



## *D4.2 MOOC Outline*

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## INTRODUCTION

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This public report, Deliverable 4.2 MOOC Outline, aims to provide a detailed description of the rationale, objectives, structure and content of the ITELab MOOC. It thereby offers a guideline for the production and delivery of a MOOC for student teachers on the pedagogical use of ICT in schools. It is released as an open educational resource under a Creative Commons Attribution ShareAlike licence, allowing other organisations to use and adapt the outline for the development of their own MOOC.

The outline is the outcome of joint work led by European Schoolnet between all partners, including discussions at a capacity development workshop. It should be read in conjunction with D4.1 MOOC Requirements Report. An internal Deliverable, D4.3, sets out the detailed content plan which is used to construct the MOOC. It identifies for all content, if it is available, requires adapting or still needs to be produced. The document also assigns responsibilities between project partners on the work still required to complete the content. The result of this internal deliverable (detailed content plan) will then be available as the student teacher MOOC, which is being beta trialled in 2018, before final development and testing in 2019. MOOC outputs and key pieces of content will be released as Open Educational Resources (OER) under a Creative Commons Attribution ShareAlike Licence in 2018 and 2019.

The report is one element of ITELab (<http://itelab.eun.org>), a Knowledge Alliance project between higher education institutions and industry to foster innovation and knowledge exchange in initial teacher education co-funded by the Erasmus+ Programme of the European Union. It is a three-year project, running from January 2017 to December 2019.

# 1 RATIONALE

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ITELab aims to meet the challenge of the original Call for Proposals: to innovate in higher education. Until now, higher education institutions providing initial teacher education have been largely absent from European cooperation projects focused on the pedagogical use of ICT. The ITELab partners comprise both university and industry players, with associate partners engaging in the project via the online ITE Forum to exchange practices, knowledge and ideas, encouraging innovation.

One element of the work in ITELab is to stimulate innovation in ITE by developing innovative training for student teachers in ICT in teaching and learning. The training comprises a face-to-face module to be delivered as part of the curriculum taught within universities (developed in Work Package 3) and a student teacher MOOC, a short online course (developed in WP4).

A MOOC was chosen in addition to the face-to-face training because evidence from a survey in the early stages of the project showed that they are not yet commonplace in ITE. Most initial teacher education in universities takes place face-to-face, supplemented by some blended learning which is developed and delivered in-house on the university's own platform. Yet in other areas, MOOCs have become widespread and popular since their emergence some ten years ago (corresponding to the rapid uptake of social media). With the wider availability and lower cost of broadband and affordable smartphones and tablets, people who would not normally be able to study (isolation, cost, past experiences of formal learning...), MOOCs offer cost-effective and attractive learning opportunities for many. From a provider's point of view the M (for Massive) aspect of MOOCs enables them to reach many students for the same cost as for a few. The O (for Open) means that content may be sourced elsewhere and reused, and the O (Online) removes the need to provide a physical space for students. An interesting example of new innovations in this area, is the 2017 launch by ITELab partner, Microsoft, of their Student Teacher Education Programme (STEPS), aimed at helping student teachers with the role of technology in education. <https://education.microsoft.com/courses-and-resources/resources/guidance-for-step>

European Schoolnet has been providing MOOC-based continuing professional development since 2014, for, to date, over 33,400 registered teachers following 18 courses. The completion rate of 35 percent is well above the average for MOOCs, which often suffer from high drop-out rates. As a result, European Schoolnet has acquired considerable experience and expertise in designing, producing and delivering online learning that appeals to teachers – in particular by being practical, classroom-focused, and flexible to fit around busy timetables. It is therefore logical to extend and adapt this provision to student teachers, working in partnership with ITE institutions and industry.

The design and delivery of the ITELab MOOC is a key component of the ITELab project. The task challenges not only ITE institutions but also companies and ministries taking part in the project to provide a practical demonstration of how online learning via the MOOC format can complement existing provision and be innovative without being disruptive.

