5. Safe use: I can help my students use online applications safely (e.g. online identity, privacy, trustworthiness).
 6. Group work: I can facilitate online group working, using methods such as complex instruction.
 7. Learning: I can identify the learning outcomes expected from the use of specific ICT tools in a specific learning activity.
 8. Assessment: I can identify how the learning outcomes of ICT related activities will contribute to student assessment and use appropriate rubric tools to record this.
- Professional development & coaching
9. Planning: I have made a plan for my continuing professional development in the appropriate use of ICT in my teaching.
 10. Documentation: I have documented the use of an interactive internet tool so that others can benefit from my experience
 11. Sharing: I have tried at least one way of sharing my ICT experience with colleagues either internally or externally.
 12. Local context: I have identified the possibilities and limits of the use of interactive Internet tools in my institution.
 13. Portfolio: I have started or added to an existing e-portfolio.
 14. Evaluation: I have evaluated the outcomes of my amended teaching session and documented this in my e-portfolio.
 15. Coaching: I have embarked on peer coaching with one of my colleagues.
 16. Coaching: I have the skills of listening and questioning to be able to coach other people

The course participants for the Vitae course

- Our primary target group is teachers that are working in a technical high school .
- Our secondary target group is students that are studying to become teachers.

We are planning for 6 - 16 students in a pilot course from the primary target group, that is going to take place during spring 2012.

Entry Level skills

The following skills will be required:

- some kind of experience as a (vocational) teacher
- basic English language skills (reading comprehension to use tools which cannot be translated)
- basic computer skills, such as using windows or another operating system, producing documents with office or a similar production suite, and exploiting web browsing and e-mail
- to be curious on ICT and be eager to develop ones own ICT and coaching skills

Learning content/activities

Two face to face meetings are included in the course. The first one will be important to socialize and initially create a sense of belonging to the community. The second might be used to assess some intermediate stage in the learning process. A last online meeting will close the course, during which evaluation by students will be collected.

Lecture 1: Introduction

Learning outcomes for this lecture: The students will get information about the course, what is it about, what the outcomes are, how we should work together, the size of the course, the pace etc. Preferences for the composition of small groups for specific future activities will be collected.

Which of the higher level learning outcomes are covered?

Overall learning outcome:

I can choose relevant resources using the VITAE approach for any planned learning activity including ICT-tools where these are the most appropriate and I am able to change my teaching style in order to use a more coaching oriented approach.

1. Information sources: I can help my students find and evaluate relevant information including pictures, maps, sound and video from ICT sources as well as traditional sources. (eg RSS, Wikipedia).

2. Information storage: I can help my students store information in digital form such as blogs, wikis, podcasts or portfolios (i.e. so it is accessible at home, on the move and to external experts/advisors).

3. Communication: I can help my students communicate synchronously and asynchronously through text, voice and video.

4. Documentation: I can author online spaces to document learning events and facilitate student use of this material afterwards (e-portfolio, screencasts, class blog/wiki).

Lecture notes: General course presentation:

17. practical ICT skills to develop (one is not going to read about them but actually to do things oneself and to get more experienced through ones own activity);
18. planning, performing and reflecting about the results of a teaching activity for a group of students;
19. sharing ones experience with others;
20. sharing and commenting on other students' work.

What kind of resources can the student expect to find in this course? What kind of activities are the students going to do and how and why should they take care of the result? Why do we want them to work in groups and what do we expect to gain from this?

Learning activities:

This is an introduction to the course and in the beginning the teachers will have to say some words about the course. Next there will be a question and answer session and to the end of the session the students can create groups for future group activities.

The lecture could end with a home work for each group doing a simple exercise to increase the feeling of belonging to a group.

Notes: With groups we can make both the study and the assessment activities more fruitful by doing much of the assessment as self assessment.

Lecture 2: Create a blog

Learning outcome for this lecture: To be able to register and sign in to a blog tool. To be able to create a blog, create a post in the blog, publish the address of this blog to others, differentiate between saving a blogpost in the blog and to publish the blogpost, customize the look of the blog, embed pictures, video and sound in the blog, allow comments to blogpost.

Which of the higher level learning outcomes are covered?

2. Information storage: I can help my students store information in digital form such as blogs, wikis, podcasts or portfolios (ie so it is accessible at home, on the move and to external experts/advisors).
3. Communication: I can help my students communicate synchronously and asynchronously through text, voice and video.
4. Documentation: I can author online spaces to document learning events and facilitate student use of this material afterwards (e-portfolio, screencasts, class blog/wiki).
10. Documentation: I have documented the use of an interactive internet tool so that others can benefit from my experience
11. Sharing: I have tried at least one way of sharing my ICT experience with colleagues either internally or externally.

Lecture notes: Practical explanation of what is a blog and some significant examples (personal diary, social, literary, educational)

Learning activities: The students are directed to a specific blog tool and asked to register, create a blog etc and do all the things listed in the learning outcomes for this lesson.

The students should create at least two blogposts and one comment:

- One of the blogpost should contain a description of how to get started with a blog like this one ...

- ... and in the next one the student should reflect about how a tool like this could be used in learning activities within a given subject. How can the teacher use the blog? Can pupils have their own blog to increase their learning.
- Each student has to comment on at least two blogposts of the latter category, i.e. blog used in learning activities.

Assessment: Self assessment followed by a peer to peer assessment. The teacher may add some comments when students have completed their self and peer assessment.

Lecture 3: Learning outcomes and video conference tool

Learning outcome for this lesson: To understand all of the learning outcomes for the entire Vitae course. To be able to fill in a matrix combining the learning outcomes and a scale (1 to 10) to show how one considers ones own competence for each of the learning outcomes. To understand how different background and ICT experience will lead to different matrices for each individual. To be able to use a video conference tool.

Which of the higher level learning outcomes are covered? All of them.

3. Communication: I can help my students communicate synchronously and asynchronously through text, voice and video
4. Documentation: I can author online spaces to document learning events and facilitate student use of this material afterwards. (e-portfolio, screencasts, class blog/wiki)
9. Planning: I have made a plan for my continuing professional development in the appropriate use of ICT in my teaching.

Lecture notes: The learning outcomes in Italian and some examples for each of them to show what we mean by them. An example of a filled in matrix and an explanation on how we are going to use this in the last lesson. An example of a video tool for conference.

Learning activities: The students should study the learning outcomes for the Vitae course carefully to get to know them. Then make a short summary of ones own ICT experience. The next step is to fill in ones personal matrix to show ones ICT skills for the different LO's. The the students discuss online in groups their different matrices using a video conference tool, to verify and refine their own judgement.

Assessment: The students will make a matrix that describes their ICT competence including their personal comments, and will consider if they have understood the LO correctly based on the discussion with their fellow students.

Lecture 4: Teaching style and coaching simulation

Learning outcome for this lesson: To identify ones own teaching style. To understand ones role when going to coach other people. To get practical experience in coaching somebody.

Which of the higher level learning outcomes are covered?

3. Communication: I can help my students communicate synchronously and asynchronously through text, voice and video

4. Documentation: I can author online spaces to document learning events and facilitate student use of this material afterwards. (e-portfolio, screencasts, class blog/wiki)

Lecture notes: Some explanation of what we mean by teaching style. This ends up in a teaching style survey to examine ones own values and beliefs about teaching. This will help understanding what one is prepared to accept and what may be more challenging.

An example of coaching.

In the end, a coaching simulation where students are divided in pairs coach/coachee.

Learning activities: Teaching style survey. Coaching simulation. A blog post explaining ones own experience with coaching.

Assessment: The teacher comments on the blog posts

Lecture 5: Technology Integration Matrix and the GROW model

Learning outcome for this lesson: To be able to describe some examples of technology integration in teaching close to ones own experience. To be able to make ones own GROW statement. To be able to start implementing ones own e-portfolio.

Which of the higher level learning outcomes are covered?

4. Documentation: I can author online spaces to document learning events and facilitate student use of this material afterwards. (e-portfolio, screencasts, class blog/wiki)

7. Learning: I can identify the learning outcomes expected from the use of specific ICT tools in a specific learning activity

8. Assessment: I can identify how the learning outcomes related activities will contribute to student assessment and use appropriate rubric tools to record this.

13. Portfolio: I have started or added to an existing portfolio

Lecture notes: Technology Integration Matrix ([TIM](#)) shows examples of different types of learner activities on the vertical axis and different levels of technology integration on the horizontal axis. Explanation of how the TIM matrix works and how one can use it to look at interesting examples of ICT integration. Possible choices of those examples which most closely match some example situations.

Exploration of an important tool used in coaching, the GROW model.

The last part is about e-portfolio. Explanation of what we mean by it and comprehension quiz.

Explanation of how e-portfolio is connected to coaching.

Learning activities: Look at some teaching examples in TIM. Make a list of the ICT tools you have used so far in the course and classify them according to which are new to you and which are familiar. Which of the tools do you find most promising in your current situation? Which column of the [TIM](#) do you mostly operate in at the moment? Can you give concrete examples? Can you think of a way of moving one column to the right in your teaching activity using one of the examples you mentioned above?

Write an explanation about the GROW model and make your own GROW statement.

Do some choices for your e-portfolio and start filling it.

Assessment: The teacher comments on the blog posts

Lecture 6: Barriers for ICT integration in own institution

Learning outcome for this lesson: To be able to provide a measure (or a rating) for the extent ICT is used in learning activities in ones own institution. If this rating is low find out why. To be able to assess the factors that measure low/high rate of ICT integration in learning activities in an institution.

Which of the higher level learning outcomes are covered?

12. Local context: I have identified the possibilities and limits of the use of interactive Internet tools in my institution.

Lecture notes: Some material to describe what this problem is about, for example by discussing how using ICT changes the way of teaching or planning learning activities.

Learning activities: The students have to explore their own institution regarding the use of ICT in learning.

As stated in the learning outcomes above it is important that the students make surveys to describe and explain current state.

