



Webinar “Instructional design for online learning”



EUPeace

European University for Peace,
Justice, and Inclusive Societies

Lisset De
Gouveia

Birgit
Strotmann



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Please...



Turn on your camera



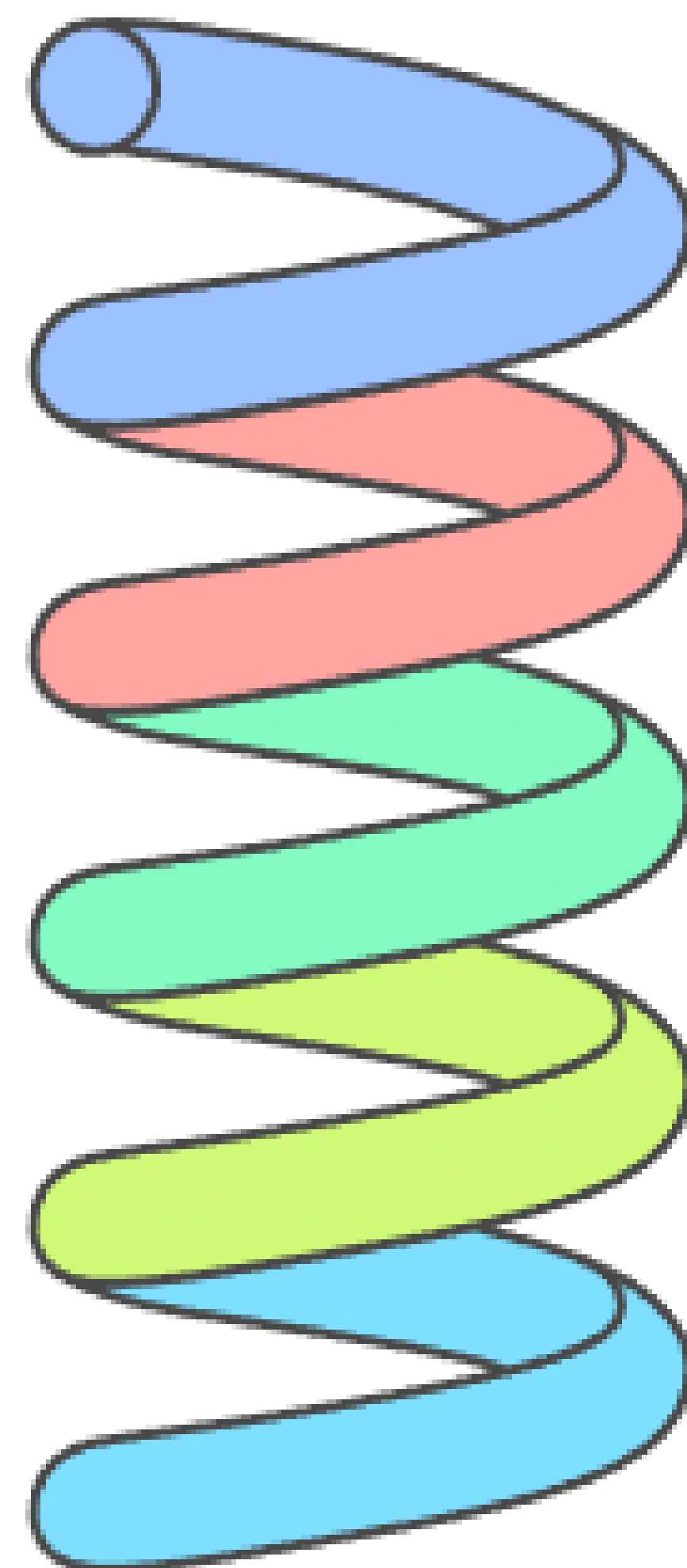
**Turn off your
microphone**



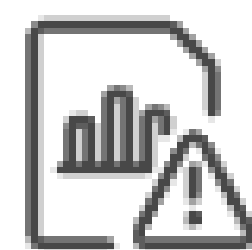
Write your name



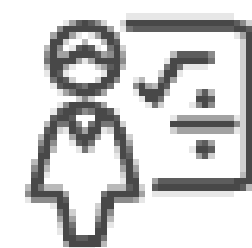
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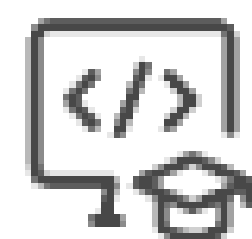
Contextualisation and Objective