The partners decided that the optimal way of developing a MOOC that is genuinely useful was to proceed cautiously, in stages, in view of the fact that there are few examples of large-scale MOOCs for student teachers covering a range of institutions and countries. Moreover, participants will have different profiles, not only will there be a difference in primary and secondary school teachers, but also advanced teachers with good language and digital skills, as well as beginners.

A decision was therefore taken to run a beta pilot (MOOCv1) in English, in early Spring 2018 and then to use student and other feedback on this pilot to inform and shape a MOOCv2 for full trial in 2019.

The title of the MOOC is '**The networked teacher – teaching in the 21<sup>st</sup> century**' and it is designed to complement the face-to-face module (**Teaching, Learning & Professional Development in the Digital World**) being developed concurrently. Both the ITELab face to face module and the MOOC will cover more or less the same themes. However, the MOOC will be more practical, less deep and less academic. The workload will also be considerably less with the workload for a MOOC unit of between 2.5 and 5 hours a week, depending on the level of engagement.

Universities taking part in the project may invite any of their student teachers to take part in the MOOC. Participation of student teachers is open. It is not necessarily tied to a particular university course. ITE organisations can decide whether participation for their students is compulsory or optional. The MOOC may be considered as a replacement of a module unit with a similar content, or promoted in addition to their taught modules.

## 2 OBJECTIVES

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The MOOC's overall concept is conceived to allow ITE providers, companies and education ministries to address the challenge of developing pedagogical ICT competence in student teachers, for the reasons set out in the previous section (rationale).

As the scope of innovative pedagogical use of ICT is vast, the consultation process (described in D4.1 MOOC Requirements Report) has been used to prioritise the objectives and focus for the ITELab student teacher MOOC.

### 2.1 LIFELONG LEARNING

The first general objective, is to promote an attitude amongst student teachers of sharing and lifelong learning, helping them move from the academic world (in many cases) to the professional world of working with young people, entering the teaching profession and being supported throughout their career.

- Create Professional Learning Network (= extended staffroom)
- Develop a sense of community, discovering tools to connect to networks and communities, and to curate resources
- Encourage and empower participants to take professional development into their own hands, take the first steps in organizing their own Continuing Professional Development.

### 2.2 DISCOVER THE JOY OF LEARNING, AND THE ADDED VALUE OF TECHNOLOGY

Given the wide-ranging curriculum for a student teacher and the very real pressures on their time, partners agreed that the MOOC should focus on practical competences rather than on the research and theories behind the pedagogical application of ICT. The atmosphere of the MOOC is intended to be practical and not academic; it should be judged a success if participants enjoy it and are inspired by it. The course will be delivered in similar way to other European Schoolnet Academy courses that have met with teachers' approval, i.e. open, inclusive, active, enjoyable, practical.

The specific learning objectives of the ITELab student teacher MOOC are to:

- Introduce and share innovative and practical ideas in the field of Active Learning, developing practical competences in pedagogical ICT;
- Create an attitude of innovation and experimentation, using a range of tools and apps for 'take-away' and use the next day.
- Promote a sense of digital judgement, integrate research findings into classroom practice.

In recognition of the time pressures, the student teacher MOOC will offer a short, practical burst for student teachers over a 4 to 5 week period, with participation ranging from 2.5 to 5 hours a week. The topics and content offered have research evidence to back them but it is left implicit. Participants may choose to find out more and suggestions for further reading are provided at the end of sections, with links to academic materials. There will also be links to the content of the ITELab face to face modules, which are being delivered within the university's own curriculum. As stated above the pilot run will include a feedback survey and if necessary the final version of the MOOC could contain more academic materials when needed.

The MOOC, in English, will be open to students at the five project ITE institutions as well as associate partners. The pilot universities may choose to offer local support of the MOOC in different languages and forums may be set up for different languages if there is need. However, this could reduce the international element and added value of the MOOC. The objective is for 5,000 student teachers to enrol in the MOOC in its final version.

