



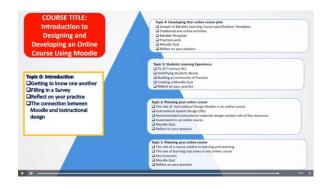
Overview of my talk Introduction and context Professional/staff development Life-long learning Collaborative and peer learning Resilience Pre-pandemic Post-pandemic Open Education, OER, flexibility, self-directedness ... Conclusion





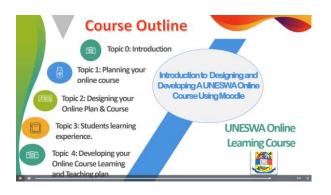






Discussion of findings: components of the courses and underlying design principles • 18L002; 18L003; focus on hands-on practice of Moodle features (see slides after 18L002). • Webinars: Q and A sessions, examples of a how to 1), discussion on particular topics (after participants had had practical implementation experience). • The course focused first on pedagogy and then went on to combine pedagogical aspects with ICT. • Scaffolding approach. Socio-constructivist in nature, apportunities for reflection, collaboration and team work. • Not prescriptive; at introduction level; give basic information and apportunities to practice but diso include a food for thoughts).







Course objectives

At the end of the course, participants will be able to:

- Design an online lesson and/or course
- Create digital learning materials
- •Teach and facilitate online
- Assess online



- •ONLINE TEACHING/LEARNING APPROACHES: Readings, lecture notes, screencasts, videos, audios, discussion, individual activities, group activities
- ASSESSMENT: Assignments in each module. Assessment includes participation in the various online activities proposed.
- •QUALIFICATION: Certificate in Online Teaching for

Key competencies

- corry out needs' analysis in online course development
 apply principles of online programme designing in developing online courses

- create useful, engaging and interactive digital learning materials
 appreciate the roles, skills and competencies of an online learning facilitator
 manage online discussion as a teaching/learning tool

- Plan and facilitate a live online lesson
 create authentic and engaging assessments online
- provide meaningful and instructive feedback in online learning
 develop strategies for different forms and ways of authentic online assessment

Conclusion





require cooperation, collaboration, flexibility on our part (and on that of all stakeholders), networking.



· Among these solutions, there are: OER, open education, open technologies, ...

MODE OF DELIVERY: Online using the Moodle

facilitated by a 5-person team per module: 2 facilitators, 1 e-tutor, 1 technologist, 1 technician), complemented by interactions on WhatsApp

COURSE STRUCTURE: 4 modules, namely IDE101, IDE102, IDE103 and IDE104, taken consecutively.

DURATION: 6 weeks (2h per day), 7 working days per module (there is always a weekend for each module too)





References

- Abdullah, M., Hulin, N. A., & Holder, A. (2009). Development of Post-Pandemic Covid19 ligher Education Resilience Framework in Michago. Archive of Business Research, 18(3), 201–210. Many L. Bewell, General Covid Post of Section Framework in Michago. Archive of Business Research, 18(3), 201–210. Many L. Bewell, General Covid Post of Section Framework in Michago. Bewell P

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