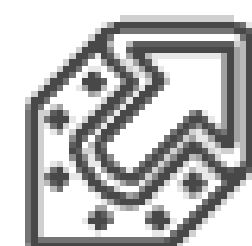
Variables Influencing Failure



Lesson Planning



Course Design

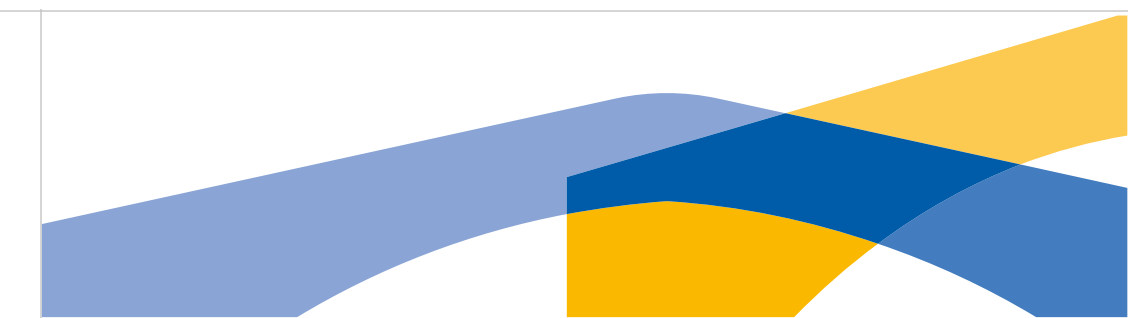


Final Recommendations

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Context and objectives



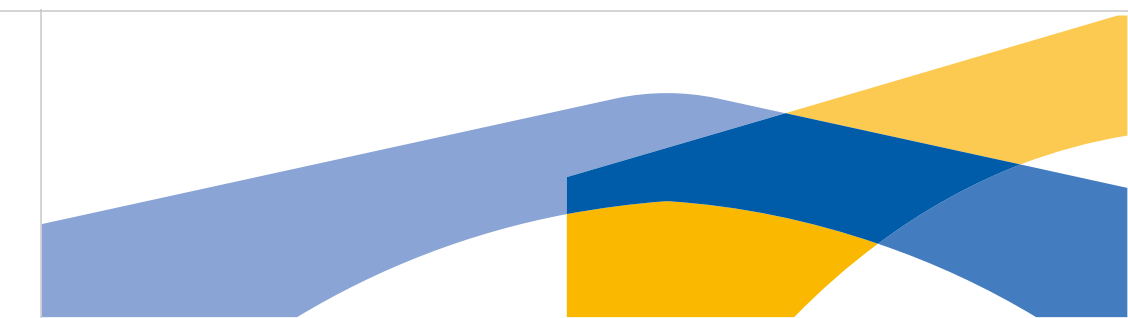
Context and objectives

WP7: Societal dialogue

T7.6 Strengthening EUPeace institutional embeddedness beyond disciplinary boundaries:

EUPeace will offer **specialised courses on soft skills for challenge-based learning environments to Alliance students and staff**. These courses are developed together with the members, and are focused on critical thinking and problem solving, conflict resolution, mediation, constructively dealing with diversity, and inter-cultural awareness. **They will give students and staff the opportunity to think and experience EUPeace topics outside of academic settings** and ensure that the vision of EUPeace is embedded in the institutions beyond disciplinary boundaries.

Indicator	Target month 24	Target month 48
Bridge Dialogue Formats	4	8
Community engagement co-creating teams	4	12
Implementation of cocreated soft skills courses (challenge-based learning environments, students/ staff)	18	24
Relations to regions and cities	All regions and cities of members are involved in LPL activities	Joint activities with regions and cities, 2 p.a. per member
% of education programmes integrating community engagement	5%	10%