Assessment: The delivery should be a short report inside Moodle or the chosen alternative LMS about their findings. Next they should make a blog post which will be commented by teachers. The reflection note on own institution will be commented and assessed by us, i.e. the teachers of the course.

Lecture 7: Get more experienced with some tools

Learning outcome for this lesson: To comprehend what is meant by the metaphor about digital natives. To be aware of the existence of sites for teachers (CoP - Community of Practice) containing many resources and much experience regarding using digital tools in learning activities.

Which of the higher level learning outcomes are covered?

1. Information sources: I can help my students find and evaluate relevant information including pictures, maps, sound and video from ICT sources as well as traditional sources. (e.g. RSS, Wikipedia)

2. Information storage: I can help my students store information in digital form such as blogs, wikis, podcasts or portfolios (e.g. so it is accessible at home, on the move and to external experts/advisors)

3. Communication: I can help my students communicate synchronously and asynchronously through text, voice and video

11. Sharing: I have tried at least one way of sharing my ICT experience with colleagues either internally or externally.

Lecture notes: Most of the learning material is available on Web. The well known paper about digital natives is available as a pdf-document. We will translate it into Italian. We will recommend some teacher sites (CoPs).

Learning activities: Many of the learning activities are direct result of what is stated in the section “Learning outcome for this session” above. For example, register and try out some sites for teachers (CoPs). Comment visited CoPs with other students and post comments o the blog.

Assessment: The reflection notes about CoPs will be peer commented by other students.

Lecture 8: Best practices

Learning outcome for this lesson: To be able to identify successful modalities to introduce ICT in ones teaching. To be able to identify cases when ICT is not necessary for teaching. To develop awareness of effective and efficient use of ICT in teaching.

Which of the higher level learning outcomes are covered?

7. Learning: I can identify the learning outcomes expected from the use of specific ICT tools in a specific learning activity.

8. Assessment: I can identify how the learning outcomes of ICT related activities will contribute to student assessment and use appropriate rubric tools to record this.

Lecture notes: Success stories about use of ICT tools in teaching.

Learning activities: The exploration, when possible, of referenced tools, and a comparison among presented cases. CoP exploration for experience reports. A final discussion is posted on the blog

Assessment: The students post their reflections. These will be commented and assessed by the teachers of the course.

Lecture 9: To plan a learning activity

Learning outcome for this lesson: To be able to plan a learning activity by choosing tools and contents to best present the lesson topics

Which of the higher level learning outcomes are covered?

7. Learning: I can identify the learning outcomes expected from the use of specific ICT tools in a specific learning activity.

8. Assessment: I can identify how the learning outcomes of ICT related activities will contribute to student assessment and use appropriate rubric tools to record this.

Lecture notes: No need for explicit lecture notes

Learning activities: Plan your own learning activity for your own students. The you should coach somebody else about their learning activity

Assessment: The students post their reflections about both their plan and the resulting coaching session. These items will be commented and assessed by the teachers of the course.

Lecture 10: To implement a learning activity

Learning outcome for this lesson: To be able to describe the checkpoints one wants to set and the goals one wants to achieve. To be able to develop a practical implementation of the plan devised in the previous lesson

Which of the higher level learning outcomes are covered?

Overall learning outcome

Lecture notes: A description of the checkpoints to set and the goals to achieve

Learning activities: Describe the checkpoints you want to set and the goals you want to achieve. Implement your planned learning activity. Make an evaluation of how it went. Whether it was a success. What was good and what must be improved. Put in your blog some reflections about the feedback from your students on your learning activity.

Assessment: Peer and teacher's comments about the posted reflections

Lecture 11: Coaching in your own institution

Learning outcome for this lesson: To be able to coach a colleague

Which of the higher level learning outcomes are covered?

10. Documentation: I have documented the use of an interactive internet tool so that others can benefit from my experience

11. Sharing: I have tried at least one way of sharing my ICT experience with colleagues either internally or externally.

12. Local context: I have identified the possibilities and limits to the use of interactive Internet tools in my institution.

14. Evaluation: I have evaluated the outcomes of my amended teaching session and documented this in [my e-portfolio](#).

15. Coaching plan: I have identified one or more colleagues for whom I can be a coach. Together we have identified the professional development needs of these colleagues.

Lecture notes:

Learning activities: To gather information from colleagues. To try coaching one or more colleagues.

Assessment: The students summarize and comment on a blog post the results of their local coaching activities. The teachers comment on it and give suggestions

Lecture 12: Have your competence in ICT-skills and coaching skills developed

Learning outcome for this lesson: To be able to make some qualified assessment of ones own development during this course.

Which of the higher level learning outcomes are covered?

9. Planning: I have made a plan for my continuing professional development in the appropriate use of ICT in my teaching.

Lecture notes: A critical review of the lecture notes related to the first lecture.

Learning activities: The students should now consider their own ICT competence in the same way as they did in the beginning of the course. Then they should compare this result with what they did at the start of the course (to find out what their starting point where).

Make a written report and look at the situation at the beginning of the course, then the result of the activities during the course and at the end how your ICT and coaching skills are today after the course.

Assessment: The reports produced by students will be graded by the teacher.

How the Italian Vitae course is connected to the original Vitae course

The original Vitae course	Lecture nr	Theme
	Lecture 1	Introduction and blog
Module 1	Lecture 2	A matrix for LO and an assessment of your skills
Module 1	Lecture 3	A survey and coaching simulation
Module 1	Lecture 4	Matrix of scenarios + GROW model
Module 2	Lecture 5	Barriers for ICT integration in your own institution
Module 2	Lecture 6	Investigate CoP
Module 2	Lecture 7	Get more experienced with some tools
Module 3	Lecture 8	Best practice
Module 3	Lecture 9	To plan a learning activity
Module 4	Lecture 10	To implement a learning activity
Module 4	Lecture 11	Coaching in your own institution

	Lecture 12	Have your competence in ICT-skills and coaching skills developed
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Pedagogical approach

- Describing a number of learning activities that the students are going to do, and over which they should reflect (their present competence level, experiences during the course and new possibilities).
- Assessing other students work
- Coaching others in groups over the internet

The course is based on a lot of different activities that must be done both on your own and together with some of fellow teacher-students. It also includes some dialog (coaching) between the teacher-trainer and the teacher-students. So the teacher-students get an answer to their questions/problems. A problem-based learning diary will be included in their e-portfolio. The teacher will act as a coach for the students. The students will have individual goals and they will put them on paper as part of the coaching. The students are not going to cooperate directly during the course, but they are going to exchange experiences and coaching. This affects the size of the groups (max 10 -15 per trainer). We presume to have a maximum of 16 students supported by 2 trainers. Teacher-trainers will also serve as coaches.

Learning environment

We are going to use a local installation of Moodle or an equivalent platform as our LMS system to keep track of our students and their course activities. We have also decided that we need a CoP to share experiences between the students after they have fulfilled the course. It should be for students from all the countries. This decision will affect the language, that may be Italian for local discussions and information exchange, but will have to be English to share the most important results all over the transnational community.

Assessment

The students should make a final CoP document describing their development through the course and reflect on their teaching style for the future and how they are going to coach others. The teacher-trainer will set a grade based on the content of the report. If we need one we can also have a final MC exam.

Support staff for teacher-trainings

For running a net based course in general we can find different types of teacher roles. This can be:

- teacher-trainer (Marco and Marilena)
- technical support (Install and configure LMS and CoP - Andrea)
- administrative support (to register the students in our administrative system – All of us)

We have already decided that number of students per coach can be max 10.

Technical requirements

The students ought to have their own computer with a suitable Internet connection. By suitable we mean to be able to download and watch videos.

This is not always the case all over Italy. We will address this issue if and when it occurs .

Evaluation

We will make a survey that the teacher-students that attend the pilot course will answer.

Was the course effective? Efficient? Appealing, ... and more?

This evaluation can be common for everybody in an English version and then be translated to each country's native language.

Attachment 3: The Portuguese Vitae course

Understand IT

Project number: 2010-1-NO1-LEO05-01839

The Portuguese Vitae Course Team Design Document for Portugal

Authored by the Portuguese Vitae Course Team:

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The scope of the Vitae course

In Portugal we are going to run a **Portuguese VITAE Coaching ICT course** that gives 2 variants in terms of possible ECTS credits: **2 or 3 ECTS** to the **teachers-students**.

To do so we have reorganized the initial structure of **4 Modules** (of the original VITAE course) into 3 Modules, and organized them into **12 Units, divided in 19 sessions**, in a such way that **Module 3 becomes to be a optional Module**, to be considered only by the target-users that “really” want to be “Coachers on incorporation of ICT and Web 2.0 tools on their classes”, and want to go further the improvement of their previous ICT skills by introducing some new useful tools for use in their own personal professional activity, but above this, want to go much further of that and are eager to use the VITAE approach for planning **Learning Activities** that includes ICT tools also on their professional activity, i.e., on classes they teach.

So we could say that we will have a VITAE normal course (with the first 2 Modules, with a total of $2 \times 25 = 50$ hours) and an advanced one (with the 3rd Module, with a total of $50 + 25 = 75$ hours). Note that the **VITAE normal course** could also includes a predecessor **Preliminary Module** oriented to the first type of target users, i.e. to CENFIM Internal - VET teachers – normally with Low ICT knowledge, which will be done before the Modules 1 & 2 of the **VITAE normal course**. This **Preliminary Module** will basically serve to introduce concepts concerning e-Learning & Coaching ICT to this specific target-users, before they be able to start the normal 2 ECTS credits **VITAE normal course**.

This means we have to increase the workload, from the 30 hours previewed on the original VITAE course, **to approximately 75 hours of total b-Learning Course time**, distributed by the following previewed timings for the components of:

- **Face-to-face sessions** with **6 hours** of **teacher-student** work time **spread at least 3 by presential sessions**;
- **Synchronous e-Learning sessions**, with **5 hours** of synchronous – videoconference/chat-like group-work time;
- **Asynchronous e-Learning sessions**, with **17 hours** of online study on the **CENFIM Moodle Platform**;
- And a total of **47 hours** of **self-study** to be carried out by **teachers-students** by accessing external online resources and by self-study work.