### 3 STRUCTURE

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The final version of the MOOC to run in February / March 2019 will be designed following evaluation of a shorter beta version running in February – March 2018. It comprises three units, each divided into five-six sections:

1. **Entering the job:** reflecting on the changing nature of teachers' work and how it might develop during participants' careers
2. **Unlock the classroom:** focusing on active learning and collaboration and technology can support the open classroom
3. **The second staffroom:** looking communities of practice and how technology can open up professional development and networking opportunities.

Discussions with partners have informed this structure (ref D4.1, MOOC Requirements Report) helping to shape and prioritise the scope of the ITELab MOOC. Student feedback from their experience with MOOC v1, will be used to shape the final structure to focus on what is most helpful to them. For example, whether they want more depth in a particular area and less in another.

The beta trial version of the MOOC (ITELab Mooc v1) '**The networked teacher – teaching in the 21<sup>st</sup> century**', will run over a period of four to five weeks from 26<sup>th</sup> February.

This first version comprises three units. At the beginning of each of the first three weeks, a new unit with new content will be opened. In week four participants will have an extra week to finish the tasks, including an overall course assessment. Special attention needs to be given to the introductory unit with the specific target group in mind, who may not be familiar with MOOCs for professional development.

The workload for the participants is a minimum of 2.5 hours a week, but up to five or more hours depending on time spent exploring tools and looking at additional, optional, content.

Each unit has a set of tasks, each awarded with a number of MOOC credits (1, 2 or 3). Participants will have a choice to take the tasks they want to do. Participants will need a minimum of credits to pass the unit. At the end of the MOOC the participants tick items (finished tasks) on a self-completed form and thus apply for the ITELab student teacher digital badge.

Each unit comprises both asynchronous, self-paced activities and a synchronous event (a webinar, Twitter chat and a Teachmeet). It is important to have synchronous events as part of the MOOC to support the community feeling. Running through the course, Twitter will be the main back channel.

Assessment of participants of the MOOC is either by automatic platform tools (e.g. taking a quiz) or by peer review. There is no assessment done by the moderators of the MOOC. After each of the MOOC chapters, the participants apply themselves for

a certificate by filling in a form. The MOOC will offer many tasks the participants can, in most cases, freely choose from, to require the necessary credits to get the digital certificate (badge). In the pilot MOOC each unit ends with a short evaluation; it is a means of catching non-completers and drop-outs. Alongside the units are online discussion forums on specific topics and possibly in different languages.

The assessment of the ITELab face to face modules by comparison, is done at local, university level to fit within their existing course structure approvals and associated ECTS points. The ITELab beta pilot universities will encourage their students to take the MOOC, teaching them alongside with the face to face module. The student's learning will be captured in their e-portfolio (assessed at local level).

### 3.1 EVALUATION OF MOOCv1

Within the MOOC itself, all participants will be asked to complete the standard EUN Academy evaluation to provide immediate feedback on their experience, rating the different units.

These results will be coupled with the evaluation activity of the project's evaluator, University of Würzburg (ref. D5.1 Evaluation Plan). Beta pilot students will be sampled to provide in-depth feedback through a mixture of online surveys, interviews and the student focus group.

The beta pilot evaluation report feed into the second cycle of development for the full pilot of the MOOC in 2019.

## 4 CONTENT

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### 4.1 EXISTING AND NEW MATERIALS

ITE organisations, as well as Industry partners have been invited to provide materials for the MOOC. The suggested materials should meet the nature of a MOOC. The focus is not on in-depth, academic content but the materials will rather be used to create a mind-set for the participants, to provide some practical ideas for the classroom practice and to encourage and empower participants to take their professional development into their own hands. The content needs to be suitable for the target audience of this MOOC i.e. young students or young graduates of teacher training institutes who are not yet experts in the field of pedagogy and new technologies.

In general, the materials should be short (e.g. videos, reading texts), easy to read and understand. The content of the materials needs to match with and fit into the design of the MOOC. Participants will be invited to follow-up as meets their interests, via the end of the sections links to extra materials, including research.

