

# TENEGEN

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LEONARDO DA VINCI - TRANSFER OF INNOVATION

**R18**

## ENGLISH VERSION OF TENEGEN'S COURSE VALIDATION REPORT



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.

Document Control

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**Author:** Pierfranco Ravotto

**Version:** Draft

**Subject:** R18: English Version of TENEGEN's Course Validation Report

**WP:**

**Date:** 15 July, 2010

**Document Type:**

**File:** TenegenR18\_2.doc

**Reviewer**

**Identifier** R18

**Target Group** Project Partners

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# 1 Aim of the paper and Tenegen Reference Document (TPM)

## 1.1 Aim

The aim of this report is to validate the English version of the Tenegen course and/or to suggest changes.

The reference point for such an evaluation is the "Tenegen Pedagogical Model", agreed by the partners at the beginning of the project.

This report revolves around this main question: have the results and the five modules developed fulfilled the requirement written in the TPM?

In other words:

- do the five Modules follow the structure defined in the TPM?
- is there coherence between the Learning Objectives and the Learning Outcomes defined in the Tenegen Competency Framework and the ones of the developed modules?
- Is there coherence between Learning Objectives and Learning Outcomes and the proposed learning paths and learning material?
- can learning paths and learning material be professionally appreciated?

## 1.2 Tenegen Pedagogical Model

The course has been developed following the Tenegen's Pedagogical Model (TPM) which aims to provide a strong basis for the Tenegen development for all Tenegen's authors and instructors and to ensure the sustainability and valorisation of the results.

TPM defines the common rules and principles mainly for the first Tenegen objective: *to develop online e-learning course in five modules for teachers and trainers, who want to answer the challenge of the digital age by identifying the need of the Net Generation.*

TPM contains the Competency Framework. The decision has been to define Learning Objectives and Learning Outcomes according to a non-hierarchical taxonomy using terms like: **search, select, explore, test, collaborate, analyze, create, discuss, apply, understand, synthesize, promote.**

### 1.2.1 Learning Objectives of the whole course

The TPM defines the LOs as follows:

**At the end of the course the participants will be able to**

TCLO01	understand and apply the main concepts of ICT supported learning/teaching, connectivism, network theory, social networking
TCLO02	analyse the e-learning 2.0 phenomenon, the networking tools offered by web 2.0 and synthesize the outcomes as a new knowledge applicable in his/her pedagogical practice and self development
TCLO03	collaborate in knowledge sharing communities working in the educational field
TCLO04	design e-learning events taking into consideration the pedagogical aims and the networking culture of their students
TCLO05	design the activities of the learning events by using the appropriate web 2.0 tools to promote collaboration and knowledge sharing, to improve self-study abilities of students, to influence their attitude

TCLO06	Design methods of the assessment providing students with relevant feedbacks
TCLO07	search, select or create e-learning elements to draw the attention of the students, to motivate them by using ICT tools, to clarify new concepts, to demonstrate phenomena
TCLO08	establish the e-learning environment useful to run learning events by integrating activities, learning material, and assessment tools.
TCLO09	run the e-learning event with their students, supervising the learning process while promoting collaboration
TCLO10	evaluate the e-learning event against the pedagogical aims and the requirements of their student, involving students, fellows and school leaders.

### 1.2.2 Tenegen Glossary

TPM contains a Glossary to define the main terms used:

#### Learning Objective (LO)

Synonyms: aims, purposes, goals in general. The LOs show the intentions of the instructor, describe what he/she **wants to achieve** within the module. There are clear concepts to highlight the purpose of the module; there are descriptions of the most important competences the module will develop. **Broad statements that will include many subordinate competences.**

All the employed tools (learning elements, course components, methods, coaching) to deliver the module, should help the participants achieve the objectives of the LOs.

The teaching effectiveness of the instructors will be evaluated against the objectives stated.

#### Learning Outcome (OC)

Learning Outcome (OC) is the fixed, measurable **result** of one or more events of teaching/learning.

Learning outcomes are the competences to be developed by the learning activities within one or more units. The OCs will be demonstrated by the students' assignments. (OCs define "what we get back from the students" versus LOs which define "what the instructor intended").

Between the LOs and OCs there is a one-to-many relationship, which means that for one objective several learning outcomes, connected to the units, are expected.