Soft skills to be developed

CRITICAL
THINKING

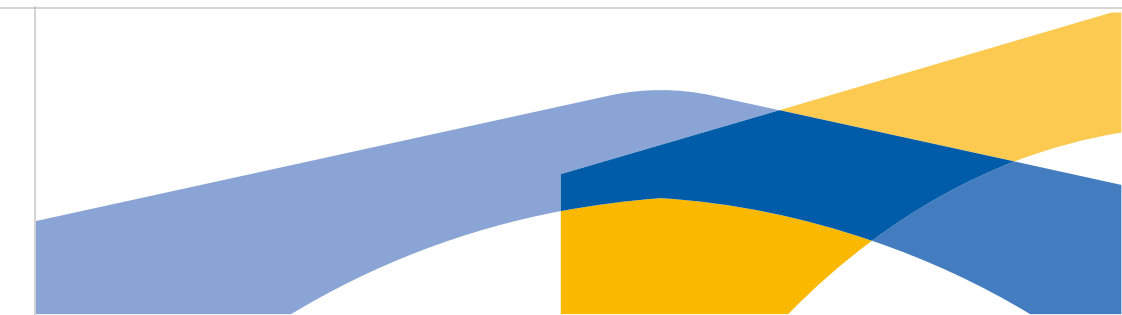
PROBLEM
SOLVING

CONFLICT
RESOLUTION

MEDIATION

DEALING WITH
DIVERSITY

INTERCULTURAL
AWARENESS



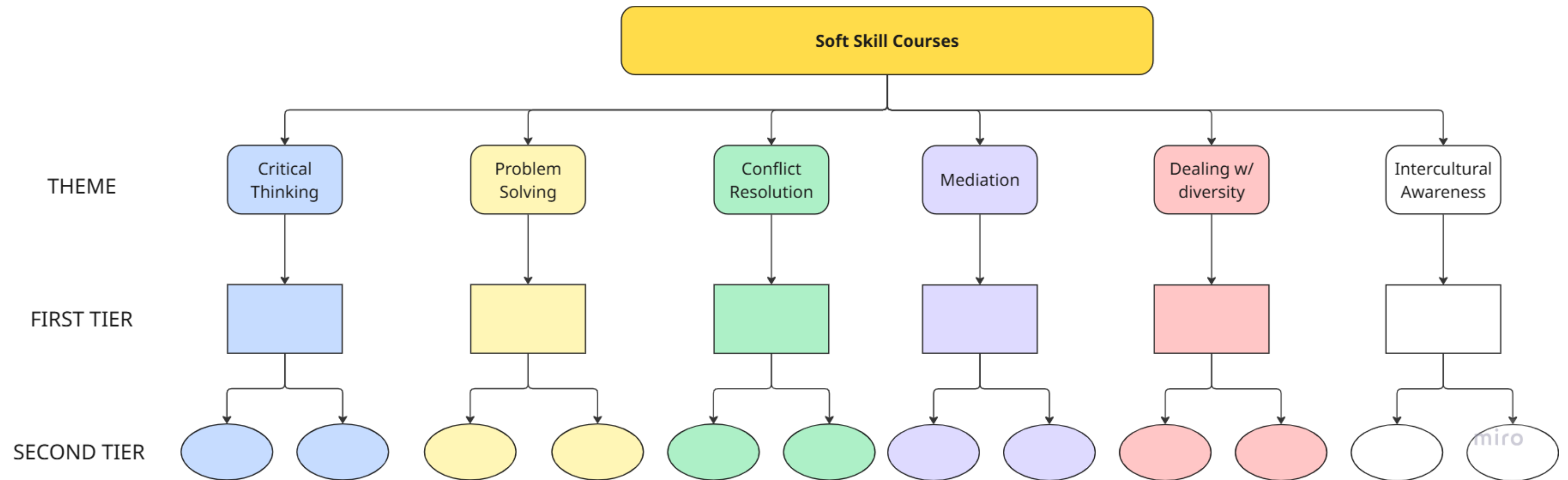
Curricular structure

Tier 1 courses are:

- in English
- 2-4 hours long
- online
- asynchronous
- self-paced
- autonomous learning courses

Tier 2 courses are:

- in home language
- of varying length
- F2F or hybrid
- synchronous
- challenge-based
- teacher-mediated

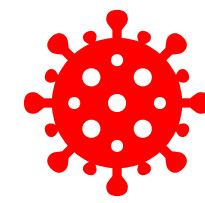


Variables influencing failure in distance learning courses



DO NOT

...



do what we did during the COVID-19 pandemic



leave the students alone



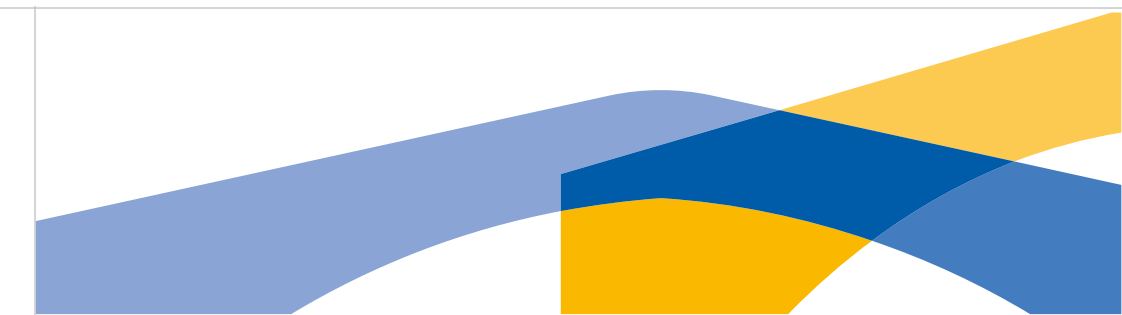
use the LMS as a repository for vast amounts of content

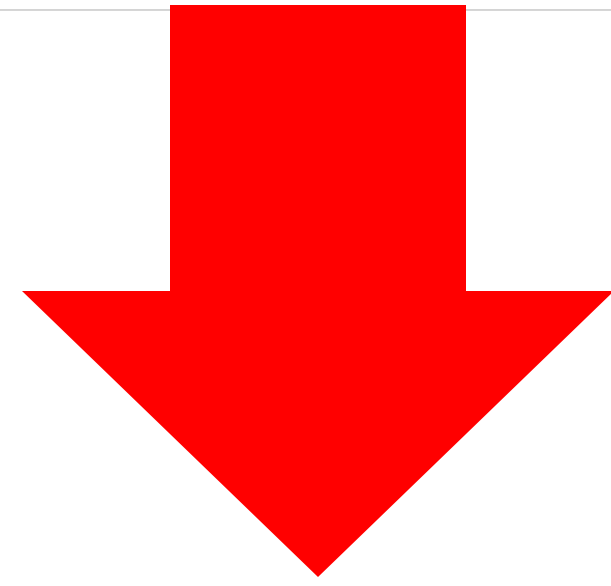


upload long videos or class recordings



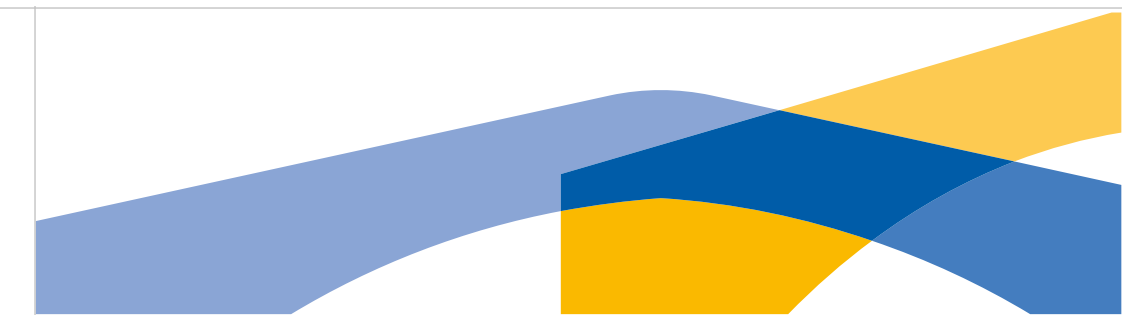
post resources without order or instructions