When organisations propose materials, there is a process that needs to be followed to check the materials for: accessibility (i.e. publicly available), permissions, suitability and relevance, language, and whether the materials are able to be modified. This is an important process to meet the aim, that the MOOC outputs and key pieces of content are released as open educational resources (OER) under a Creative Commons Attribution Share-Alike Licence.

Ideally, when ITE organisations and Industry partners deliver materials they should allow for small adaptations when needed. All adaptations will be done after agreement with the authors. Preferably the materials provided by the partners will be transferred to the course platform and so they will be hosted on the server of European Schoolnet. As the process to make and agree adaptations and obtain permissions is involved, no adaptation of materials is expected for the beta pilot.

For the industry partners, specific requirements apply: the materials or services need to have a pedagogical content in the first place and not a commercial one. The content needs to be freely accessible, preferably also without having to take an additional account. Taking an account at the service of the commercial partner might be necessary in case participants want to get a badge from the industry partner. However, industry partners will not have access to the database with the list of participants and they must not communicate with participants of the MOOC about commercial offers.

In terms of translation, within the ITELab student teacher MOOC, the project will translate some of the key resources into the three partner languages (Italian,

Norwegian, Portuguese) for the full pilot in 2019. The main delivery platform for the MOOC will remain in English.

In 2019 the MOOC will go public and for this final version authentic materials created by the students during the modules will be integrated.

## 4.2 MOOC ENROLMENT AND INTRODUCTION

Student teachers will enrol and register online. Upon registration, the participants will be taken through to the 'landing page' where important information about the course is summarised: the typical format of the units; discussions and exchanges; assessment and certification explaining the digital badges received upon successful completion of each unit and the final digital certificate; Frequently Asked Questions (FAQs); and, the course timeline.

There is a short introduction to help participants get ready for the MOOC. The introduction includes: information on the course moderators; encouraging all participants to use a learning diary to capture comments, ideas and resources in areas of particular interest in the course; as well as sharing the Code of Conduct for participants to abide by in all communications associated with the course's activities.

Once the course is opened, participants of the MOOC receive a weekly email, to promote and encourage the participation in the new unit which will open every Monday. All modules remain open until the end of the course.

## 4.3 MOOCV1: THE NETWORKED TEACHER – TEACHING IN THE C21ST

The following table outlines the currently envisaged content of the MOOCv1, subject to slight revision when finally implemented, and to further revision, expansion and extension following the pilot run and evaluation.

<b>The Networked Teacher - Teaching in the 21<sup>st</sup> Century</b> <b>A MOOC for student teachers in the digital age</b>	
<b>UNIT1 (week 1)</b>	<b>Entering the job</b>
<b>Overview</b>	<p>In this unit, participants reflect on how the job of teacher is changing and will look like in the future.</p> <p>The aim is to make it clear that being a teacher is more than the interaction between students and teachers, involving other parameters such as relationships with colleagues and continuing professional development.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To learn about how the MOOC works and how to gain maximum benefit from it</li> <li>2. To have a clearer idea of how teaching is changing</li> </ol>