One important factor here will be assessing other **teachers-students** work. We also want to remove some of the options in the original course so that we limit the **teachers-students** possibilities to follow different paths through the course. This means that the **teacher-coach (teacher-trainer** was the equivalent naming convention proposed, during M2) recommends the path to follow, the volume of the course and the level of the course. We expect the students to follow the same timetable for the course since they are going to do some assessment activities of each other’s work.

The duration of the course will depend of the scheduling organization of the 19 previewed sessions.

The **Portuguese VITAE Coaching ICT course** will be **Blended Learning** (b-Learning) approach, with CENFIM Moodle platform support, since part of the training will occur on the shop-floor environment, where students will have access to the Moodle platform. In addition we are going to use video tools to communicate with the students for the coaching part when the course is run.

All the Units notes that describe the course and the path through it will be in Portuguese. For all the content the students will produce during the course, the language will be Portuguese.

Because we preview that some target-users, especially concerning Module 1 & 2, includes also users that do or may do have difficulties with the English, we must avoid, whenever possible, the usage of resources that use English, and on the cases where this is not possible to give it in Portuguese, the **teacher-coach** must provide means of the students be able to get those contents automatically translated (as example, by use of the Google translator). Module 3 contents, however, does not have such limitations, because their potential target-users usually don't have no problems on dealing with English contents. So the student, most probably will find more resources in English on Module 3, despite our main objectives of avoiding whenever possible resources in English is maintained also for Module 3.

The course will be run in a local Moodle installation at CENFIM.

Language and cultural adaption of the Vitae course

The language and cultural adaption is making localized versions of the course. For the Portuguese version of the course this means the following **challenges that we, in Portugal need to bypass and solve**:

- **Translate the course to the Portuguese.** That is the course description, the learning activities/exercises and others that naturally can be translated. But specific resources and tools found on Web and used in the course can of course not be translated because the resources/tools are owned by others. On those cases when possible the **teacher-coach** must provide an easy-way to get such contents automatically translated.
- We have to evaluate to what degree the design of the course, the learning activities and how things is done are specific for Portugal. This depends upon Internet availability, the willingness for taking courses of this kind, the institutional and personal momentum for change.
- To greatest possible extent find local web resources and web tool to be used in the course. **This includes the possibility to develop or adapt some resources specifically to be used on this course.**
- **The target group is mostly full time workers.** That means the course has to be stretched in time (for example 3 months), in order to fulfill the 75 hours of previewed workload of students work.

Learning outcomes for the teacher-trainees

There are the Overall LO and more 16 learning outcomes to be achieved during the VITAE Coaching ICT course as follows:

Overall learning outcome: I can choose relevant resources using the VITAE approach for any planned learning activity including ICT-tools where these are the most appropriate **and** I am able to change my teaching style in order to use a more coaching oriented approach.

1. **Information sources:** I can help my students find and evaluate relevant information including pictures, maps, sound and video from ICT sources as well as traditional sources. (eg RSS, Wikipedia).
2. **Information storage:** I can help my students store information in digital form such as blogs, wikis, podcasts or portfolios (ie so it is accessible at home, on the move and to external experts/advisors).
3. **Communication:** I can help my students communicate synchronously and asynchronously through text, voice and video.
4. **Documentation:** I can author online spaces to document learning events and facilitate the trainee use of this material afterwards (e-portfolio, screen casts, class blog/wiki).
5. **Safe use:** I can help my students use online applications safely (e.g. online identity, privacy, trustworthiness).
6. **Group work:** I can facilitate online group working, using methods such as complex instruction.
7. **Learning:** I can identify the learning outcomes expected from the use of specific ICT tools in a specific learning activity.
8. **Assessment:** I can identify how the learning outcomes of ICT related activities will contribute to student assessment and use appropriate rubric tools to record this.

Professional development & coaching LO:

9. **Planning:** I have made a plan for my continuing professional development in the appropriate use of ICT in my teaching.
10. **Documentation:** I have documented the use of an interactive internet tool so that others can benefit from my experience.
11. **Sharing:** I have tried at least one way of sharing my ICT experience with colleagues either internally or externally.
12. **Local context:** I have identified the possibilities and limits of the use of interactive Internet tools in my institution.
13. **Portfolio:** I have started or added to an existing e-portfolio.
14. **Evaluation:** I have evaluated the outcomes of my amended teaching session and documented this in my e-portfolio.
15. **Coaching (plan):** I have embarked on peer coaching with one of my colleagues.
16. **Coaching:** I have the skills of listening and questioning to be able to coach other people.

The first 9 outcomes and outcome 13 are to be learned/acquired mainly on the first 2 Modules (1 and 2). **The last 7 outcomes** (10 till 16) and the overall LO are to be essentially learned/acquired on Module 3.

The course participants for the Vitae course

We, in Portugal are previewing 3 types of target users as follows:

- **Our primary target groups** are our **internal VET - Vocational teachers** that are working on CENFIM. We have 2 types of possible target-users on this group:
 - Internal - VET teachers – With Low ICT knowledge (50h + Preliminary)
 - Internal - VET teachers and Course designers (75h course)
- **Our secondary target group** are focused on **Companies and Organizations**, having 2 types of well identified target-users for this group:
 - Companies (50h - Catalog)
 - Organizations (Mainly on the Educational area) (75h Catalog)
- **Our third target group** is focused to **Individual Customers**, composed by all kinds of teachers working in schools or in VET Centers all over Portugal, or persons that are studying to become Vocational teachers and want to learn the needed Coach ICT skills:
 - Individual customers (50h or 75h - Will be part of CENFIM training catalog)

In Portugal we want to broaden the target group to increase the potential market for course participants to all **teachers-candidates** or teachers in all types of VET and teachers of schools, will be able to benefit from this course to improve their ICT-skills, by individual or by Companies/Organizations initiatives. And despite we have chosen to adopt and follow the **b-Learning approach**, which makes for CENFIM harder on managing the courses and the accessibility for the students to assist the face-to-face presential sessions, than a pure e-Learning approach would imply, but considering the situation in Portugal when it comes to ICT-skills for teachers, this is only possible for CENFIM to efficiently manages it, taking into consideration the well distribution of the currently 13 CENFIM Training Centers covering all the Portugal continental territory, and since we are going to give the course following the b-Learning approach, the costs to supporting the face-to-face sessions will be supportable not only to the students, but also to CENFIM, since students will not need to cover high distances, simply by using the nearest CENFIM Training Center that are closest to their homes, on supporting the face-to-face sessions components of the course.

We are planning for 6-10 trainers in the pilot course from our **primary target group** that is going to **take place during April to June of 2012**.

Entry Level skills

The Target users of the **Portuguese VITAE Coaching ICT course** will have to have the following skills, in order to take this course:

- Some kind of experience as a (vocational) teacher;
- Basic English language skills (oral and written);
- Basic computer skills such as using windows, office, print, store and open files, web browsing and e-mail
- Have to be curious on ICT and **must** be eager to develop their own ICT and coaching skills.

Learning content/activities

How the Portuguese Vitae course is connected to the original Vitae course

Following is presented the table that summarizes the 3 Modules structured in 12 Units with a total of 19 previewed sessions.

After the table that establishes the correlation between the Original VITAE course and the reorganization occurred on the Portuguese course adaptation, it follows the Details of each one of the 12 Units.

UFCD			Session nr. (previewed hours)				
	The original Vitae course	Unit nr.	P	A	S	SS	Tasks / Activities
UFCD 1 - 25 hours	<p>Pre-course activities and part of Module 1</p> <p><i>(Actividades pré-curso, Acolhimento e Apresentação)</i></p>	Unit 1	<p>S1 (1)</p> <p>(1)</p> <p>(1)</p>				<p>Introduction and Pre-course activities:</p> <ul style="list-style-type: none"> ● S1: Pre-course survey. ● S1, SS: First contact with the Moodle Platform, Course Program, trainer-coach and teacher-students. <p>Will be given the student their account access to the Platform and will be requested some presentation & socialization activities like updating the user Profile with useful information's and with a brief self-presentation on Moodle.</p> <ul style="list-style-type: none"> ● S1, SS: Create a Blog (<i>to be used during the course as the Trainer-student personal place to record activity evidences</i>) <p>First Face to face meeting:</p> <ul style="list-style-type: none"> ● S1: Presentation of the teacher-coach, teacher-students, Course program and of Moodle Platform. ● S1, S3: Introduction to the Tool to be used on the synchronous sessions. (online simulation)
	<p>Part of Module 1</p> <p>(Task 1.1) (1.5 to 2 hr)</p>	Unit 2	<p>S1 (1)</p>	S2 (1)	S3 (1)	(2)	<p>Learning outcomes and Professional Development Plan:</p> <ul style="list-style-type: none"> ● S1, SS, S2: A Matrix for Learning Outcomes(LO); ● SS, S3: Start to generate a Professional Development Plan

							<ul style="list-style-type: none"> ● S2: and a Assessment of your skills
	Part of Module 1 (Task 1.2) (1.5 to 2 hr)	Unit 3		S4 (1)	S5 (1)	(4)	Teaching style and coaching simulation: <ul style="list-style-type: none"> ● S4, SS: A survey on teaching style ● S5, SS, S4: and coaching simulation
	Part of Module 1 (Task 1.3) (1.5 to 2 hr)	Unit 4		S6 (3)		(7)	Technology Integration Matrix and the GROW model: <ul style="list-style-type: none"> ● SS, S6: Matrix of scenarios analysis ● SS, S6: GROW model ● SS, S6: e-Portfolio
	ECTS hours of UFCD 1		3	6	2	14	= 25 hours
UFCD 2 – 25 hours	Part of Module 2 (Task 2.1) (1.5 to 2 hr)	Unit 5		S7 (2)		(3)	Barriers for ICT integration in your own institution: <ul style="list-style-type: none"> ● SS, S7: Portable Apps ● SS, S7: Adoption of Digital Technologies and overdue the obstacles on adopting them
	Part of Module 2 (Task 2.2) (1.5 to 2 hr)	Unit 6		S8 (2)	S9 (1)	(6)	Exploring a CoP tool and get contact with an experienced teacher: <ul style="list-style-type: none"> ● SS, S8: Explore revelant CoP's ● S8: Presentation of UnderstandIT CoP ● S9, SS, S8: Live Meeting with an experienced e-Learning / Coaching Expert
	Part of Module 2 (Task 2.2.3) (1.5 to 2 hr)	Unit 7	S10 (1)	S11 (2)		(8)	Starting Best practices – Follow and Share relevant ICT tools: <ul style="list-style-type: none"> ● S11, SS, S11: Follow relevant Blogs ● S10, S11: Debrief & Evaluation
	ECTS hours of UFCD 2		1	6	1	17	= 25 hours