#### Learning element

Synonym: learning object. One piece of knowledge/information **created by the author for educational aim**. Digital learning elements are delivered (stored) in standard digital formats (txt, jpg, htm, xml, etc.). The medium of delivery could be picture, text, audio, video, and animation.

In order to access and search learning objects these should be described by means of metadata, which are arbitrary (artificially defined) descriptors, essential attributes. (Tenegen Consortium will define the number and type of metadata in the phase of developing the repository according to the SLOOP concept.). Metadata gives the possibility to create a searchable, accessible relational database (RDB) to store learning elements. The learning elements may be categorized according their pedagogical aims, e.g: explanation, concept, tasks, tests, problems, etc.

**E-learning material**

A coherent set of learning elements to deliver knowledge, to develop competences, to motivate, etc.

**2 The TENEGEN English course**

The English version of the TENEGEN course is available at the address <http://www.tenegen.eu/course/>.

**2.1 The course structure**

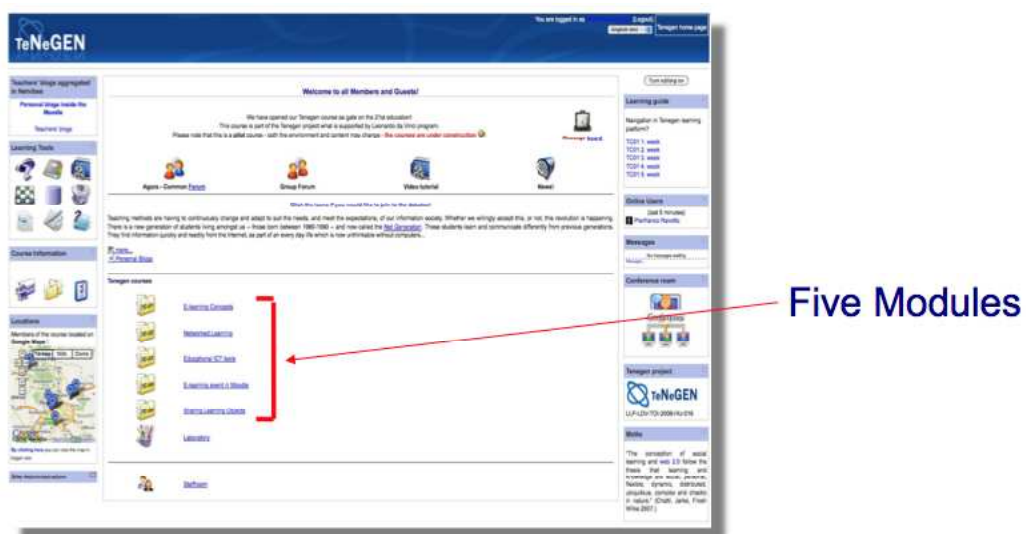
As for the Hungarian and Turkish versions:

The environment of the course is the Moodle e-learning platform,

A Tenegen course corresponds to one Moodle platform and a Tenegen Module corresponds to a Moodle course as in the following figure.



The course is organized in 5 Modules:



### 2.1.1 Titles and sequence in the Course vs. TPM

The titles of the Tenegen modules agreed by the partners in the TPM are reported in the column *TPM* of the following grid. The last column, entitled *Course*, shows the titles of the course modules.

	<b>TPM</b>	<b>Course</b>
TC01	E-learning concepts	E-learning concepts
TC02	Educational ICT tools	<b>Networked Learning</b>
TC03	Net-pedagogy	<i>Educational ICT tools</i>
TC04	E-learning event in Moodle	E-learning event in Moodle
TC05	Open Source Educational Repository	<b>Sharing Learning Objects</b>

Some little changes have been made during the development:

The order of Module TC02 and TC03 has been changed.

The title of the new TC03 has been changed from "Net-Pedagogy" to "Networked Learning".

The title of Module TC05 has been changed from "Open Source Educational Repository" to "Sharing Open Learning Objects".

### 2.1.2 Duration

	<b>Title</b>	<b>Duration</b>
TC01	E-learning concepts	5 weeks
TC02	Networked Learning	3 weeks
TC03	Educational ICT tools	4 weeks
TC04	E-learning event in Moodle	1 week
TC05	Sharing Learning Objects	5 weeks

## 2.2 The course environment

The course home page allows entering:

the course forum: Agorà,

the course overview,


the 5 modules,

the laboratory:

- help,
- glossary,
- Video tutorial,
- learning objects database,



○ ...,  
 the blogs.