	<p>3. To understand the importance of lifelong learning as a teacher</p> <p>4. To develop one's own personal learning network</p> <p>5. To use Twitter for professional development</p>
<b>Landing (i.e. start) Page</b>	<p>Introduction to topics of Unit 1 and learning objectives</p> <p>Participants' introduce themselves on the course 'Selfie Padlet'.</p> <p>An 'IGNITE' webinar will be organized to explain the concept of the MOOC. The procedures of the MOOC will be explained and there will be time for Q&amp;A.</p>
<b>Section 1</b>	<b>Great expectations</b>
<b>Section Content</b>	<p>Students reflect on how the job of a teacher will look like in the future? What will be the key differences from the traditional role? Will teachers like their students be lifelong learners? What are the likely challenges and evolutions in their career?</p>
<b>Section Activity/Questions</b>	<p>Activities include stimulus testimonial videos of beginning and experienced teachers talking about their job, being a networked teachers and what they do (preparing, teaching, assessing, connecting with peers, relaxing...).</p> <p>Participants comment and discuss, adding expectations and/or challenges to <a href="#">Padlet</a>, ranking challenges (<a href="#">All our ideas</a>).</p>
<b>Section 2:</b>	<b>Lifelong Learning</b>
<b>Section Content</b>	<p>In this unit, participants learn about and use tools and applications related to tracking and recording professional development. Participants understand the importance of a sharing culture and of lifelong learning for both teachers and students, and the difference between formal, non-formal and informal learning.</p>
<b>Section Activity/Questions</b>	<p>Suggested activities include the creation of a learning diary (compulsory) and reflection on how we learn.</p>
<b>Section 3</b>	<b>Reaching out</b>
<b>Section Content</b>	<p>Participants learn about the concept of a Professional Learning Network (PLN).</p>
<b>Section Activity/Questions</b>	<p>Activities include a video introducing PLNs, looking at and discussing a participant's own PLN, and describing how you might develop your own PLN. Flipgrid is introduced.</p>
<b>Section 4</b>	<b>Twitter as a tool for lifelong learning</b>
<b>Section Content</b>	<p>Participants learn the basics of Twitter if they are not already familiar with it. The Twitter activities enable the MOOC to open up to student teachers outside the MOOC and interest them in taking part in the full version in 2019.</p>

<b>Section Activity/Questions</b>	Participants undertake practical tasks using Twitter: open an account, post a tweet with hashtags, interact with other participants, create lists, share a resource, post thoughts on questions of the day, create a poll, follow, etc.
<b>Section 5</b>	<b><i>Evaluation of the pilot</i></b>
<b>Unit Assessment</b>	Participants respond to questions about the content and delivery of the MOOC pilot.
<b>Unit resources</b>	
<b>Going further (optional)</b>	Videos and documents on the topic
<b>UNIT 2 (week 2)</b>	<b><i>Unlock the classroom</i></b>
<b>Overview</b>	<p>This unit focuses on the interaction with students in the classroom.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To understand the concept of active learning</li> <li>2. To learn how to share digital resources</li> <li>3. To connect classrooms for collaborative projects</li> <li>4. To appreciate the risks and challenges in using digital media</li> </ol>
<b>Landing Page</b>	This unit focuses on the interaction with students in the classroom.
<b>Section 1:</b>	<b>Teacher and classroom: what's in a name?</b>
<b>Section Content</b>	Participants explore materials and photos showing how teachers interact with students. Participants familiarize themselves with some educational trends about the role of a teacher in the classroom. The concept of active learning will be introduced and issues related to traditional versus innovative classrooms will be discussed.
<b>Section Activity/Questions</b>	<p>Video(s) on the themes of the unit.</p> <p>Suggested activities include forum discussion, pros and cons of different interactions with students, participants comment on pictures of inspiring classrooms.</p>
<b>Section 2:</b>	<b>Create, Share and Adapt</b>
<b>Section Content</b>	<p>Overview of services where teachers can share lesson plans and resources, e.g. worksheets, games, photos Learning Resource Exchange etc.</p> <p>OER and Creative Commons – copyright basics</p>
<b>Section Activity/Questions</b>	Participants get opportunity to download and/or upload learning materials and adapt them.
<b>Section 3:</b>	<b><i>Classroom without walls</i></b>