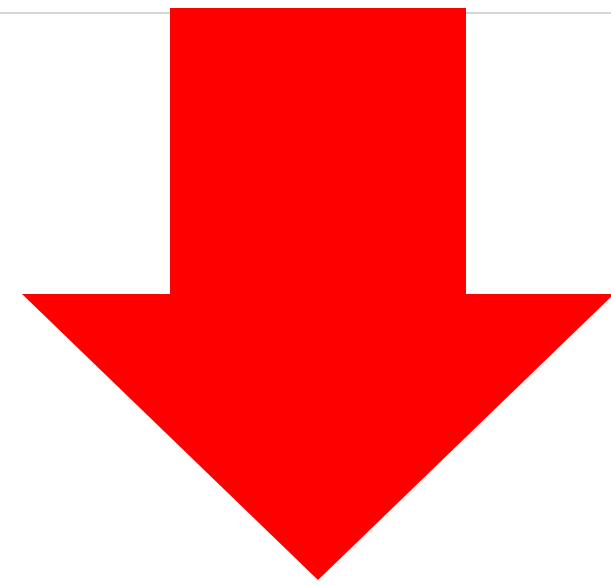




FAILURE

- High dropout rate
- Student dissatisfaction
- Insignificant learning





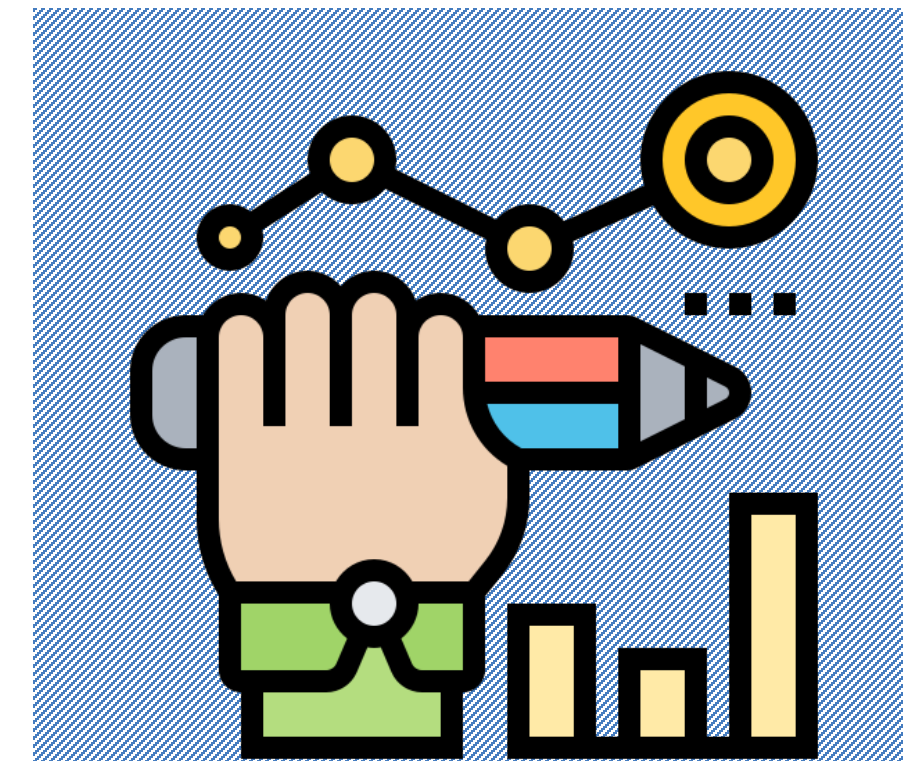
Variables that contribute to **FAILURE**



Inadequate course design



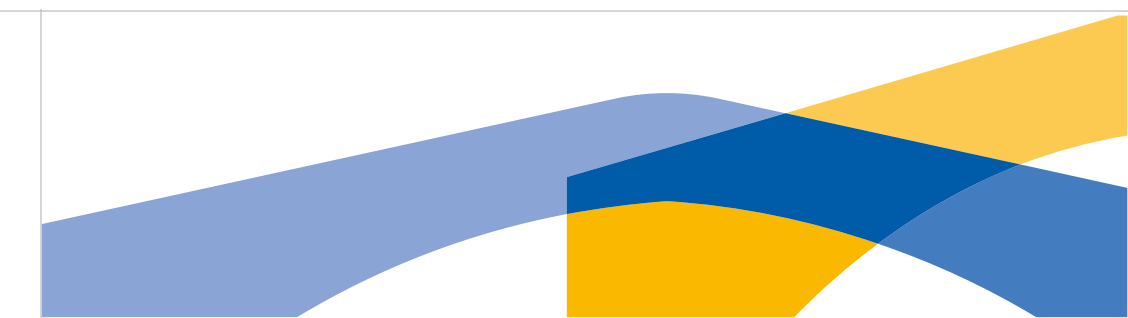
Materials that offer little or no interaction