The screenshot shows the TeNeGEN website interface. Red arrows point from callout boxes to specific elements on the page:

- Forum**: Points to the 'Agora - Common Forum' section.
- Videotutorial**: Points to a video player in the 'Lesson for the week!!' section.
- Blogs**: Points to the 'Your blog!' section.
- Course overview**: Points to the 'TeNeGen courses' section.
- Five Modules**: Points to the 'Selected Learning' section, which lists 'Learning Objectives' and 'Let's get started!'.
- Laboratory**: Points to the 'Laboratory' link at the bottom of the 'Selected Learning' section.

## 2.3 Modules Structure

Module 1, 3, 4 and 5 are structured in the same way, while module 2 structure is very different.

### 2.3.1 Module 1, 3, 4 and 5 structure

These modules have quite the same structure (the image shows Module 1):

<b>1</b>	<p><b>Learning instruction</b></p> <ul style="list-style-type: none"> <li><a href="#">1st week - learning instruction</a></li> <li><a href="#">2nd week - learning instruction</a></li> <li><a href="#">3rd week - learning instruction</a></li> <li><a href="#">4th week - learning instruction</a></li> <li><a href="#">5th week - learning instruction</a></li> </ul>	<input type="checkbox"/>
<b>2</b>	<p><b>Module description</b></p> <ul style="list-style-type: none"> <li><a href="#">General guide (learning objectives, learning outcomes, assignments, credits)</a></li> </ul>	<input type="checkbox"/>
<b>3</b>	<p><b>Self-assessment</b></p> <p>This questionnaire do not aimed to measure your competencies by others but only by you yourself! We suggest to fill out it when starting and after finishing the module! It will be interesting to compare the two results!</p> <ul style="list-style-type: none"> <li><a href="#">TC01 1. week - self assessment</a></li> <li><a href="#">TC01 2-3. week - self assessment</a></li> <li><a href="#">TC01 4. week - self assessment</a></li> <li><a href="#">TC01 5. week - Self assessment</a></li> </ul>	<input type="checkbox"/>
<b>4</b>	<p><b>Lecture notes, readings, exercises</b></p> <ul style="list-style-type: none"> <li><a href="#">TC01-E-learning concepts</a></li> <li><a href="#">Google Blogger</a></li> <li><a href="#">Netgeneration in Hungary</a></li> </ul>	<input type="checkbox"/>



1. **Learning Instructions.** The trainees are provided with weekly well-defined tasks, so that they know exactly what they are expected to do.
2. **Module description.** A learning guide provides:
  - module **data**,
  - the **rationale** of the module,
  - the list of **learning objectives**,
  - the list of the expected **learning outcomes**,
  - titles and weight of the **chapters**,
  - the list of **assignments**, that means the Activities, Tests, Projects, and Collaboration that participants are expected to fulfil (or each assignment is given a weight on the basis of which the overall performance level of the participant is calculated,
  - duration of module and expected working time**,
  - prior knowledge/experiences - entry pre-requisites**,
  - coaching**,
  - delivery methods, supporting materials**,
  - equipments and materials required for each module development**,
  - ...
3. **Self-assessment.** A weekly self-assessment asks participants to self-evaluate the knowledge and skills they have reached.
4. **Lecture notes, readings, and exercises.** Here there is the learning material. Most of content is provided in the form of the Moodle resource "book".
5. **Credit assignments.** Participants are required to write and send a few lines describing how they have performed the different assigned tasks. They are provided with the number of credits that can be obtained for each task.
6. **Credited quiz.** At the end of the module a test allows to check the knowledge of each participant.

### 2.3.2 Module 2 structure

Module 2 structure is presented in the following image:

<a href="#">Introduction</a>	<a href="#">Introduction</a>
<a href="#">Networked learning - the main ideas</a>	<a href="#">Networked learning - the main ideas</a>
<a href="#">E-portfolios in network learning</a>	<a href="#">E-portfolios in network learning</a>
<a href="#">Social networks in education</a>	<a href="#">Social networks in education</a>
<a href="#">Blogs in education</a>	<a href="#">Educational use of blogs</a>
<a href="#">Educational use of games</a>	<a href="#">Educational use of games</a>
<a href="#">Social bookmarking</a>	<a href="#">Social bookmarking</a>

It's organized in 7 different areas, in the Moodle terminology 7 different courses.