<b>Section Content</b>	Ways to connect classrooms (collaborative projects; eTwinning?) and bring in people from the outside world
<b>Section Activity/Questions</b>	Explore tools and services to connect classrooms. e.g. Skype in the classrooms, online collaborative workspaces (inc. Microsoft tools)
<b>Section 4:</b>	<b><i>Your digital footprint</i></b>
<b>Section Content</b>	Participants reflect on e-safety and their own digital footprint as they open up the classroom, collaborate and share online, copyright issues and explore resources for netiquette and responsible and safe use of internet. They discuss professional and personal presence in social media: applying digital judgment, digital literacy, behaving professionally online.
<b>Section Activity/Questions</b>	Suggested activities: poll and forum discussion on biggest concern about opening up the classroom, e.g. privacy, passwords, misuse by students, things going wrong, data security ... Online quiz: how safe and responsible are you on internet? Twitter Chat
<b>Section 5</b>	<b><i>Evaluation of the pilot</i></b>
<b>Unit Assessment</b>	At the end of each unit the participants take some questions about the content and delivery of the MOOC pilot.
<b>Unit resources</b>	
<b>Going further (optional)</b>	Videos and documents on the topic
<b>UNIT 3 (weeks 3 and 4)</b>	<b><i>The second staffroom</i></b>
<b>Overview</b>	This unit focuses on professional development. Objectives: 1. To understand curation and how it works 2. To learn about communities of practice 3. To use tools and services that support networked professional development
<b>Landing Page</b>	Participants explore ways to connect to teachers (in and outside the school. During the course participants can apply to be a speaker at an online Teachmeet.
<b>Section 1:</b>	<b><i>Curation</i></b>
<b>Section Content</b>	Understanding curation and exploring different online curating tools, e.g. Pinterest and social bookmarks.
<b>Section Activity/Questions</b>	Activities include creating a curated board or sharing social bookmarks.

<b>Section 2:</b>	<b><i>Learning in Communities</i></b>
<b>Section Content</b>	Participants explore and gain confidence in using selected tools and applications related to participating in communities of practice
<b>Section Activity/Questions</b>	<p>An introduction to online educator communities such as eTwinning, SMART and Microsoft Education communities, the European Schoolnet Academy, the School Education Gateway MOOCs, Coursera, etc.</p> <p>How to participate in webinars (and use the apps e.g. Adobe Connect), blogs, mailing lists, snack learning, who to follow on Twitter, good bloggers, eTwinning for PD, FaceBook communities/networks to join, MOOCs (EUNA etc.)</p> <p>Participants suggest national and local interest groups etc. Talk about ones they know of.</p>
<b>Section 3:</b>	<b><i>Reflection and Peer review</i></b>
<b>Section Content</b>	<p>Reflecting on teaching practice</p> <p>Instructions on how to make an online peer review, giving constructive feedback, dos and don'ts.</p>
<b>Section Activity/Questions</b>	Participants watch videos of young teachers and give their comments, possibly via Iris Connect. Participants fill in a rubric to focus on different parameters: e.g. content, interactions, teacher/student talk etc.
<b>Section 4:</b>	<b><i>Get a Badge</i></b>
<b>Section Content</b>	Digital Badges and how they work. How to collect them together. Also credits and accreditation (Coursera etc.).
<b>Section Activity/Questions</b>	Optional: Participants take a short course to earn a badge, e.g. Microsoft Education, Smart Technologies, Cisco – IT basics.
<b>Section 5:</b>	<b><i>Final assessment</i></b>
<b>Unit Assessment</b>	<p>Participants take some evaluation questions about the content and delivery of the MOOC pilot.</p> <p>Final task: to write a short action plan describing five things participants will do as a result of this MOOC, why these and by when, and then to peer review two others', to give participants the experience of peer reviewing.</p> <p>Participants apply for a course certificate.</p>
<b>Unit resources</b>	
<b>Going further (optional)</b>	Videos and documents on the topic

## 5 ANNEX 1: COURSE PLAN TEMPLATE

To help other organisations in the production and delivery of a MOOC, Annex 1 includes the Course Plan template, developed and used by EUN.