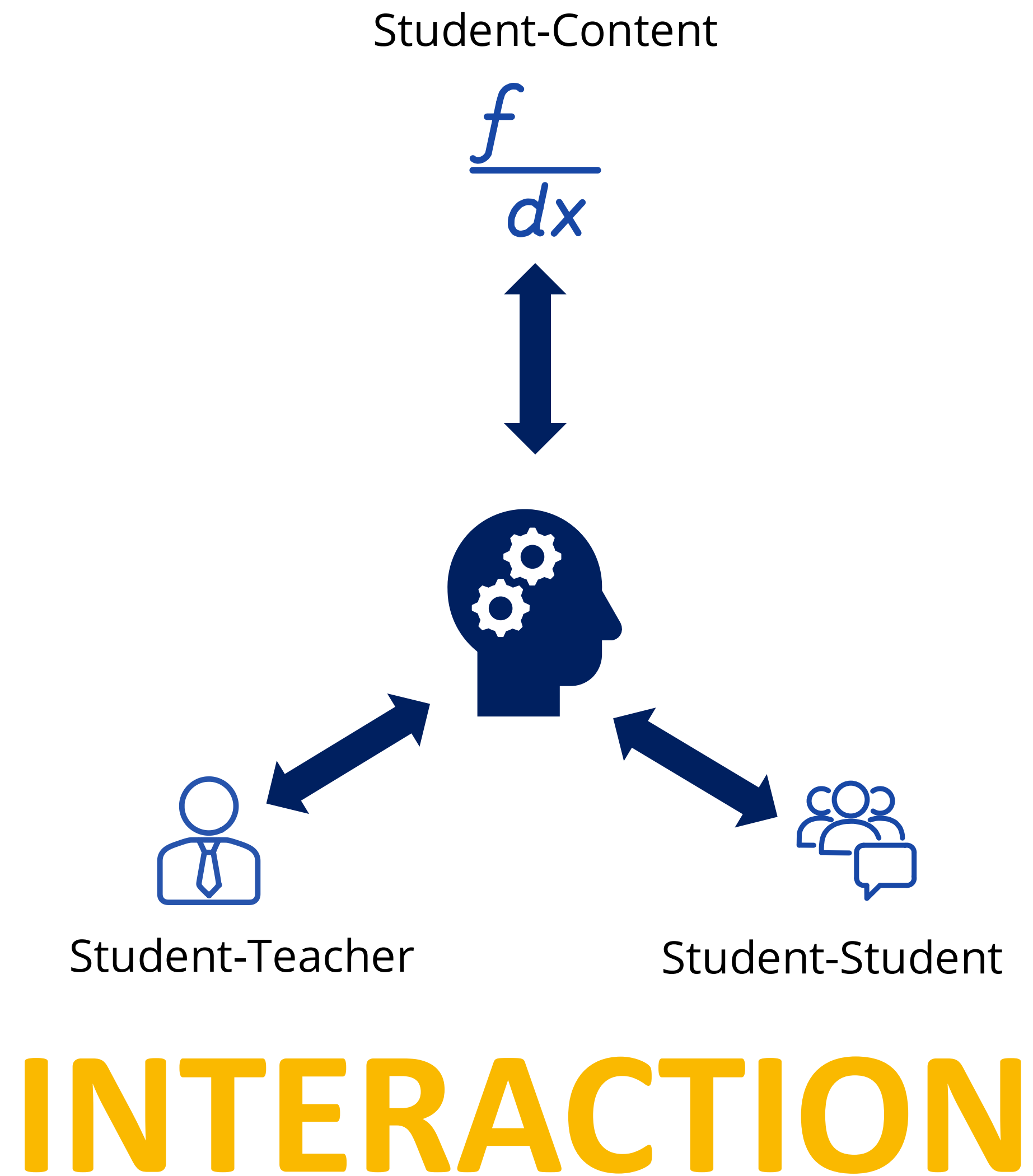


Low digital skills (teachers and students)