Differently from the other modules, where detailed instructions are provided to the participants and where there are "books" to be studied, in this module:

a rich list of learning materials is suggested, but there is not structured material specifically produced for Tenegen,

many suggestions are provided but no compulsory activities are defined,

the accent is on free cooperative activities using tools like wiki and glossary and communication tools like Skype.

## 2.4 A comparison between the two types of modules

### T01, T03, T04 & TC05

**Content:** highly structured, rich and multimedial content + links

**Guidance:** highly defined learning paths:  
 - what to study  
 - what activities to carry out

**Activities:** highly level of interaction expected in the forums + use of tools + diary + self-assessment

**Co-operation:** The accent seems to be more on individual than on cooperative tasks. The interaction between participants occurs in the forum.

## T02

**Content:** rich list of suggested material  
(not structured)

**Guidance:** more suggestions than compulsory activities

**Activities:** search in the Internet, wiki, glossary, forum

**Co-operation:** use of cooperative tools such as wiki and glossary

### 3 Module 1: E-learning Concepts

#### 3.1 Mod 1 - Learning Objectives & Learning Outcomes

##### 3.1.1 Learning Objectives

Three objectives (they are in red) have been added to the ones defined in the TCF

TC01LO01	* understand and apply the basic concepts of ICT based teaching/learning and e-learning trends, navigate, collaborate and discuss in the e-learning environment
TC01LO02	* identify and categorize the web 2.0 tools, explore their pedagogical potential
TC01LO03	* analyse the needs of their students (Net Generation) and synthesize the new knowledge by evaluating their present pedagogical methods and the pedagogical programme of their schools
TC01LO04	* search for, and select, online educational resources
TC01LO05	* develop basic skills to collaborate online
TC01LO06	* develop basic skills to find, select and use web 2.0 tools

##### 3.1.2 Learning Outcomes

Three outcomes (they are in red) have been added to the ones defined in the TCF

TC01OC01	* search for and select online educational resources
TC01OC02	* use basic skills to collaborate online
TC01OC03	* use basic skills to find, select and use web 2.0 tools
TC01OC04	* define the basic concepts of e-learning
TC01OC05	* identify the e-learning trends
TC01OC06	* evaluate their own pedagogical practice against the trends
TC01OC07	* evaluate the school's position against the trends
TC01OC08	* identify the new roles for teachers

\* **At the end of the module the participants will be able to ...**

TC01OC09	* identify the needs of the target group: the Net Generation
TC01OC10	* list and categorize web 2.0 tools
TC01OC11	* evaluate the pedagogical value of web 2.0 tools

## 3.2 Mod 1 – Learning material & participants' activities

### 3.2.1 Lecture notes, readings, exercises

The learning materials are as follows:

#### **Book "TC01, E-learning concepts"**

Contents:

- Introduction: walking around
- Learning Environment
  - Creativity? (forum, diary)
  - Learning tools
  - Laboratory
- E-learning
  - utopia?
  - and ICT
  - the School of Future?
  - versatility
  - platforms
  - solutions
  - standards
  - competences
- Net Generation
  - Digital natives and immigrants
  - case study
- Multimedia
  - in Education
  - in the communication
  - evaluation
- Web 2.0
  - Bookmarking
  - RSS
  - Concept
  - Map
  - Social software
  - Personalized homepage
  - Storytelling
  - Tenegen story
  - Creative Commons
- New teaching roles

#### **Book "Google blogger"**

How to use blogger to produce a blog.

#### **Web page: "Net-generation in Hungary"**

Results of an online survey in Hungary on students' networking attitude.

### 3.2.2 Participants' activities

Participants are required:

- to open a blog,
- to write their opinion on many questions posed in their blog or in the forum,

to carry out self-assessment activities.

### 3.3 Mod 1 - Evaluation

#### 3.3.1 Content evaluation

Relevance of content to the Learning Objectives/Learning Outcomes	OK
Completeness of content	<p>The content seems matching LOS and OC except for</p> <ul style="list-style-type: none"> <li>• LO 4, 6</li> <li>• OC 1, 3</li> </ul>
Clarity of content	OK

#### Notes & Suggestions

##### LO & OC

Review either the content or the LO n° 4, 6 and the OC n° 1, 3

##### BOOK TC01

There is a hidden page in book TC01: *11 draft*. Is it to be erased?

