

LTTA related to the set Learning Outcomes (LO), Part 1- „with the media approach – media as a tool“

Content & Assessment

The assessment of the learning outcomes was carried out using following methods and tools: Group discussion, reflection, case studies, self-assessment.

The assessment took place daily, after each LTTA section. The knowledge, skills and attitudes (KSA) assessed here based on the content delivered within the training in the Media Center of the TU Dresden on the 11.12.2018 as well as within the workshops with media representatives and postgraduate students of the TU Dresden on the 12. and 13.12.2018. Furthermore each participant shared own KSA as well as experiences from their own work.

Learning outcomes:

L01: underline the characteristics of e-learning courses;

L02: describe the structure of e-learning courses;

L03: mention the requirements on the content of the e-learning courses;

L04: list the available tools and instruments for the didactical conditioning of the e-learning course;

L05: elaborate the potentials of e-learning courses for the target groups (teachers, trainers, youth)

L01: underline the characteristics of e-learning courses	Assessment methods and tools: Group discussion, reflection
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The following question led the group discussion:

Question 1: “What makes a good e-learning course?”

Good e-learning course ...

- ✓ **Interactive (not just text)**
- ✓ **Dynamic**
- ✓ **Simple language -easy to follow**
- ✓ **Clear length – define time frame**
- ✓ **Clear learning outcomes**
- ✓ **Easy access – needs to be run on different devices (phone, PC, laptop, tablet)**
- ✓ **Include didactical double-decker**
- ✓ **Visually attractive**
- ✓ **Dynamic didactics – different tools, exercises**
- ✓ **Evaluation of learning outcomes**
- ✓ **Contact to tutor - feedback**

L02: describe the structure of e-learning courses	Assessment methods and tools: Group discussion, reflection, case studies
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First of all, each project partner presented own online modules and courses, which they use in their own educational programmes. Based on these cases, the participants reflected the experiences with these online tools, also by considering the pros and cons of using these particular tools with different target groups.

Finally, some ideas for the structure of the e-learning course were gathered in the plenum.

Structure of the e-learning course...

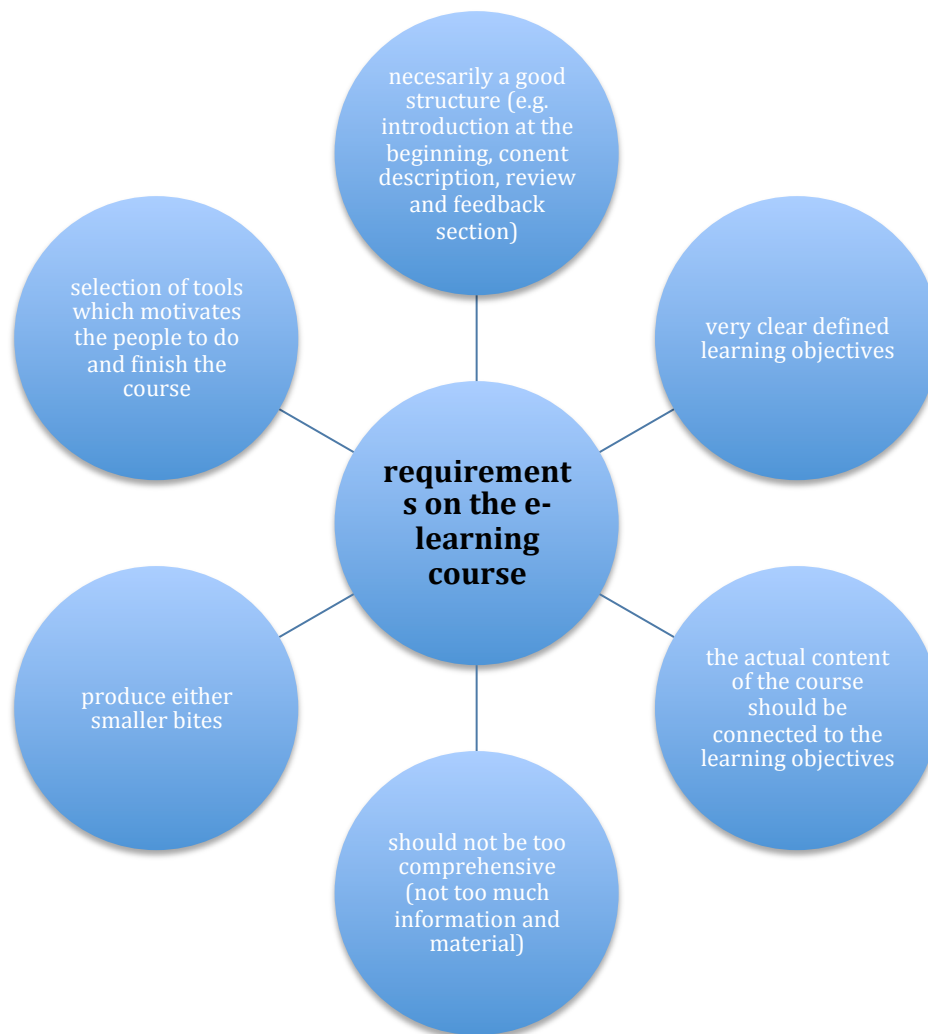
- ✓ **Brief summary of the activity**
- ✓ **Aim of the activity**
- ✓ **Expected learning outcomes of the activity**
- ✓ **Experience and skills required**
- ✓ **Length**
- ✓ **Evaluation**

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L03: mention the requirements on the content of the e-learning courses	Assessment methods and tools: Group discussion, reflection, case studies
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In the collaboration with media representatives, postgraduate students, the project partners discussed the requirements on the content of the e-learning courses.

The outcomes of the discussion can be visualised as follows:



L04: list the available tools and instruments for the didactical conditioning of the e-learning course	Assessment methods and tools: Group discussion, reflection, case studies
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Taking into consideration the training in the Media Center of the TU, the input of the media representatives, the postgraduate students as well as the experiences of the partners working with online tools for education purposes the following list were elaborated in the plenum:

<i>Tools & Instruments for e-learning course...</i>
<ul style="list-style-type: none"> ✓ Use gamification elements – scores, badges ✓ Storytelling – digital humanities ✓ Animation ✓ Goanimate ✓ Game design ✓ Arch of Interestingness ✓ A purposeful and good mix of audio-visual elements

L05: elaborate the potentials of e-learning courses for the target groups (teachers, trainers, youth)	Assessment methods and tools: Group discussion, reflection
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Based on own experiences working with teachers, trainers and youth the project partners decided to work first on the challenges, which the project target group may face by using e-learning. After creating a fundament for common understanding of the possible difficulties, partner derived the possible potentials for the target group.

List of possible challenges faced by the target group (teachers, trainers):

<i>Challenges by using e-learning...</i>	<i>Potentials of using e-learning...</i>
<ul style="list-style-type: none"> ✓ Fear of technology resp. unfamiliar with it ✓ Lack of time ✓ Unsatisfactory internet connection ✓ Gap between media literacy (technical) of teachers and students ✓ Prerequisite competences of the participants ✓ Basic computer literacy ✓ Access to device (phone, PC, others) ✓ The level of interest in blended learning ✓ “Teaching tolerance” 	<ul style="list-style-type: none"> ✓ learning without geographical limitation ✓ flexible time management ✓ need oriented further training ✓ attractive way to consume information ✓ interactive tools support the reduction of complexity of the learning content ✓ keeping target up to date ✓ high practical relevance ✓ systematic and clear assessment of gained competences

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