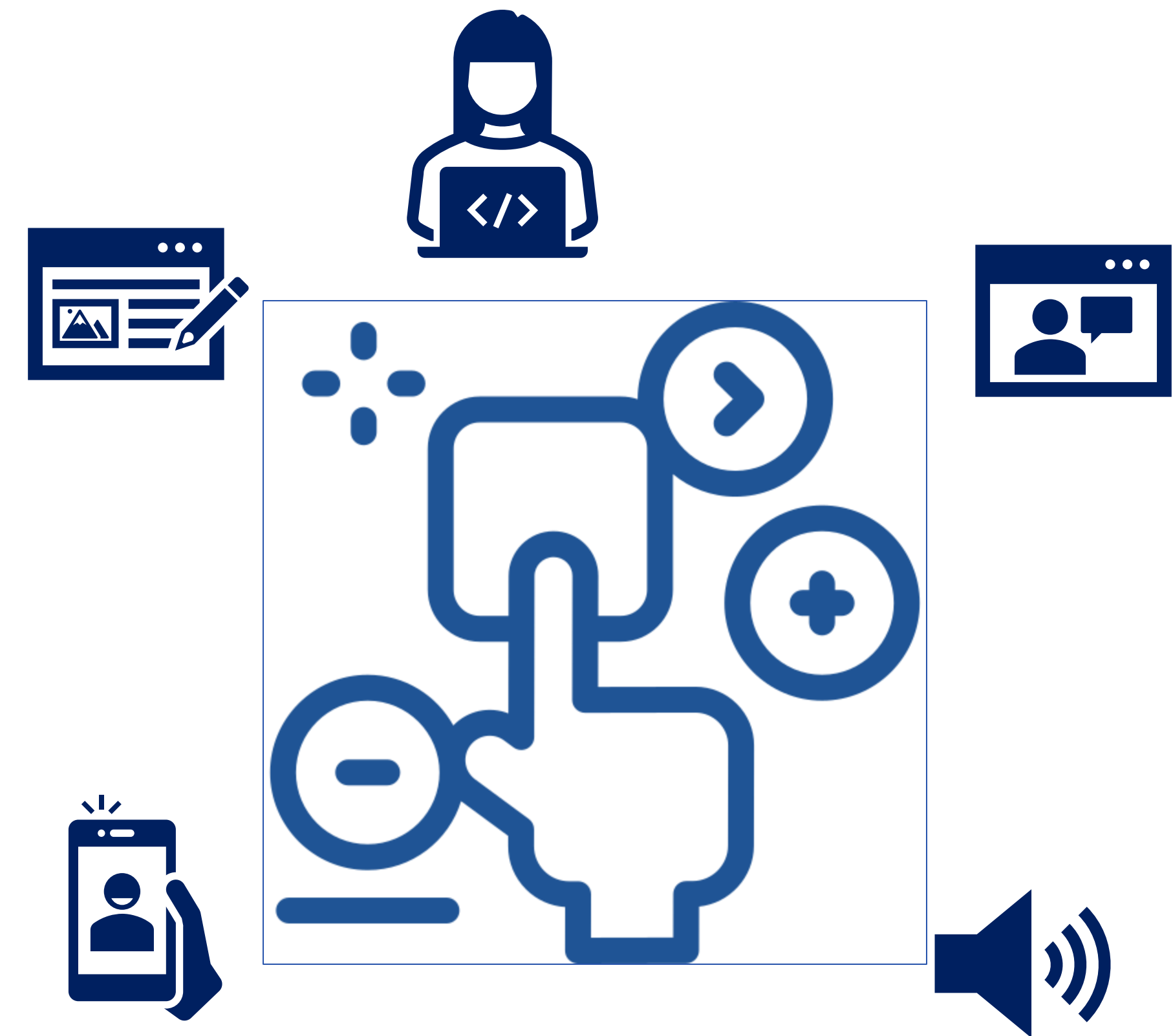


Inappropriate assessment





INTERACTIVITY



Lesson planning



BASICS FOR COURSE DESIGN



LEARNING PATH



CLEAR
COMMUNICATION



FAIR TIME LIMITS FOR
COMPLETING ACTIVITIES



OFFER RESOURCES IN
MULTIPLE FORMATS



HARNESS TECHNOLOGY
FOR INTERACTIVITY



SELF-ASSESSMENT
AUTOMATIC
AND DEFERRED FEEDBACK

CONSTRUCTIVE ALIGNMENT: Internal coherence and consistency between learning outcomes, teaching and learning activities, and assessment strategies

PEDAGOGICAL DIMENSIONS: in this case, especially informative, experiential and communicative dimension