Page "Storytelling" is still to be translated into English (It's in Hungarian at the moment).

##### Web page

Either the PPT presentation is translated from Hungary, or it should be erased.

#### 3.3.2 Mod 1 – Methodology evaluation

Interactivity	OK
Circular approach (presentation, activities, evaluation)	OK

#### 3.3.3 Mod 1 – Technology evaluation

Friendly interface	OK
Technical faults	No

## 4 Module 2: Networked Learning

### 4.1 Mod 2 - Learning Objectives & Learning Outcomes

#### 4.1.1 Learning Objectives

In the TCF the objectives are defined as follows. I have not been able to find the objectives in the developed Module.

TC02LO01	* be familiar with the main concepts of: web 2.0, eLearning 2.0, connectivism, network theory, social networking
TC02LO02	* use of ePortfolios with knowledge maps in network learning
TC02LO03	* participate in social networks, use the potential of social networks in education
TC02LO04	* pedagogical use of web 2.0 interactive information and data management tools: Social bookmarking (diigo, delicious), Wikipedia, other wikis
TC02LO05	* pedagogical use of web 2.0 interactive communication tools: Skype, blogging,
TC02LO06	* pedagogical use of web 2.0 interactive media tools: YouTube, Flickr, Picasa web album
TC02LO07	* pedagogical use of web 2.0 interactive virtual worlds: Second Life, games

#### Notes & Suggestions

The Module should have a "General guide (learning objectives, learning outcomes, assignments, credits)" like the other 4 Modules.

The LOs need to be made homogeneous; at the moment the last three are different from the others.

#### 4.1.2 Learning Outcomes

TC02OC01	* define main ideas of web 2.0, eLearning 2.0, connectivism, network theory, social networking
TC02OC02	* use of ePortfolios with knowledge maps in self-development and for pedagogical aims
TC02OC03	* participate in social networks
TC02OC04	* pedagogical use of Social bookmarking (diigo, delicious), Wikipedia, other wikis
TC02OC05	* pedagogical use of Skype, blogging
TC02OC06	* pedagogical use of YouTube, Flickr, Picasa web album
TC02OC07	* pedagogical Second Life, games

## 4.2 Mod 2 – Learning material & participants' activities

### 4.2.1 Lecture notes, readings, exercises

Not specifically produced or compulsory learning material but many suggestions from the Internet.

### 4.2.2 Participants' activities

Participants are required:

- to create a well structured e-[portfolio](#),
- to participate in a social network sharing knowledge,



to lead an educational blog (reflections on the course),  
 to use Delicious as a social bookmarking and save some contributions,  
 to create a lesson plan about the pedagogical use of games,  
 to fill in a glossary,  
 to create their own portfolio,  
 to debate on many different questions in a multiplicity of forums.

## 4.3 Mod 2 - Evaluation

### 4.3.1 Content evaluation

Relevance of content to the Learning Objectives/Learning Outcomes	Not valuable as content specifically produced for the project.
Completeness of content	
Clarity of content	

### 4.3.2 Mod 2 – Methodology evaluation

Interactivity	The objective is to have a very high level of interaction (cooperative activities)
Circular approach (presentation, activities, evaluation)	OK

### 4.3.3 Mod 2 – Technology evaluation

Friendly interface	OK
Technical faults	OK

#### Notes & Suggestions

I have counted 42 forums!

Even if 7 forums, one "News forum" for each of the 7 environments, were reserved to the Teacher's messages to the participants, 35 forums for 3 activities seem nevertheless to be too many and not facilitating the interaction among the participants.

None of these forums has, at the moment, a first message to address the participants on how/what to debate. The only piece of information seems to be the title of the forum.

No suggestions appear to be provided on how to start the cooperative work.

As for the last two points, probably the teacher tutor is supposed to send posts as soon as the course is opened.



## 5 Module 3: Educational ICT Tools

### 5.1 Mod 3 - Learning Objectives & Learning Outcomes

#### 5.1.1 Learning Objectives

In the TCF the LOs are defined as follows:

TC03LO01	* understand and apply the main concepts of e-learning elements, e-learning material
TC03LO02	* select and use ICT tools to create e-learning elements and to integrate them into the e-learning material
TC03LO03	* select and use the ICT tools and web 2.0 applications for publishing online e-learning material

They are defined in a different way in the Module developed.