<b>Course Overview</b> (this information will be used for the course homepage, e.g.: <a href="http://www.europeanschoolnetacademy.eu/web/online-safety-course">http://www.europeanschoolnetacademy.eu/web/online-safety-course</a> )	
<b>Course Name</b>	
<b>Course Promotion Video</b> <ul style="list-style-type: none"> <li>- Used on course homepage &amp; for promotion</li> <li>- Examples:  <a href="https://youtu.be/YUKZmHtJOek">https://youtu.be/YUKZmHtJOek</a> &amp;  <a href="https://youtu.be/GBFZt5mDnHs">https://youtu.be/GBFZt5mDnHs</a> </li> <li>- Once available, please add the final video URL here.</li> </ul>	
<b>Aims and Learning Objectives</b> <ul style="list-style-type: none"> <li>- Please identify here the general aims of the course (what is the course trying to achieve for its participants?) and the more specific learning objectives (what specific skills, concepts, processes, etc. will participants learn, practice or develop?) for the participants of the course.</li> <li>- The text drafted here will be used on the course homepage</li> </ul>	
<b>Target Audience:</b> <ul style="list-style-type: none"> <li>- Please identify here the main audience you are trying to address as well as any other audiences who might be interested to participate.</li> <li>- The text drafted here will be used on the course homepage</li> </ul>	
<b>Duration and estimated workload of course</b> <ul style="list-style-type: none"> <li>- Please identify here the length of the course (no. of weeks), the number of modules and the anticipated workload for the participants per week.</li> <li>- The text drafted here will be used on the course homepage</li> </ul>	

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<p><b>Course Moderators</b></p> <ul style="list-style-type: none"> <li>- Please identify here the EUN project staff as well as any external staff who will be involved in the course animation and moderation</li> <li>- The persons identified here will be displayed as course moderators on the course homepage</li> <li>- Each course moderator should have an account on the EUN Academy with a profile picture</li> </ul>	
<p><b>Social Media Channels</b></p> <ul style="list-style-type: none"> <li>- Please identify here all social media channels that will be used</li> <li>- Once available add the relevant URLs, hashtags, etc. here</li> </ul>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Please identify here the main assessment strategies on the course (quiz, peer review, <u>self review</u>, etc.?)</li> </ul>	
<p><b>Module Titles</b></p> <ul style="list-style-type: none"> <li>- Please identify here how your course topic is broken up into learning units called modules.</li> <li>- Modules usually cover a sub-topic of the course topic.</li> <li>- Modules usually cover work for 1 week</li> </ul>	
<p><b>Live Events</b></p> <ul style="list-style-type: none"> <li>- Please identify here any synchronous events during the course</li> <li>- Examples of such events are webinars, <del>teachments</del>, Twitter chats, office hours, etc.</li> <li>- Live Events are not obligatory but highly recommended</li> </ul>	
<p><b>Course Badge Text</b></p> <ul style="list-style-type: none"> <li>- Please identify here a short text that summarises the course. The text is shown when clicking on the course badge.</li> </ul>	

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The following table should support the development of your course modules. However, please adapt according to the needs of the course. Copy and paste the table to add further modules.

Module 1	
<b>Module Title</b>	
<b>Module Landing Page</b> This text has to include the module learning objectives. It can also include an introductory quote, general text introducing the module or even a module intro video. A Module starter activity is also very nice.	
<b>Section Title</b>	
<b>Section Content</b> Please add here the text, video URL(s) and links to any other content to be included in this section.	
<b>Section Activity/Questions</b> Please identify here an activity or a series of questions that link to the section content.	
<b>Section Title</b>	
<b>Section Content</b> Please add here the text, video URL(s) and links to any other content to be included in this section.	
<b>Section Activity/Questions</b> Please identify here an activity or a series of questions that link to the section content.	
<b>Section Title</b>	
<b>Section Content</b>	

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<p>Please add here the text, video URL(s) and links to any other content to be included in this section.</p>	
<p><b>Section Activity/Questions</b> Please identify here an activity or a series of questions that link to the section content.</p>	
<p><b>Module Assessment</b> Identify here what type of assessment you plan to use in this module</p>	
<p><b>Module Badge Text</b> Please write a short text summarising the module. The text will be shown on the 2<sup>nd</sup> page of the course certificate and when clicking on the module badge.</p>	

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