UFCD 3 – 25 hours	Part of Module 3 (Task 3.1.1) (1.5 to 2 hr)	Unit 8		S12 (1)		(5)	Best practice – How to Plan a Learning Activity
	Part of Module 3 (Tasks 3.2.1 - 3.2.2) (2 to 3 hr) (Task 3.2.3) (1 hr)	Unit 9		S13 (1) S16 (0,5)	S14, S15 (2)	(4) (2)	Plan an Integrated ICT Learning Activity: <ul style="list-style-type: none"> ● S13, SS, S14, S13: Plan a Integrated ICT LA ● S13, S15, S13: Coach to refine yours and your colleague LA Plans ● S16, SS, S16: Reflection and self evaluation of ICT & Coaching ICT skills developed till now.
UFCD 3 – 25 hours	Part of Module 4 (Task 4.1.1) (5 to 6 hr) Note: Part of Task 4.1.2, the first steps of Peer coaching plan part passed to be considered on Unit 12 as a final reflection-process task with the results of such reflection being registered on the Platform.	Unit 10		S17 (0,5)		(10) ^(*)	Put into Practice - Implement a Integrated ICT Learning Activity: <ul style="list-style-type: none"> ● S17, SS, S17: Implement the planned LA with a real class NOTE (*): <ul style="list-style-type: none"> ○ SS type depends of the LA so it is considered as facultative and only applicable if pilot experiment is applicable. ○ It is therefore, outside the workload accounting of ECTS hours. <ul style="list-style-type: none"> ● SS, S17: Share the digital documented LA.
	Part of Module 4 (Task 4.1.2) (10 to 12 hr)	Unit 11		S18 (1)		(3) (10) ^(*)	Peer Coaching planning & try-out in your own institution - Self evaluate about your development in ICT & Coaching skills, plan and try-out how to transfer it into your own institution: <ul style="list-style-type: none"> ● S18, SS: Make the planning how to spread your competences in ICT- skills and coaching skills

							<p>developed through your institution. And if possible do a try-out session with one or more institution peers.</p> <ul style="list-style-type: none"> ● S18: Post on the forum called “Plan of ICT-Coaching in my Institution”, telling about your triumphs & obstacles so far detected in your peer coaching plans, and comment on at least 2 of your course colleagues’ plans using <i>coaching style feedback</i>.
	Part of Module 4 and a new part (Course Evaluation Task) (1 hr)	Unit 12	S20 (2)	S19 (1)		(2)	<p>Overall course evaluation and course close face-to-face meeting:</p> <ul style="list-style-type: none"> ● SS, S19: Self evaluate yourself about: your development in ICT & Coaching skills and how went the peer’s ICT coaching try-out session of Unit 11 to transfer it to your peer’s into your own institution. ● S19, S20: Overall Course evaluation assessment. ● S20: Course closing presential Meeting
	ECTS hours of UFCD 3		2	5	2	16	= 25 hours

Legend:

P = Face-to-face (Presencial) Session; **A** = Asynchronous Session (online);
SS = Self-study (TPC); **S** = Synchronous session – Videoconference/chat.

Note about Pre-course Activities:

The pre-course activities could be launched before the start of course or during the first presential session that marks the start of course.

NOTE about the difference between ECTS and the Portuguese UFCD credits systems:

1 UFCD credit == 25 hours of workload student work
1 ECTS credit == 25 to 30 hours of workload student work

UFCD – means Short Duration Training Units (UFCD - Unidades de Formação de Curta Duração).

ECTS (European Credit Transfer and Accumulation System) credits are based on the workload students need in order to achieve expected learning outcomes.

Learning outcomes describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning. They relate to level descriptors in national and European qualifications frameworks.

Workload indicates the time students typically need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examinations) required to achieve the expected learning outcomes.

So, 60 ECTS credits are attached to the workload of a fulltime year of formal learning (academic year) and the associated learning outcomes. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, whereby one credit corresponds to 25 to 30 hours of work.

The above ECTS text was extracted from page 11 of

["http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf"](http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf)

Details for the teacher of each Unit lesson

Unit 1: Introduction and Pre-course activities

Objectives of this Unit: The students will get information about the course, what's it about, what the outcomes are, how we should work together, the size of the course, the pace etc. Students will register and sign in to a blog tool (Create a blog, create a post in the blog, publish the address of this blog to others, differentiate between saving a blog post in the blog and to publish the blog post, customize the look of the blog, embed pictures, video and sound in the blog, allow comments to blog post).

What are the covered learning outcomes?

LO 2, LO 3 and LO 4

Unit notes for the Teacher:

This Unit 1 represents the **pre-course activities** including also the **first face-to-face session meeting**. So it could start one week prior to first face-to-face presential session, or could start during the first face-to-face meeting (see below Notes).

The objectives are: To know about the course, get contact with course platform and with the videoconference tool to be used on the course and finally to explore an online translation tool and start a blog that students will use during the course. By visiting the blogs of your fellow participants you begin to get to know them, which will happen physically during the first face-to-face, that marks the end of this Unit.

Groups with a maximum of three students in each group will be created.

Other objectives are to get to know:

- **For the teacher-coach:**
 - What are the initial knowledge of using Moodle Platform (pre-survey);
- **For students:**
 - What is the course about (practical ICT skills, you are not going to read about it but actually do things yourself and through your own activity get more experienced. You are going to plan and reflect about a teaching activity for a group of students. And then you are actually going to do it and reflect on the results of how things went. For most of the reflection part you are going to work in groups to share your experience with others)?
 - What kind of resources can the student expect to find in this course?
 - What kind of activities are the students going to do and how and why should they take care of the result?
 - Why do we want them to work in groups and what do we expect to gain from this?

You have to be prepared to share and comment on other students work

Learning activities:

It starts by students filling a pre-course survey, which will permit to the teacher-coach to start students that don't has knowledge on how to use the Moodle platform, with some tutorials to help

them to get a first contact with the platform. Follows an introduction to the course and in the beginning the teacher-coach will have to say some words about the course.

Next students are directed to a specific blog tool and asked to register, create a blog etc and do all the things listed in the learning outcomes for this lesson.

The students should create at least two blog posts and one comment:

- One of the blog post should contain a description of how to get started with a blog like this one.
- ... and in the next one the student should reflect about how a tool like this could be used in learning activities within a given subject. How can the teacher use the blog? Can pupils have their own blog to increase their learning.
- Each student has to comment on at least two blog post of the latter category, i.e blog used in learning activities.

The students and the teacher meet face to face in the very beginning of the course, marking the end of Unit 1 and starting of Unit 2. During this face-to-face session, students should complete the activities proposed on the pre-course activities by posting at least 1 post and 1 comment to colleague's posts, or their own posts.

The tool that will be used for the previewed Synchronous sessions, most probably Adobe Connect or another equivalent tool, will be used during the first presential session (S1 session), in order to guarantee that all the students have learned how to proper install/configure/use it, and in the same time serve to aggregate, through a simple exercise to increase the feeling of belonging to a group, during the next sessions.

To the end of Unit 1 the teacher have to create groups with three students each.

Assessment: Some kind of self assessment followed by a peer to peer assessment. The teacher will make some comments when they are finished with their self assessment.

Notes:

- Since this Unit includes the pre-course activities it could be launched before the start of course or during the first presential session that marks the start of the course. The Trainer-Coach should decide the best approach, depending of the group of trainee's class, after analysis of the pre-course survey answers that students gave. If the Trainer-Coach has decided to start the Pre-course activities before the first face-to-face session, then the presential meeting could be used also to consolidate/verify that all the students have passed through the pre-course activities, and on the cases of manifest difficulties, help those students to successfully pass the pre-course tasks. This also means that if the Trainer-Coach has chosen to start the pre-course units before this Unit 1, then this Unit could also serve to consolidate the creation of working groups that are leveled, using as criteria the difficulties levels of passing the pre-course tasks.
- **With groups we can simplify the assessment activities by doing much of the assessment as self assessment activities and the workload for each teacher to answer a lot of questions would be much smaller.**

Unit 2: Learning outcomes and Professional Development Plan

Objectives of this Unit: To get to know all of the learning outcomes for the entire Vitae course. To be able to fill in a matrix combining the learning outcomes and a scale (1 to 10) to show how you consider your own competence for each of the learning outcomes. To experience that different background and ICT experience will lead to different matrix's for each individual. To be able to configure and use a videoconference tool.

What are the covered learning outcomes?

LO 3, LO 4 and LO 9

Unit notes for the Teacher: The learning outcomes in Portuguese and some examples for each of them to show what we mean by them. A example of a filled-in matrix and an explanation on how we are going to use this in the last lesson. A example of using a video tool for conference with your fellow students.

Learning activities: Participants should start by reading the introductory notes. The students should study the learning outcomes for the Vitae course carefully to get to know them. Then make a short summary of your own ICT experience. The next step is to start generating the student personal Professional development plan, by filling fill in a personal matrix to show your ICT skills for the different LO's. Discuss online in groups using a video conference tool, your different matrix's to be sure that you have understood the LO's correctly and made a reasonable judgment of your own ICT skills based on your background and ICT experience.