TC03LO01	Basic skills to use applications for pedagogical aims (Word, Excel, Audacity, Windows Movie Maker, Paint, Gimp)
TC03LO02	Basic skills to integrate elements and publish e-learning material (PowerPoint, FCK editor)
TC03LO03	Basic skills to select tools for publishing educational content online

#### Notes & Suggestions

To make the LOs homogeneous to the others.

#### 5.1.2 Learning Outcomes

The OCs are defined as in the following table.

TC03OC01	* identify the basic features of digital media elements
TC03OC02	* evaluate the pedagogical value of digital media objects
TC03OC03	* select ICT tools to create and edit educational media elements
TC03OC04	* select the ICT tool to integrate and publish e-learning material

## 5.2 Mod 3 – Learning material & participants' activities

### 5.2.1 Lecture notes, readings, exercises

The learning materials are as follows:

#### Book "TC013, ICT tools in education"

##### Contents

- Multimedia
  - in Education
  - in the communication
  - evaluation
- Media elements

- Text
- Images
- Types of images
- Creating, editing, searching for
- Colour thesis, colour models
- Computer animation
- Digital audio technology
- Digital video technology
- Integrate
  - Interactivity
- Publishing online
  - www
  - Html
- E-learning curriculum
  - Synopsis model plan
  - Synopsis model
  - Storyboard
  - Planning and Implementation

**7 practical books:**

- TC03: Picture editing (based on Gimp)
- TC03: Sound editing
- TC03: Video editing
- TC03: Power point
- TC03: Website editing
- TC03: eXeLearning
- eXeLearning – eXe manual

**Notes & Suggestions**

In "Power point" the first image contains words in Hungarian; they need to be translated into English.

**5.2.2 Participants' activities**

Participants are required:

- to take notes and publish them in the blog,
- to write their opinion on many questions in their blog or in the forum,
- to self-evaluate,
- to prepare and upload a power point presentation,
- to plan a course in [Moodle](#) and create the so-called synopsis which is the first document in the electronic course development process.

**5.3 Mod 3 - Evaluation**

**5.3.1 Content evaluation**

Relevance of content to the Learning Objectives/Learning Outcomes	OK
Completeness of content	OK
Clarity of content	OK

### 5.3.2 Methodology evaluation

Interactivity	OK
Circular approach (presentation, activities, evaluation)	OK

### 5.3.3 Technology evaluation

Friendly interface	OK
Technical faults	No

## 6 Module 4: E-learning events in Moodle

### Notes & Suggestions

I suggest changing the title: it could be entitled "Setting up a Moodle course" (as in page E-learning" of book TC01) or "Designing Moodle courses".

## 6.1 Mod 4 - Learning Objectives & Learning Outcomes

### 6.1.1 Learning Objectives

TC04LO01	* design e-learning events (e-learning elements, activities, assessment)
TC04LO02	* establish e-learning environment create courses built from the selected and created e-learning elements to run the e-learning events
TC04LO03	* run, supervise and evaluate the e-learning event and evaluate it against the pedagogical aims.

### Notes & Suggestions

It could be better to modify the 1st LO as follows: "design Moodle courses and plan activities and resources".

### 6.1.2 Learning Outcomes

Little changes (red) have been introduced, to better specify, while developing the Module.

TC040C1	* design e-learning event, <b>create a synopsis</b>
TC040C2	* establish e-learning environment <b>in Moodle and administering the learning process</b>
TC040C3	* use Web 2.0 tools in Moodle
TC040C4	* generate and moderate debates

TC040C4	* track on and assess students' activities
TC040C6	* evaluate e-learning event

**Notes & Suggestions**

The 1<sup>st</sup> OC may be modified as follows: design a Moodle course, create a synopsis.

## 6.2 Mod 4 – Learning material & participants' activities

### 6.2.1 Lecture notes, readings, exercises

The learning material is as follows:

**Book "TC04, e-learning event in Moodle"**

Contents

**The book has not been translated into English yet. Thus I'm not in the position to complete this chapter.**

**Notes & Suggestions**

The book has to be translated.

### 6.2.2 Participants' activities

Participants are required:

- to become familiar with Moodle,
- to discuss on the problems met in the forum,
- to self-evaluate.

