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Developing Digital Pedagogy Competences
for C_VET trainers

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Module 4 – Learning scenario



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Introduction

In this document, you will find the learning scenario for the Module 4.

A learning scenario is a simulation that recreates a real life situation or problem to be solved.

The scenario prepared portrays a teacher who encounters various issues with online lesson planning. The teacher applies the knowledge acquired through Module 4 of the Training Course to solve those problems.

Learning scenario

The set-up

Elena is an energetic and creative teacher with a many years of experience in conducting face-to-face C_VET courses. However, because of the COVID-19 pandemic, she needs to shift to the online learning.

She's worried that her students will be bored and won't learn anything through online lessons. That's why she wants to use interactive digital tools to keep students entertained.

Elena is working with a ready-made material for the face-to-face course. All she needs to do is to adjust the material to an online setting. That means that exercises need to be transferred and adjusted through the online tools available. Elena starts searching for the right tools and materials to prepare the training course of the best quality.



Confrontation	Resolution
<p>Elena has a lot of reading materials and worksheets with exercises that she needs to share with her students. Now Elena needs to distribute materials in digital form.</p>	<p>Elena uses Google Classroom to share the materials with her students. Google Classroom unlike Google Drive allows her to segregate the materials into units. Moreover, she can now add tests and announcements for her students.</p>
<p>Previously, Elena engaged her students in poster-making as a group activity. Students' works were displayed on the bulletin board in her classroom. Now, she needs to digitalize the assignment.</p>	<p>Students create slides in groups through Google Slides tool. Google Slides allow for collaborative work, the files can be shared and edited by more than one person at the same time. Finished works will be displayed in an appropriate Google Classroom unit.</p>
<p>After the course in finished, Elena wants to distribute the materials she created with her students. For that purpose, she needs to make sure multimedia files that her students are using are under the appropriate license that allows free use and distribution.</p>	<p>Elena creates the list of websites with royalty free materials and asks her students to use them if they want to add multimedia files.</p> <ul style="list-style-type: none"> ● <i>Wikimedia Commons</i> ● <i>Creative Commons Search</i> ● <i>Flickr Creative Commons</i> ● <i>Vimeo Creative Commons</i> ● <i>Internet Archive Scholar</i> ● <i>Creative Commons Music</i> ● <i>Search Google Images</i> ● <i>OER Commons</i>



<p>Elena wants to keep all the links to external websites in one place in order for them to be easily accessible for the students.</p>	<p>Elena uses Symbaloo and organizes and categorizes web-links in the form of tiles, shares access to the website to her students.</p>
<p>At the end of each training session, Elena asked her students two short questions and students wrote on paper their answers. This exercise was for the purpose of checking their knowledge.</p>	<p>Elena decides to use Kahoot to evaluate her student's understanding of the lesson.</p>
<p>Some concepts and definitions Elena introduces during her class are difficult to understand without engaging students in an activity that can deepen their knowledge. That's why during traditional lessons, Elena used brainstorming and mind mapping on a paper board to make students better comprehend the material.</p>	<p>Elena finds online mind mapping tools to use during her online class. She can choose between sites like: popplet, bubble.us, SimpleMind, Conceptboard and MindMeister.</p>
<p>Elena wants her students to read actively. During a face-to-face lesson, she would ask her students to critically comment on the source material to stimulate their understanding and engagement.</p>	<p>Elena uses Google Docs and shares the document with her students. She asks students to find in the shared text certain information and highlight it. She asks students to comment on the highlighted text with their opinion, reflection, arguments for or against, depending on the content of the source material.</p>



<p>Elena wants at the end of her training to evaluate the quality of her course.</p>	<p>Elena decides to use Google Forms as her evaluation method because it's compatible with Google Classroom. She adds the quiz to the last unit of her Google Classroom materials.</p>
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