Assessment: The students will make a matrix that describes their ICT competence including their personal comments and consider if they have understood the LO correctly based on the discussion with their fellow students.

Unit 3: Teaching style and coaching simulation

Objectives of this Unit: To get to know your own teaching style. To get to know your roles when you are going to coach others. To get simulated practice's experience in coaching other's.

What are the covered learning outcomes?

LO 3 and LO 4

Unit notes for the Teacher: Some explanation of what we mean by teaching style. This ends in an teaching style survey to examine our own values and beliefs about teaching. This will help us understand what we are prepared to accept and what may be more challenging. A introduction to explain what our interpretation of coaching is and link to an example video. In the end we will finish off with a coaching simulation after first explaining a little bit about the context of the simulation.

Learning activities: Participants should start by reading the introductory notes. Teaching style survey. Coaching simulation. A video about coaching ("*The power of questions*"). Make a blog post explaining your experience with coaching.

Assessment: The teacher comments and evaluate on the blog post.

Unit 4: Technology Integration Matrix and the GROW model

Objectives of this Unit: To get to know some examples close to your own experience. To be able to make your own GROW statement. To be able to start implementing your own e-portfolio.

What are the covered learning outcomes?

LO 4, LO 7, LO 8 and LO 13

Unit notes for the Teacher: This Unit will start by explain how the TIM matrix works and how you can use it to look at interesting examples of ICT integration. Then will invite students to choose those examples which most closely match your own situation. Follows the [Technology Integration Matrix](#) is like a tourist guidebook. It shows you some of the places you might like to visit on your trip to integrate ICT and what you would do there.

[TIM](#) shows examples of different types of learner activities on the vertical axis and different levels of technology integration on the horizontal axis. Choose 3 or 4 adjacent cells in the matrix to explore. Each cell includes a text description and example videos from 4 different subject areas (maths, science, social studies and language).

You will also be exploring an important tool used in coaching, the GROW model and starting to document your learning journey in an e-portfolio. Write an explanation to the GROW model and add a link to the video about the GROW model. Afterwards you should make your own GROW statement.

The last part is about e-portfolio. Explain what we mean by it and include a quiz. Explain how e-portfolio is connected to coaching. Start making your own e-portfolio.

Learning activities: Participants should start by reading the introductory notes. Then, look at some teaching examples of your own choice in TIM. Make a list of the ICT tools you have used so far in the course and classify them according to which are new to you and which are familiar. Which of the tools do you find most promising in your current situation? Which column of the [TIM](#) do you mostly operate in at the moment? Can you give concrete examples? Can you think of a way of moving one column to the right using one of the examples you mentioned above? Look at the video about the GROW model and make your own GROW statement. Do some choices for your e-portfolio and start to make it.

Assessment: The teacher will evaluate and add comments on the blog posts of students.

Unit 5: Barriers for ICT integration in your own institution

Objectives of this Unit: Get a measure (or a rating) for to what extent ICT is used in learning activities in own institution. If this rating is low find out why. Find out what factors decides if an institution are high rated or low rated regarding ICT used for learning activities.

What are the covered learning outcomes?

LO 3, LO 5, and LO 6

Unit notes for the Teacher: Some material in Portuguese to describe what this problem is about, for example by using ICT one has to rethink how one teaches or is planning learning activities. A short introduction to pedagogical models, i.e. instructional, constructivism and social constructivism will be applied here because the use of modern ICT tools enhances the use of constructivism.

Learning activities: Participants should start by reading the introductory notes. Then students have to explore their own institution regarding the use of ICT in learning, and perhaps they also can choose another institution one in their neighborhood (for example their children's school) to find out at which ICT level they are.

In order to check the existing barriers of use of ICT inside your institution, they will be invited to use some tools like PortableApps, and others connected to the use of ICT. Then they will assist a video about the adoption of digital technologies, the fears that many teachers have about it, and obstacles that they may face to overdue them. The objective is to reflect about it and comment it. As stated in the learning outcomes above it is important that the students be able to make surveys to find out current state and find out why the situation is like this.

Assessment: The delivery should be a short report inside Moodle about their findings. Next they should make a blog post reflecting about their findings.

Unit 6: Exploring a CoP tool and get contact with an experienced teacher

Objectives of this Unit: The students should repeat and explain what's meant by the metaphor about digital natives. They should register at and try out some CoP (CoP - Community of Practice) websites for teachers containing many resources and much experience regarding using digital tools in learning activities. They should also demonstrate some activity by for example asking questions or post a text in a discussion forum in one or more of the CoPs. In the end they should reflect over **Carla Arena** (or other experienced e-Learning / Coaching Expert – The teacher-coach need to define which will be the selected specialist) presentation and compare her views for her institution to what's happening local in own institution.

What are the covered learning outcomes?

LO 1, LO2, LO 3, and LO 11

Unit notes for the Teacher: Most of the learning material is available on Web, so this Unit focus on how to explore and reach it. The well known paper about digital natives is available as a pdf-document. We have to recommend some CoP's platforms and a link to **Carla's** presentation. It is to be considered the possibility of to take into consideration the establishment of a live meeting with another expert of e-L / Coaching ICT person, in replacement of **Carla Arena**.

All this has to be collected and presented in one note to the students.

Learning activities: Participants should start by reading the introductory notes. Many of the learning activities are direct result of what is stated in the section "Learning outcome for this session" above.

Assessment: The students should report that all the activities are done. The reflection note using Carla's presentation to find out status on own institution will be commented and assessed by **teacher-coach**.

NOTE about Carla Arena: This will need to be analysed, by the teacher-coach and could be changed due to the availability.

Unit 7: Starting Best practices – Follow and Share relevant ICT tools

Objectives of this Unit: This unit is about starting **best practices** methodologies that every teacher should follow to be efficient on answering to the following need – How to be aware of news and be always well informed about the evolution of ICT technologies.

So in this unit it is focused on the following of the most relevant tools sources of ICT – the selected blogs from the previous Unit 6.

The last part of this unit 6 is focused on making a video screencast, by exploring what kind of tools and tips do we have and may use to make such a recording in an effective way.

What are the covered learning outcomes?

LO 1, LO2, LO 3, LO 4, LO 5, LO 6 and LO 10

Unit notes for the Teacher: This unit must contain some explanation of Web 2.0 Tools for Teachers. What kind of tools do we have and how can they be used. The last part may focus making a video screencast. What kind of tools do we have and tips to make such a recording in an effective way.

Note that this unit 7, marks the end of UFCD 1 and 2, so it is expected the arrangement of a face to face meeting at the end of this Unit to implement a debrief & evaluation of the carried out module 1 & 2 for the target users that will not proceed to Module 3, and a follow-up mid-course evaluation to the ones that will continue to module 3, since the existence of a face to face meeting here is important to happen, but will not be mandatory, and could be replaced by e-learning session alternatives. The teacher-coach will need to adapt as needed.

Learning activities: Participants should start by reading the introductory notes. Then student has to choose from several Web 2.0 Tools (including blogs and tools by Nik Peachey) the one that he/she considers relevant to follow. Then activate one mechanism to get feeds with news from the selected blog, and at the end of this process must post their choices. This unit as also another activity concerning the sharing of good quality links.

Assessment: The students should report both the activities implemented. Also previewed debrief & course evaluation assessments.

Unit 8: Best practice – How to Plan a Learning Activity (LA)

Objectives of this Unit: This unit is about to get to know some best practice examples of how to plan a learning activity (LA) , by reflecting about how to planning your own learning activity incorporating appropriate digital tools (ie a lesson or series of lessons).

What are the covered learning outcomes?

LO 7 and LO 8

Unit notes for the Teacher: This unit is mostly to be carried out by a strong self-study by following some searching good examples on how to plan learning activities case studies.

It is time to the student start thinking about planning your own learning activity incorporating appropriate digital tools (ie a lesson or series of lessons). To help you with some initial ideas you will be thinking about the tools you have already used in this course and getting some ideas from external sources. To get an idea of how a learning activity can be done in this context the teacher will focus as example about [Christopher Columbus: Hero, Villain or Victim?](#) In this learning activity a teacher enables her class to find out much more about Christopher Columbus through the use of digital tools than would have been possible by using a textbook. Although this learning activity happened in a fifth grade class, the research orientation of the activity is applicable to any older group of learners. eg It could have been a food technology class exploring the recent e coli crisis in Germany, Netherlands & Spain or it could have been a small business class exploring the marketing of a specific type of products across Europe and beyond.

Learning activities: Participants should start by reading the introductory notes. The student has to self-study some case studies and best practice guides of pedagogically planning of Learning activities, reflecting this way what would be the best approach to follow/adopt concerning the use of **more actively** (blogs, audio recording, live meeting) tools **or more passively** (translated video subtitles, embedding multimedia or sharing bookmarks) tools on their classes. At the end of this Unit 8, the student will post telling in one sentence what the student think their VITAE learning activity (lesson) is going to be about.

Assessment: The students should report the result of is reflection activities implemented.

Unit 9: Plan an Integrated ICT Learning Activity

Objectives of this Unit: Plan an Integrated ICT Learning Activity as first Unit activity outcome objective to achieve. A Coach Assessment session to refine yours and your colleague Learning Activity plans is the second main objective outcome of this unit. A third unit objective is to implement a reflection and self evaluation of ICT & Coaching ICT skills developed till now.

What are the covered learning outcomes?

LO 7, LO 8, LO 15 and LO 16

Unit notes for the Teacher: The teacher-coach will present a checklist to let students to plan their integrated learning activities to be carried-out on unit 11. Then students must arrange the needed videoconference sessions (using Skype or other communication tool that best serve that goal) with their peer colleagues in order to refine the LA plans of each others. For this the teacher should organize groups of 2 participants. At the end of this unit, students must post their finalized LA plans on the Moodle platform.

Learning activities: Participants should start by reading the introductory notes. Plan your own learning activity for your own students. Then you should coach somebody else about their learning activity.