## 6.3 Mod 4 – Evaluation

**I'm not in the condition to complete this chapter, because the English version of the book is not ready yet.**

### 6.3.1 Content evaluation

Relevance of content to the Learning Objectives/Learning Outcomes	
Completeness of content	
Clarity of content	

### 6.3.2 Methodology evaluation

Interactivity	
Circular approach (presentation, activities, evaluation)	

### 6.3.3 Technology evaluation

Friendly interface	
Technical faults	

## 7 Module 5: Sharing Learning Objects

### 7.1 Mod 3 - Learning Objectives & Learning Outcomes

#### 7.1.1 Learning Objectives

TC05LO01	* understand and apply the main concept of sharing learning objects and creative commons
TC05LO02	* select online repositories to use them for pedagogical aims and collaborate in sharing them
TC05LO03	* collaborate in online communities

#### 7.1.2 Learning Outcomes

The OC in the TCF was defined as follows.

In some cases a line contains more outcomes.

TC05OC01	* list the advantages of integrating face-to-face and on-line learning, explain why the learning material is a critical point
TC05OC02	* define the concept of Learning Object, list LO characteristics; define the terms: adaptability, interoperability, traceability
TC05OC03	* define the concept of meta-data
TC05OC05	* define the concept of standard and identify different kinds of standards (de iure, de facto)
TC05OC05	* illustrate SCORM aims and main features, use SCORM terminology
TC05OC06	* identify LOM IEEE aims and main features, compile the IEEE metadata of a LO
TC05OC07	* describe open content principles and some cases of success, describe the aim of the Creative Commons licences and the differences among them, give a definition of open LO;
TC05OC08	* define what open LO means, illustrate the technical requisites to make a LO open, illustrate the pedagogical requisites to make a LO open and the legal requisites to make a LO open

In the Module they have been split so that each line contains only one outcome. Some OC, connected to the use of the freeLOms have been added.

TC05OC01	* explain why the learning materials are a critical point for traditional learning, online learning and blended learning
TC05OC02	* give a definition of Learning Object
TC05OC03	* list Learning Object characteristics
TC05OC05	* give a definition of reusability, adaptability, interoperability, traceability
TC05OC05	* give a definition of standard and identify different kinds of standards (de iure, de

	facto) for the Learning Object world
TC05OC06	* illustrate SCORM aims and main features
TC05OC07	* use basic SCORM terminology
TC05OC08	* give a definition of meta-data
TC05OC09	* illustrate LOM IEEE aims, its main features, and its similarities and differences with Web 2.0 tags;
TC05OC10	* describe free/open source software principles and some cases of success
TC05OC11	* describe open content principles and some cases of success
TC05OC12	* describe the aim of the Creative Commons licences (CC) and illustrate different types of CC licences
TC05OC13	* give a definition of open Learning Object (openLO);
TC05OC14	* illustrate the pedagogical, technical and legal requisites to make an openLO
TC05OC15	* insert into a blog or an on-line course the embedded code of a digital resource
TC05OC16	* search and download learning resources in FreeLOms
TC05OC17	* upload a learning resource into FreeLOms and fill in the metadata
TC05OC18	* use FreeLOms to transform a PPT presentation into a SCORM LO
TC05OC19	* modify an openLO in freeLOms
TC05OC20	* build up a new Learning Object in FreeLOms using existing resources
TC05OC21	* insert a SCORM LO in a Moodle course directly from FreeLOms
TC05OC22	* save the backup of a Moodle course (without students' data) into FreeLOms

#### Notes & Suggestions

OC from 16 to 22 are related to the freeLOms developed in the SLOOP project but not used in Tenegen.

Content 6 in the Moodle course TC05 is related to them but it's not complete

Do we intend to use the freeLOms in Tenegen? If not OCs 16-22 need to be cancelled.

## 7.2 Mod 5 – Learning material & participants' activities

### 7.2.1 Lecture notes, readings, exercises

The learning material is as follows:

**Article "Using eLearning to enhance teaching and learning in schools: the learning materials, a critical point"**

**Book "Learning Objects, definition and characteristics"**

Contents

- Introduction
- [Learning Objects](#)
  - Definition of Learning Objects
  - Why Learning Objects?
  - [Characteristics of Learning Objects](#)
  - [For and against LOs](#)
- [Conclusions](#)
- [References / bibliography](#)

**Book and SCORM, "Sharing free/open LOs"**

## Contents

- [The critical element](#)
- [Free/OpenSource Software Model](#)
  - [Free/OpenSource software](#)
  - [FLOSS](#)
  - [Licences](#)
  - [FLOSS and market](#)
- [Open Content experiences](#)
- [Copy left licences](#)
  - [Creative Commons](#)
- [Conclusion](#)
- [Test](#)
- [Bibliog.](#)

**Notes & Suggestions**

Are we going to use the book or the SCORM? One of them needs to be cancelled.