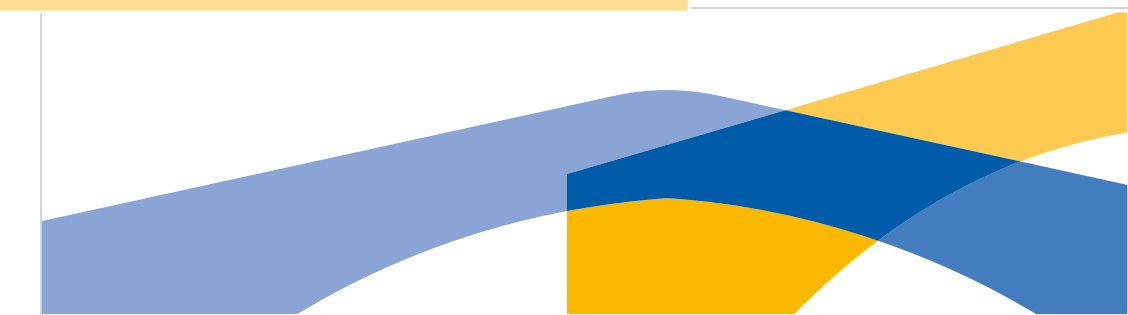
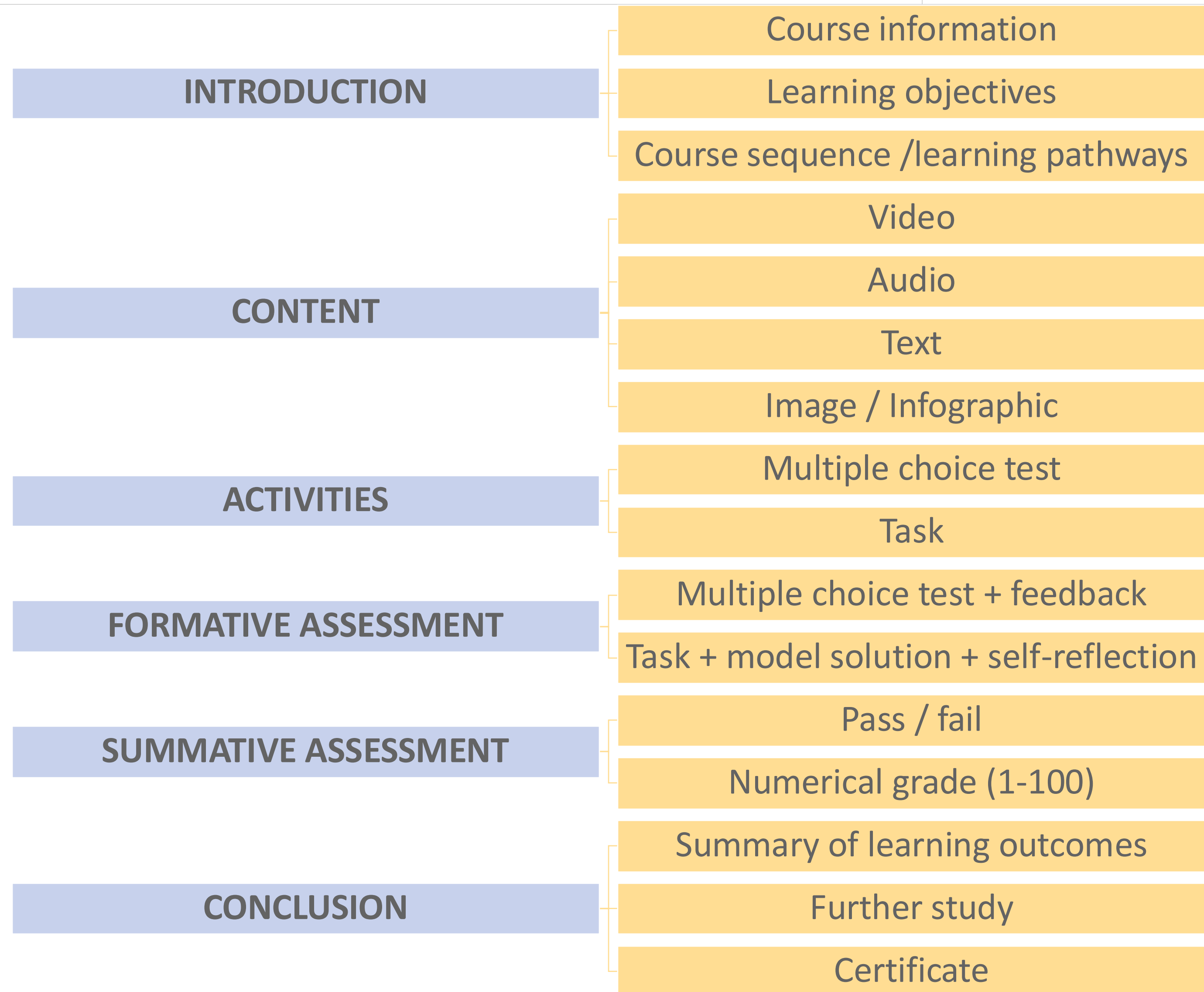


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Design your course step by step



Step by step instructions



Wooclap

Brainstorm all the information that would need to be included in the course introduction.

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Example of content – activity –assessment sequence

Learning objective

Identify incoherence, missing information and problems inherent in a given situation.

Content

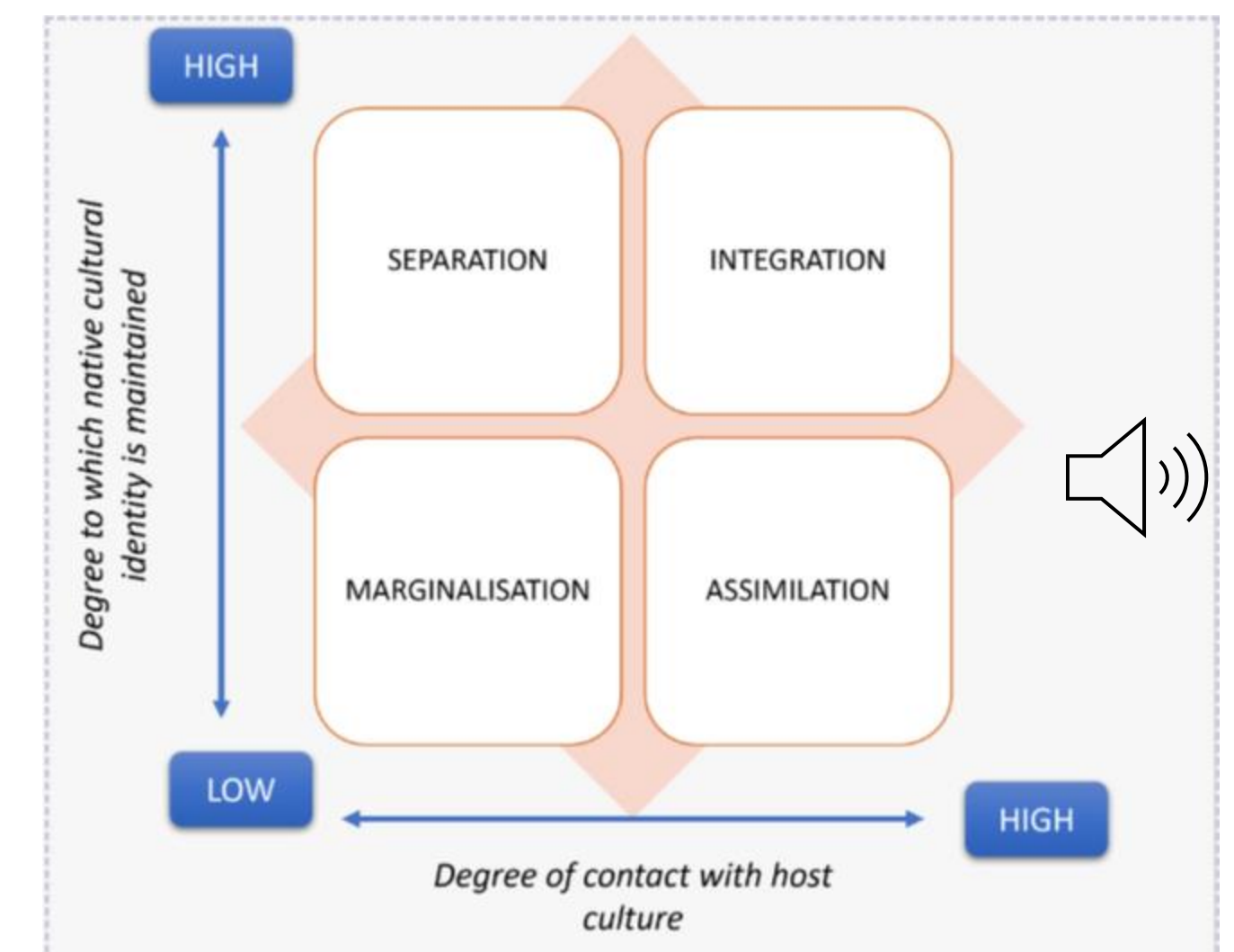
John Berry's acculturation model (image & explanatory audio)