Assessment: The students will organize and implement Coach Assessment's sessions to refine the LA plans of each one. They will also post some reflections and will do a reflection and self evaluation of ICT & Coaching ICT skills developed till now.

Unit 10: Put into Practice - Implement a Integrated ICT Learning Activity

Objectives of this Unit: To implement the planned Learning Activity, of previous Unit 9, with a real class. Note that since this outcome depends of the LA that you have planned, it is considered as facultative and only applicable if pilot experiment is applicable (i.e. It is assumed that the teachers-students in this course have their own students in a course and in there the plan for a learning session carried out on unit 9 can be tried out), and for that reason it is therefore, outside the workload accounting of ECTS hours. The final expected LA outcome is the sharing to the group of the digitally documented Learning Activity that you have put into practice in your own institution.

What are the covered learning outcomes?

LO 10, LO 11, LO 12 and LO 16

Learning activities: First Participants should start by reading the introductory notes.

Then 3 Activities are previewed on this Unit:

- Implement the Learning Activity you developed on the previous Unit 9.
- Decide which tool you will use to document this digitally for yourself and also for your institutional colleagues and VITAE course colleagues (if appropriate).
- Share your feedback on your lesson in the forum called “**Lesson Feedback**” by giving a link to where your digital feedback can be found.

Assessment: The teachers-students should post the result of shared the digital documented Learning Activity that the teacher-student had implemented into practice in their own institution.

Unit 11: Peer Coaching planning & try-out in your own institution

Objectives of this Unit: To planning about how to spread your competences in ICT-skills and coaching skills developed through your institution. To do a peer's ICT coaching try-out session with one or some of your institution colleagues. To make a performance self-evaluation of the Peer's ICT coaching try-out session.

What are the covered learning outcomes?

LO 8, LO 10, LO11, LO 12, LO 14, LO 15 and LO 16

Unit notes for the Teacher: In this unit there are 2 important main objectives: To let the teachers-students to reflect and planning how to share their expertise and their experiences among their peer's by spreading their competences in ICT-skills and coaching skills developed through the teacher-student institution, and if possible to do a try-out of this plan on their own institutions.

Note that that this course is probably the best tool to be spread for this objective, so the teacher-coach should stress this point.

Learning activities: Participants should start by reading the introductory notes. To post on the forum called "**Plan of Coaching in my Institution**", telling about your triumphs & obstacles so far detected in your plans of peer coaching plans, and comment on at least 2 of your course colleagues' plans using coaching style feedback.

Make a plan for how to share your expertise and your experiences among your peer's. At the end, the teacher-student will evaluate their own performance during the Peer's ICT coaching try-out session.

Assessment: The plan and the try-out video reporting will be graded by the teacher.

Unit 12: Overall course evaluation and final face-to-face meeting

Objectives of this Unit: To reflect about your development in ICT & Coaching skills and how the tried-out to transfer it to your peer's into your own institution run out, and how to put into practice the plans made in unit 11. To make the overall self evaluation of acquired ICT & Coaching ICT skills developed by implementing some qualified assessments of my own development during this course. To make the course evaluation, to delivery the course certificates and to close the course.

What are the covered learning outcomes?

LO 4, LO 8, LO 10, LO 11, LO 12, LO 14 and LO 16

Unit notes for the Teacher: In this unit there are 2 important main objectives: To let the teachers-students to reflect and self-evaluate about their own development in ICT & Coaching skills and on the final face to face meeting in which students will do the overall Course evaluation assessments and will receive the course certificate.

So this unit is where students do their overall reflections about their development in ICT & Coaching skills and how the of Unit 11 tried-out to transfer it to their peer's into their own institution run out. So for this, the students should now consider their own ICT competence in the same way as they did in the beginning of the course. Then they should compare this result with what they did at the start of the course (to find out what their starting point where). Based on this two measure points they should write a report about their own development concerning ICT-skills and coaching-skills.

Learning activities: Participants should start by reading the introductory notes. Make a written report comparing your current coaching and ICT integration skills with the situation at the beginning of the course, namely by comparing and evaluating your personal LA plan of previous Unit 9 in comparison with the results of the activities implemented during Units 10 and 11, with particular focus with your Adult Ed online plan (of Unit 2), with the VITAE Learning Activity checklist and also with the VITAE learning outcomes.

Assessment: The students will post a report that resumes their own progress evaluation during the course. Students will do the overall Course evaluation assessment.

Course Contents and activities

Unit 1 – Introduction and Pre-course activities:

Objectives of this Unit 1:

This Unit 1 represents the pre-course activities including also the first face-to-face session meeting.

By now, you have already filled and submitted the pre-course survey, which permitted to the teacher-coach to start you or some of your colleagues that don't has knowledge on how to use the Moodle platform, with some tutorials to help them to get a first contact with the platform.

So it is now the time to let to know of what the course is about. The main topics are practical ICT skills (web 2.0) and coaching skills. You are not going to only read about it, but actually do things

yourself in practice and learn through your own activity.

You are also going to try out several ICT-tools to get practical experience with them. During the course we will show you a lot of examples of tutorials showing practical examples of how things can be done. You are also going to plan and reflect about different teaching activities for a group of students. And finally you are actually going to do it yourselves and reflect on the results of how things went. For most of the reflection part you are going to share your experience with others. You will also to know what kind of resources you expect to find in this course, what kind of activities you are going to do and how and why you should take care of the result, why we want you to share your experience and what you should expect to gain from this and lastly that you should be prepared to both share your own work and comment on other students work.

You will be, during this unit, introduced to blogging and how you will be able to make your own blog, including all the different types of functionalities. You will also see some examples of different blogging tools.

Also you will get during the face to face meeting, a first contact with the synchronous and asynchronous communication tools that we will use later on the e-learning sessions.

Learning outcomes:

- Get to know each other.
- To be able to correctly use and navigate on the course Moodle Platform.
- To get an overview (the big picture) of the course and what to expect as we go along.
- The students will get information about the course, what's it about, what the outcomes are, how we should work together, the size of the course, the pace etc.
- To be able to register and sign in to a blog tool, to create a blog and create a post in the blog.
- To be able to publish the address of a blog to others, to differentiate between saving a blogpost in the blog and to publish the blogpost
- To be able to customize the look of the blog, embed pictures, video and sound in the blog and allow comments to blogposts.
- To get a first contact with the synchronous and asynchronous communication tools that we will use later on the e-learning sessions.
- **LO 2, LO 3 and LO 4**

Learning activities – The students should:

- Read the unit introductory notes.
- Make a short summary of their own ICT experience.
- Participate in a group activity in order to get to know each other
- Be directed to a specific blog tool and asked to register, create a blog etc and do all the things listed in the learning outcomes for this lesson.
- Create at least two blogposts and two comments:
 - The first blogpost should contain a description of how to get started with a blog like this one.
 - The second blogpost should contain some reflections about how a tool like this could be used in learning activities within a given subject. How can the teacher use the blog? Can pupils have their own blog to increase their learning.
 - The student has to comment on at least two blogposts of the latter category, i.e blog used in learning activities.
- Participate on a videoconference session to get a first contact with the synchronous and asynchronous communication tools that we will use later on the e-learning sessions.

Unit 2 – Learning outcomes and Professional Development Plan:

Objectives of this Unit 2:

To get to know all of the learning outcomes for the entire course.

To be able to fill in a matrix combining the learning outcomes and a scale (1 to 10) to show how you consider your own competence for each of the learning outcomes.

To experience that different background and ICT experience will lead to different matrix's for each

individual.
To be able to use a videoconference tool.

Learning outcomes:

- To get to know all of the learning outcomes for the entire course.
- To start the generation of personal Professional development plan, by filling in a matrix combining the learning outcomes and a scale (1 to 10) to show how you consider your own competence for each of the learning outcomes.
- To experience that different background and ICT experience will lead to different matrix's for each individual.
- To know how to configure and use, by participating on a class videoconference session.
- LO3, LO4 and LO 9

Learning activities – The students should:

- Read the unit introductory notes.
- Study the learning outcomes for the Vitae course carefully to get to know them.
- Start to generate their own Professional development plan, by filling in their personal matrix to describe their ICT and coaching competences for the different learning outcomes.
- Discuss the different matrix's in a group to be sure that you have understood the LO's correctly and made a reasonable judgment of your own ICT skills based on your background and ICT experience.
- Participate on a videoconference session.
- Do some self-assessment that will be commented and evaluated by the teacher.

Unit 3 – Teaching style and coaching simulation:

Objectives of this Unit 3:

Some introduction/explanation of what we mean by teaching style. This ends in a teaching style survey to examine our own values and beliefs about teaching. This will help us understand what we are prepared to accept and what might be more challenging.

Some introduction/explanation to explain what our interpretation of coaching is and a link to an example video.

We will finish off with a coaching simulation after first explaining a little bit about the context of the simulation.

Learning outcomes:

- To get to know your own teaching style.
- To get to know your role when you are going to coach other people.
- To get practical experience in coaching somebody.
- **LO3, LO4**

Learning activities – The students should:

- Read the unit introductory notes.
- Do the teaching style survey.
- Look at the video about coaching (The power of questions).
- Go through with the coaching simulation
- Make a blog post explaining your experience with coaching.

Unit 4 – Technology Integration Matrix and the GROW model:

Objectives of this Unit 4:

To get to know some examples close to your own experience. To be able to make your own GROW statement. To be able to start implementing your own e-portfolio.

This Unit will start by explain how the TIM matrix works and how you can use it to look at interesting examples of ICT integration. Then will invite you to choose those examples which most closely match

your own situation. Follows the Technology Integration Matrix that is like a tourist guidebook. It shows you some of the places you might like to visit on your trip to integrate ICT and what you would do there. TIM shows examples of different types of learner activities on the vertical axis and different levels of technology integration on the horizontal axis. Choose 3 or 4 adjacent cells in the matrix to explore. Each cell includes a text description and example videos from 4 different subject areas (maths, science, social studies and language).