**Book "Open Educational Resources and Repositories"**

## Contents

- The "Open Educational Resources" world
  - The origin of the concept
  - Cape Town Open Education Declaration
  - Budapest Open Access Initiative
- Repositories of Open Educational Resources
  - International repositories
  - Hungarian repositories
- Conclusions

**Book "SCORM explained to Teachers"**

## Contents

- SCORM
  - Why is SCORM relevant for teachers?
  - What should teachers know about SCORM?
  - What is the main benefit of adopting SCORM?
- Inside SCORM - Key concepts
  - CAM - Components of a LO
  - CAM - Metadata
  - Content packages - Packaging
  - The Run Time Environment
  - Sequencing Specifications
  - Final remarks

**Book and SCORM, "SCORM Standard"**

## Contents

- SCORM
  - question of standards
  - standard
  - definitions
- SCORM-LMS communication
  - Launch & communication
  - Initialise & Finish
  - SCO=HTML+Javascript
- Packaging
- Conclusion
- Self-evaluation
- Bibliography

**Notes & Suggestions**

Are we going to use the book or the SCORM? One of them needs to be cancelled.

### Book and SCORM, "LO metadata" SCORM "Track a SCORM LO in Moodle"

#### Contents

- o Introduction
- o LOM
- o Standards for LOM
- o Vocabulary and "mapping"
- o Self-evaluation
- o Bibliog.

#### Notes & Suggestions

Are we going to use the book or the SCORM? One of them needs to be cancelled.

### Other supporting materials

- o SCORM: Track a SCORM LO in Moodle
- o eXe Manual
- o Hot Potatoes short description and tutorial
- o Book: How to "scormizise" a LO
- o SCORM: MetaLO 5: How to "scormizise" a LO
- o SCORM: How to "scormizise" a LO
- o Book: How to package a LO
- o SCORM: Meta LO 6: How to package a LO - with videos

#### Notes & Suggestions

Sometimes books and SCORM overlap. Something needs to be cancelled.

## 7.2.2 Participants' activities

Participants are required:

- to explore Creative Commons licences,
- to explore repositories,
- to add information on **Hungarian** repositories on a wiki,
- to find educational resources in the repositories,
- to produce a SCORM-compliant LO by using eXeLearning or Hot Potatoes,
- to upload the produced SCORM into the trial Moodle course,
- to find SCORM compliant LOs in the repositories and upload them into the trial Moodle course,
- to discuss in the forum and to post comments on repositories and resources found and on SCORM produced and uploaded,
- to comments on other participants' posts,
- to self-evaluate.

#### Notes & Suggestions

In the English version the repositories to be found should be in English.

Where is the wiki?

Where is the "trial course"?



## 7.3 Mod 5 – Evaluation

### 7.3.1 Content evaluation

Relevance of content to the Learning Objectives/Learning Outcomes	OK
Completeness of content	If the OCs on freeLOMs aren't cancelled, the connected content is missing.
Clarity of content	OK

### 7.3.2 Methodology evaluation

Interactivity	OK
Circular approach (presentation, activities, evaluation)	OK

### 7.3.3 Technology evaluation

Friendly interface	OK
Technical faults	OK

## 8 Evaluation conclusions

Apart for some little points to be modified, the learning content produced appear to be very good and effective.

Participants are very well lead in their study and activities. Many interesting activities are proposed so that participants can learn by doing and by exploring. Many occasions of interaction with the other participants are proposed.

## 9 Further notes

### 9.1 Licence/copyright

The TENEGEN project aims to develop a Community of teachers who share Open Educational Resources. To be "open" a resource must be released as *public domain* or with a license, which allows the free use – and preferably modification - under a "copy left licence like the Creative Commons.

In TC01, E-learning concepts, the Creative Commons licenses are presented. Module 5 stresses on the Creative Commons use.

But no reference to such licenses apperas in the Learning material produced during the project, apart from Module 5!

