IFI7125	**Desinging Technology-enchanced Learning**		
Study load: 6 (ECTS/EAP)	***Load of contact hours:*** Synchroneous virtual lectures 15 hours, individual and collaborative studying in virtual learning environment 145 hours.	***Study semester:*** Spring 2012	Exam
Objectives:	Students become familiar with the key concepts, competing theories and approaches of designing Technology-Enhanced Learning (TEL). In collaboration with international students they will develop practical skills of setting up, implementing and evaluating the use of distributed set of integrated TEL systems and tools, and they will design a prototype of an advanced TEL course. This course will be implemented in international collaboration.		
Course outline:	Technology-Enhanced Learning (TEL) concept. Designing TEL: design process, selection of technology, constructing TEL environment. Implementing TEL. Evaluating TEL.		
Learning Outcomes:	Having successfully completed the course, students will be... Capable to describe characteristics of TEL; Capable to define main stages of designing TEL; Proficient to design and implement pedagogically well-grounded web-course; and Competent to assess pedagogical use of Information and Communication Technology (ICT).		
Assessment Methods:	Exam. Grading will be based on the active participation from the lectures and on the individual and collaborative studying in virtual learning environment. Assessment quotation is distributed as follows: 20% for active participation (self-reflection tasks and peer evaluation discussions); 30% project pedagogical design; 20% project technical design; and 30% project implementation achievements.		
Teacher(s):	Sónia Sousa, PhD; Kersti Toming		
Subject name in Estonian:	Tehnoloogiapõhise õppe disain		
Prerequisite	None specific.		

subjekt(s):	
Compoulsory Literature:	Study material will be published in the beginning of the course.
Replacement Literature:	Aditional literature on: 1. Project-based learning (e.g. Jones, Rasmussen, & Moffitt, 1997; Scardamalia & Bereiter, 1991) 2. Collaborative learning (e.g. Dillenbourg, 1999; Järvelä & al. 2010) 3. Playful learning
Participation and Exam requirements:	Max number of participants (depending on the workspaces in lab etc). Conditions for taking the exam: 1. Students are required to participate in 10 out of the 15 foreseen contact hours. 2. Students are required to actively participate in the sub-group project by contributing to its design, implementation and presentation, in order to be assessed.
Independent work:	Students will be expected to work independently and collaboratively in the virtual learning environment. The amount of expected independent work is equivalent to 145 hours. Technology used in the course include: 1. Flashmeeting, Adobe ConnectPro or Skype 2. Moodle, SecondLife, Moodle Blogs: Wordpress etc.
Grading criteria scale or the minimal level necessary for passing the subject:	Grading criteria: S**elf-reflection reports and Peer-evaluation discussions** A - excellent: soundly situated in its context and its rational reflects a comprehensive understanding and discussion of relevant issues. B - very good: above average: soundly situated in its context but the depth and soundness of its rational reflects a moderate understanding and discussion of relevant issues. C - good: situated in its context and the depth and soundness of its rational reflects a moderate discussion of all relevant issues. D - satisfactory: situated in its context but the depth and soundness of its rational reflects a superficial understanding and discussion of relevant issues. E - sufficient: loosely situated in its context and the depth and soundness of its rational reflects a superficial understanding and discussion of relevant issues. F- less than 50% of the work is done - fail: more work is required before the credit can be awarded. **Project pedagogical script assessment** A - excellent: Presents an above average fully sounded and efficient decisions concerning the pedagogical aspects of design a TEL

	course . B - very good: Presents a fully sounded and efficient decisions concerning the pedagogical aspects of design a TEL course . C - good: Presents efficient decisions concerning the pedagogical aspects of design a TEL course . D – satisfactory: Presents partially sounded and compreensive decisions concerning the pedagogical aspects of design a TEL course . E - sufficient: Presents a loosely situated decisions concerning the pedagogical aspects of design a TEL course . F- less than 50% of the work is done - fail: more work is required before the credit can be awarded. **Project technical design assessment** A - excellent: Presents an above average fully sounded and efficient decisions concerning the technical aspects of design a TEL course. B - very good: Presents a fully sounded and efficient decisions concerning the technical aspects of design a TEL course. C - good: Presents efficient decisions concerning the technical aspects of design a TEL course. D – satisfactory: Presents partially sounded and compreensive decisions concerning the technical aspects of design a TEL course. E - sufficient: Presents a loosely situated decisions concerning the technical aspects of design a TEL course. F- less than 50% of the work is done - fail: more work is required before the credit can be awarded. **Project implementation assessment** A - excellent: fully implemented the project. Showing above average comprehensive and confident skills conducive to the implementation of efficient designing of Technology-Enhanced Learning (TEL) course. B - very good: fully implemented the project with a comprehensive and confident skills conducive to the implementation of efficient designing of Technology-Enhanced Learning (TEL) course. C - good: Generically implemented the project. Showing comprehensive and confident skills conducive to the implementation of efficient designing of Technology-Enhanced Learning (TEL) course. D – satisfactory: Partially implemented the project. Showing generic comprehensive and confident skills conducive to implement efficient designing of Technology-Enhanced Learning (TEL) course. E - sufficient: Partially implemented the project. Showing moderate skills in implementing efficient designing of Technology-Enhanced Learning (TEL) course F- less than 50% of the work is done - fail: more work is required before the credit can be awarded.
Information about the course:	**Week 1**: Orientation week (workshop & independent work) Previous mentioned technological applications (except Moodle,

	SedondLife and Sloodle) should be taught to students before the course will start. **Weeks 2-3**: Starting up the course/getting to know each others (independent work) Getting familiar with the course environments Moodle, SecondLife and Sloodle. Formulating sub-groups. Start-up videoconference – 'Get to know each other' – discussion in Moodle. **Week 4**: Sub-group discussion (independent work) Discussion about working methods and decision of platform which is used for group work. Produce a technological scripts. **Weeks 5-6**: Pedagogical script of the course (independent work) Produce a pedagogical script for their virtual course. Presenting the pedagogical script in the SL-room. **Weeks 7**: Evaluation of pedagogical decisions (independent work) Post questions regarding the pedagogical script presented. Comment other's pedagogical script and pedagogical decisions. **Week 8-9**: Technical script of the course (independent work) Produce technical script of the virtual course. **Weeks 10-11**: Building up a course platform (independent work) Build up the virtual environment based on the pedagogical and technological scripts. **Week 12**: Peer-evaluation (independent work) Peer evaluation of the virtual courses. **Week 13**: Finalizing the web course (independent work) Finalizing the courses based on the peer feedback. **Week 14**: Summing up the course (independent work) Conclusion of the course – seminar in SL-room.