You will also be exploring an important tool used in coaching, the GROW model and starting to document your learning journey in an e-portfolio. Write an explanation to the GROW model and add a link to the video about the GROW model. Afterwards you should make your own GROW statement. The last part is about e-portfolio. Explain what we mean by it and include a quiz. Explain how e-portfolio is connected to coaching. Start making your own e-portfolio.

Learning outcomes:

- To get to know some examples close to your own experience.
- To be able to make your own GROW statement.
- To be able to start implementing your own e-portfolio.
- **LO4, LO7, LO 8, LO13**

Learning activities – The students should:

- Read the unit introductory notes.
- Look at some teaching examples of your own choice in TIM.
- Make a list of the ICT tools you have used so far in the course and classify them according to which are new to you and which one are familiar. Which of the tools do you find most promising in your current situation?
- Do some reflections about which column of the TIM he/she mostly operate in at the moment? Can you give concrete examples? Can you think of a way of moving one column to the right using one of the examples you mentioned above?
- Look at the video about the GROW model and make your own GROW statement.
- Do some choices for your e-portfolio and start to make it.

Unit 5 – Barriers for ICT integration in your own institution:

Objectives of this Unit 5:

Some material to describe what this problem is about, for example by using ICT on class, teachers has to rethink own teaching and how planning of learning activities is done. A short introduction to pedagogical models, i.e. instructional, constructivism and social constructivism will do here because the use of modern ICT tools enhances the use of constructivism.

The second section of this unit will focus on technical barriers.

Learning outcomes:

- Get a measure (or a rating) for to what extent ICT is used in learning activities in own institution. If this rating is low find out why.
- Find out what factors decides if an institution are high rated or low rated regarding ICT used for learning activities.
- **LO3, LO5, LO6**

Learning activities – The students should:

- Read the unit introductory notes.
- Explore their own institution regarding the use of ICT in learning, and perhaps they also can choose another institution one in their neighborhood (for example their children's school) to find out at which ICT level they are.
- Make surveys to find out current state and find out why the situation is like this.
- Make a short report inside Moodle showing their findings.

- Make a blog post reflecting about their findings.

Unit 6 – Exploring a CoP tool and get contact with an experienced teacher:

Objectives of this Unit 6:

Most of the learning material is available on Web, so this Unit focus on how to explore and reach it. The well known paper (Marc Prensky famously divided ICT users into digital natives and digital immigrants; the immigrants being those who did not grow up with ICT and who therefore “speak ICT with an accent” and are never entirely comfortable with it about digital natives) is available as a pdf-document.

You should also demonstrate some activity by for example asking questions or post a text in a discussion forum in one or more of the CoPs. In the end you will reflect over Carla Arena (or other experienced e-Learning / Coaching Expert pointed out by the teacher-coach).

Learning outcomes:

- To be able to explain what is meant by the metaphor about digital natives.
- To register at an CoP and try out some sites for teachers (CoP - Community of Practice) containing many resources and much experience regarding using digital tools in learning activities.
- To demonstrate some activity by for example asking questions or post a text in a discussion forum in one or more of the CoPs. In the end students should reflect over Carla’s (or other expert) presentation and compare her views for her institution to what’s happening locally in the student own institution.
- **LO1, LO2, LO3, LO11**

Learning activities – The students should:

- Read the unit introductory notes.
- Repeat and explain what’s meant by the metaphor about digital natives.
- Register at and try out some sites for teachers (CoP - Community of Practice) containing many resources and much experience regarding using digital tools in learning activities.
- Try out some available video conferencing tools (for example Skype, Google+ and others)
- Demonstrate some activity by for example asking questions or post a text in a discussion forum in one or more of the CoPs.
- Reflect over Carla’s presentation and compare her views for her institution to what’s happening locally in student own institution.
- Report that all the activities are done. The reflection note using Carlas presentation to find out status on own institution will be commented and assessed by us, i.e the teachers of the course.
- Use the tools like Diigo to share useful links for this course with the rest of the course participants.

Unit 7 – Get more experienced with some tools:

Objectives of this Unit 7:

This unit is about starting best practices methodologies that every teacher should follow to be efficient on answering to the following need – How to be aware of news and be always well informed about the evolution of ICT technologies.

So in this unit it is focused on the following of the most relevant tools sources of ICT – the selected blogs from the previous Unit 6.

The last part of this unit 6 is focused on making a video screencast, by exploring what kind of tools and tips do we have and may use to make such a recording in an effective way.

Learning outcomes:

- LO1, LO2, LO3, LO4, LO5, LO6, LO10

Learning activities – The students should:

- Read the unit introductory notes.
- Choose a tool from several Web 2.0 Tools for Teachers and try it out.
- Use email to arrange a coaching session with your teacher-coach to explore the potential for using this tool in your work. The session will take place in Skype or other equivalent tool.
- Make a short (less than 5 minutes) screencast explaining the main features and uses of the tool to a colleague.
- Post the video link (or embed it) to the forum called “**My Screencast**”. View and comment on your partner’s screencast in the forum.
- To participate on the debrief & evaluation activities of Modules 1 & 2.

Unit 8 – Best practice – How to Plan a Learning Activity (LA):**Objectives of this Unit 8:**

It is time to start thinking about planning your own learning activity incorporating appropriate digital tools (ie a Unit or series of Units).

So this unit 8 is mostly self-studies about to get to know some **best practice** examples of how to plan a learning activity (LA), by reflecting about how to planning your own learning activity incorporating appropriate digital tools (ie a lesson or series of lessons) and by helping you with some initial ideas you will be thinking about the tools you have already used in this course and getting some ideas from external sources.

Learning outcomes:

- LO7, LO8

Learning activities – The students should:

- Read the unit introductory notes.
- Self-study some case studies and best practice guides of pedagogically planning of learning activities, reflecting this way what would be the best approach to follow/adopt concerning the use of more actively (blogs, audio recording, live meeting) tools or more passively (translated video subtitles, embedding multimedia or sharing bookmarks) tools on their classes.
- Reflect about if there are any subjects in his or her courses or disciplines that are so new that it is not in any textbook yet and therefore learning material has to be found other places, for example Internet.
- Do a research using the Internet to find if there are similar “best practice” examples in their own discipline. If yes describe it and tell us if it can be used for your own pupils. In no try to reflect over why there is no such thing.

Unit 9 – Plan an Integrated ICT Learning Activity:**Objectives of this Unit 9:**

In this Unit you should plan for a learning session in your own course. First you’ll have to choose which part of your course you will plan for. Next you’ll have to choose what strategies you will use for the learning session. Examples of strategies can be problem solving, collaborative research, mentoring etc. Next you will have to choose a tool for this strategy (for example blog, wiki, video conferencing like skype, or any other tool) and lastly choose what activity (for example peer interviews, discussion starters, group report, topic summaries).

Normally such a learning session are built of several such strategies and tools, but working on one LA gives you the “big picture”, of what you will need to do for all the others LA.

Learning outcomes:

- LO7, LO8, LO 15 and LO 16

Learning activities – The students should:

- Read the unit introductory notes.
- Start with the Australian guide to **social e-learning** by clicking on 'Your guide' to start (see below) and then by choosing a pedagogical goal. Here you'll get many ideas about strategies, tools and activities for learning session and there will be very helpful when designing a learning session.
 - Try also these sites to get more ideas about pedagogical practice: **Web 2.0**, The **Interesting Ways** series, Russel Standards **training videos** and **ELENE** TT Centre.
- Don't forget the tools you have already used in this course either actively such as a blog, audio recording, live meeting (Skype), embedding multimedia or sharing bookmarks.
- Create learning outcomes for the session
- Post your plan for the learning session to own pupils. In addition post to the blog your reflections about your.
- Do also reflect and post in the blog about where the Social E-learning Guide took you and what you learned from the best practice guides and your own digital activities in the VITAE course so far.
- Use Skype and coach somebody else about their learning activity. This is done in groups of two people.

Unit 10 – Put into Practice - Implement a Integrated ICT Learning Activity:**Objectives of this Unit 10:**

It is assumed that the teachers-students in this course have their own students in a course and in there the plan for a learning session carried out on unit 9 can be tried out. In this Unit they should implement the plan. i.e create all the planned activities that is necessary. Two assessments has to be done: First the teacher-student do a self assessment there he/she reflects about how well he succeeded with the implementation and next ask the students about their opinion about the new type of session.

Learning outcomes:

- Create a working learning session using an already existing specification
- Evaluate a learning session
- LO10, LO 11, LO 12 and LO 16

Learning activities – The students should:

- Read the unit introductory notes.
- Implement the planned learning session for own students. That means running the planned LA session using all the strategies, tools and activities listed in the plan.
- Evaluate the session.
- Coach somebody else about their learning activity, how it went, what went good and what went wrong, plans for the next session etc.

Unit 11 – Peer Coaching planning & try-out in your own institution:**Objectives of this Unit 11:**

You have now learned a lot about using Internet tools in your teaching. Not only the tools but also how these tools can be used in learning activities and choosing which strategies to use when designing learning sessions. Now it's time for telling your colleagues about all your new experiences and your new expertise.

You should of course use your new expertise and that is not telling your colleagues how to do things, but let them find out themselves through coaching sessions, so let's try to plan how to implement it in your own institution.

Learning outcomes:

- LO 8, LO 10, LO 11, LO 12, LO14, LO15 and LO16

Learning activities – The students should:

- Read the unit introductory notes.
- Make a plan for how to share your expertise and your experiences and publish it in the wiki
- Create a wiki (or use the CoP) for transfer of expertise and for exchanging experiences.
- Do a Peer's ICT coaching try-out session with one or some of your institution colleagues. If applicable, after coaching your colleagues for a while ask them to create a plan for a learning session. Record the session using video.
- Evaluate your own performance during this coaching session adding an extra commentary track to the video

Unit 12 – Overall course evaluation and final face-to-face meeting:**Objectives of this Unit 12:**

Now that you have planned how to transfer your ICT coaching expertise into your own institution, it is time to do a self evaluation of all what you have learned on this course.