Activity

1. Select a community that has experienced acculturation.
2. Determine which of Berry's acculturation modes fits best.
3. Based on your findings, why might Berry's model be incomplete?

Assessment

Model solution & Self-reflection





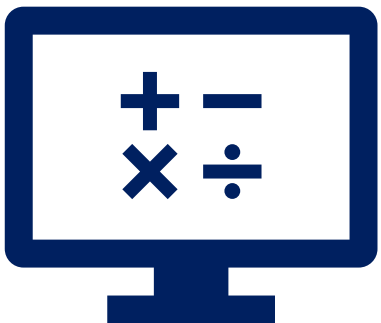
TIME FOR TEAM WORK



Select or write a learning objective



Suggest at least two resources that students should use to understand the content



Suggest an assessment activity and how you would provide feedback.



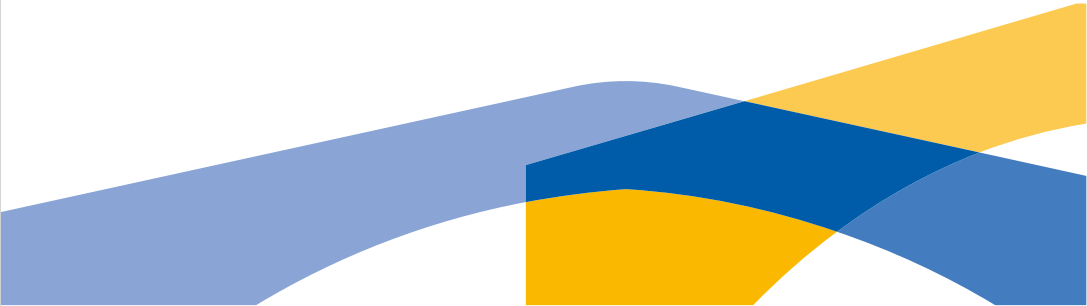
15'



Share your suggestion



15'

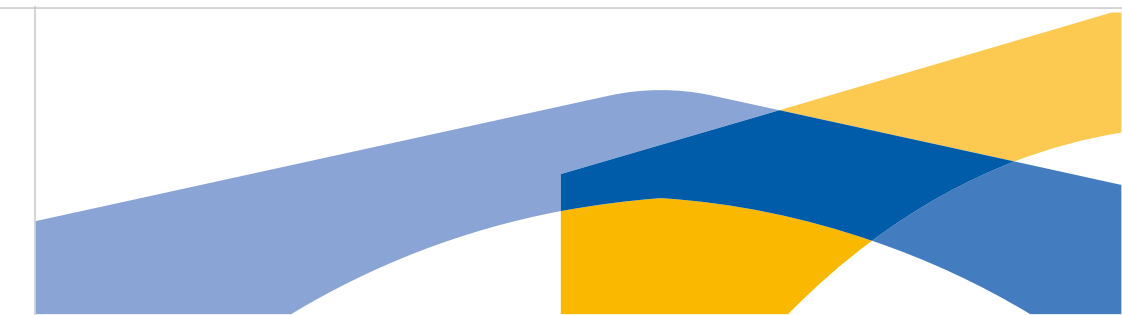


Final recommendations



REMEMBER TO DESIGN A COURSE THAT...

- Is completely asynchronous
- Takes students between 2 and 4 hours to complete
- Is related to the objectives of our work package
- Includes content to be studied in at least two different formats
- Has at least one self-assessment with feedback





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