So to do that, you will start by consider your own ICT competence in the same way as you did in the beginning of the course. Then you should compare this result with what you did at the start of the course (to find out what your starting point where). Based on these two measure points you should write a report about your own development concerning ICT-skills and coaching-skills.

And this will be your starting point for planning how to spread and transfer your competences in ICT-skills and coaching skills developed through your institution.

This unit is also to make the final course evaluation, to delivery the course certificates and to close the course.

Learning outcomes:

- Read the unit introductory notes.
- To make the overall self evaluation of your own development during this course and the course evaluation assessments.
- **LO 4, LO 8, LO 10, LO 11, LO 12, LO 14 and LO 16**

Learning activities – The students should:

- Read the unit introductory notes.
- Fill in the matrix showing your ICT and coaching competence after you have finished the course.
- Get the matrix you made in the beginning of the course showing your ICT and coaching competence.
- Make a video recording including these Matrix' and do some reflections on your own development during this course. You should also do some reflections on how your new ICT skills will affect your teaching style and how you are going to use coaching as a part of your teaching for the future.
- Participate on last face to face meeting and evaluate the overall course.

Pedagogical approach

We describe a lot of learning activities the students are going to do, and they should reflect over their work (their competence level today, experiences during the course and new possibilities).

Assessing other students work

Coaching others via Skype in groups

The course is based on a lot of different activities that must be done both on your own and together with some of your fellow **teacher-students**. It also includes some dialog (coaching) between the **teacher-coach** and the **teacher-students**. So the **teacher-students** get an answer to their questions/problems. A problem-based, learning diary will be included in their e-portfolio. The **teacher-coach** will act as a coach for the students. The students will have individual goals and they will put them on paper as part of the coaching. The students are not going to cooperate directly during the course, but they are going to exchange experiences. This affects the size of the groups (max 16 per coach).

The following table identifies the **Units** where each course **Learning Outcome** is worked on in pedagogical approach terms:

Learning Outcome	Units that work with the LO
1	6; 7
2	1; 6; 7
3	1; 2; 3; 5; 6; 7
4	1; 2; 3; 4; 7; 12
5	5; 7
6	5; 7
7	4; 8; 9
8	4; 8; 9; 10; 12
9	2
10	7; 10; 12
11	6; 10; 11; 12
12	10; 11; 12
13	4
14	11; 12
15	9; 11
16	9; 10; 11; 12

Learning environment

We are going to use a local installation of Moodle as our LMS system to keep track of our students and their course activities. We have also decided that we need an CoP to share experiences between the students after they have fulfilled the course.

A description of the functionality we expect:

- from an LMS system
- from a CoP

We want to use the CoP to share the student's experience. It should be for students from all the countries. This decision will affect the language that will have to be English.

Assessment

The students should make a final document describing their development through the course and reflect on their teaching style for the future and how they are going to coach others.

The **teacher-coach** will set a grade based on the content of the report.

If we need one, we can also have a final MC exam.

Support staff for teacher-trainings

For running a net based course in general we can find different types of teacher roles.

This can be:

- **Teacher-coach** (Eduardo Rodrigues and Jorge Mauricio or Rita Lima)
- **Technical support** (Install, configure & Manage Moodle Platform – Eduardo Rodrigues and Rafael Quitério)
- **Administrative Support** (to register the students in our administrative system – Celestina Rocha)

We have already decided that number of students per coach can be max 16, on the course cruise running but on the pilot training will be 6-10 students (from the first type target users - internal CENFIM trainers).

Technical requirements

The students have to have their own computer with a suitable Internet connection. By suitable we mean to be able to download and watch videos.

This is almost the case all over Portugal.

Evaluation

Here we will make a survey for the **teacher-students** that follows the pilot course will answer.

Was the course effective? Efficient? Appealing, ... and more?

This evaluation can be common for everybody in an English version and then translated to each country's native language.

Attachment 4: The Lithuanian Vitae course

Understand IT

Project number: 2010-1-NO1-LEO05-01839

The Lithuanian Vitae Course Team Design Document for Lithuania

Authored by the Lithuanian Vitae Course Team:
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The scope of the Vitae course

In Lithuania we are going to run a Vitae course that gives 1 ECTS to the students. It is 30 hours of student work

The duration of the course will be 6-8 weeks. This means 4-5 student hours every week.

The Lithuanian course will be a blended course. First and last meetings will be organized face to face also including video conferences possibilities (broadcasting via internet and video records); training material will be online in Moodle. In addition we are going to use video tools to communicate with the students for the coaching part when the course is run (Skype).

All the lecture notes that describe the course and the path through it will be in Lithuanian.

A lot of the resources (tools) for the course will be in English so we expect our students to be able to read in English and be able to use resources in English. Extended local web resources and web tools will be used in the course, most popular in Lithuania.

We will use a common CoP to share experiences between the students.

Course will run on spring, 2012 (~ March-April).

The course will be run in a local Moodle installation at BETI.

Language and cultural adaption of the Vitae course

The language and cultural adaption is making localized versions of the course. For the Lithuanian version of the course that means

- Translate the course to the Lithuanian. That is the course description, the learning activities/exercises and others that naturally can be translated. But specific resources and tools found on Web and used in the course can of course not be translated because the resources/tools are owned by others.
- To greatest possible extent find local web resources and web tool to be used in the course.
- The target group is full time workers, so we are planning to have a blended course, online training plus face to face meetings and use video conferences to connect with students.

Learning outcomes for the teacher-students

Overall learning outcome:

I can choose relevant resources using the VITAE approach for any planned learning activity including ICT-tools where these are the most appropriate and I am able to change my teaching style in order to use a more coaching oriented approach.

1. Information sources: I can help my students find and evaluate relevant information including pictures, maps, sound and video from ICT sources as well as traditional sources. (eg RSS, Wikipedia).

2. Information storage: I can help my students store information in digital form such as blogs, wikis, podcasts or portfolios (ie so it is accessible at home, on the move and to external experts/advisors).

3. Communication: I can help my students communicate synchronously and asynchronously through text, voice and video.
 4. Documentation: I can author online spaces to document learning events and facilitate student use of this material afterwards (e-portfolio, screencasts, class blog/wiki).
 5. Safe use: I can help my students use online applications safely (e.g. online identity, privacy, trustworthiness).
 6. Group work: I can facilitate online group working, using methods such as complex instruction.
 7. Learning: I can identify the learning outcomes expected from the use of specific ICT tools in a specific learning activity.
 8. Assessment: I can identify how the learning outcomes of ICT related activities will contribute to student assessment and use appropriate rubric tools to record this.
- Professional development & coaching
9. Planning: I have made a plan for my continuing professional development in the appropriate use of ICT in my teaching.
 10. Documentation: I have documented the use of an interactive internet tool so that others can benefit from my experience
 11. Sharing: I have tried at least one way of sharing my ICT experience with colleagues either internally or externally.
 12. Local context: I have identified the possibilities and limits of the use of interactive Internet tools in my institution.
 13. Portfolio: I have started or added to an existing e-portfolio.
 14. Evaluation: I have evaluated the outcomes of my amended teaching session and documented this in my e-portfolio.
 15. Coaching: I have embarked on peer coaching with one of my colleagues.

The course participants for the Vitae course

Target group is:

- Vocational teachers that are working in a school.
- Students that are studying to become Vocational teachers.
- All kinds of teachers working in schools.

We are planning for 6 - 10 students in the pilot course from the primary target group, that is going to take place during March-April, 2012.

Entry Level skills

Students should have the following skills:

21. Basic English language skills (reading).
22. Basic computer skills such as using windows, office, print, store and open files, web browsing and e-mail.

Learning content/activities

Follow Anne's pilot courses, adaptation.

The four modules of the learning journey:

Stages in the learning journey	Topic
Pre-course activity	Current ICT use
1. Where we are now, teaching values, journey preparation	Preparing to coach, setting goals Making a digital record of your reflection
2. Learning from experts (digital natives), case studies both successes and failures, trying out some tools	Use your digital network for support Try out some pedagogical uses of digital tools Plan to overcome barriers
3. What do I want to take home with me?	Using the activity checklist to plan an ICT-integrated lesson Coach a colleague to do the same
4. Telling the folks back home	Implement your course project & disseminate it in your institution

Pedagogical approach

We keep the pedagogical approach the same way as the updated version Anne is using for the pilot run.

We describe a lot of learning activities the students are going to do. And they should reflect over their work (their competence level today, experiences during the course and new possibilities). Coaching others via Skype in groups.

The course is based on a lot of different activities that must be done both on your own and together with some of your fellow teacher-students. It also includes some dialog (coaching) between the teacher-trainer and the teacher-students. So the teacher-students get an answer to their questions/problems. A problem-based learning diary will be included in their e-portfolio. The teacher will act as a coach for the students. The students will have individual goals and they will put them on paper as part of the coaching. The students are not going to cooperate directly during the course, but they are going to exchange experiences. This affects the size of the groups (max 10 -15 per coach).

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A description of the functionality we expect:

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- from a CoP

We want to use the CoP to share the student's experience. It should be for students from all the countries. This decision will affect the language that will have to be English.

Assessment

The students should make a final document describing their development through the course and reflect on their teaching style for the future and how they are going to coach others.

Assessed tasks will be organized also.

The teacher-trainer will set a grade based on the content of the report and assessed tasks.

Support staff for teacher-trainings

For running a course there will be different types of teacher roles:

- teacher-trainer (Vilma)
- coach (external specialist)
- technical support (Edvinas)
- administrative support (Giedrė)

Technical requirements

The students have to have their own computers which have a suitable Internet connection. By suitable we mean to be able to download and watch videos.

Evaluation

Here we will make a survey for the teacher-students that follows the pilot course will answer.

Evaluation of the course – questionnaires and during the course, FAQ.

This evaluation can be common for everybody in an English version and then translated to each country's native language.