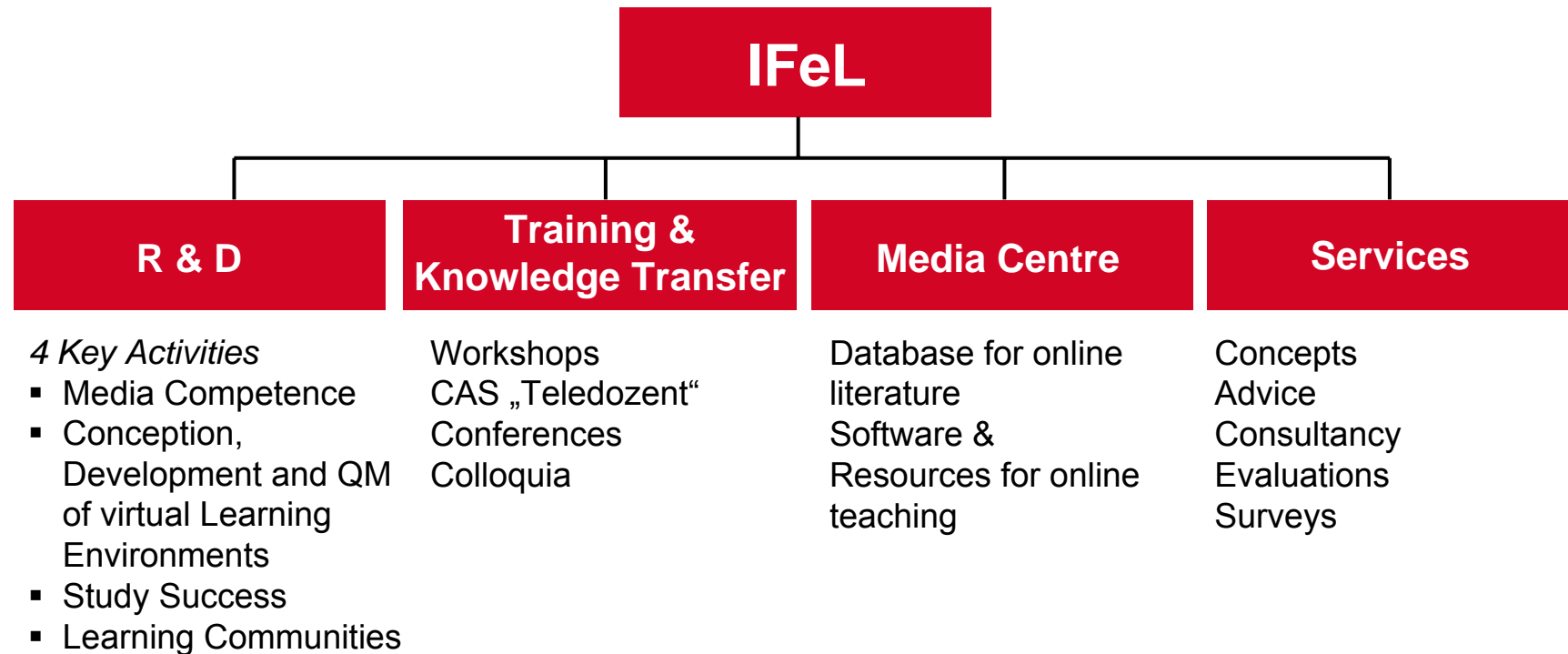


Reference Courses – A model for a flexible and sustainable Application of online Teaching- and Learning Material

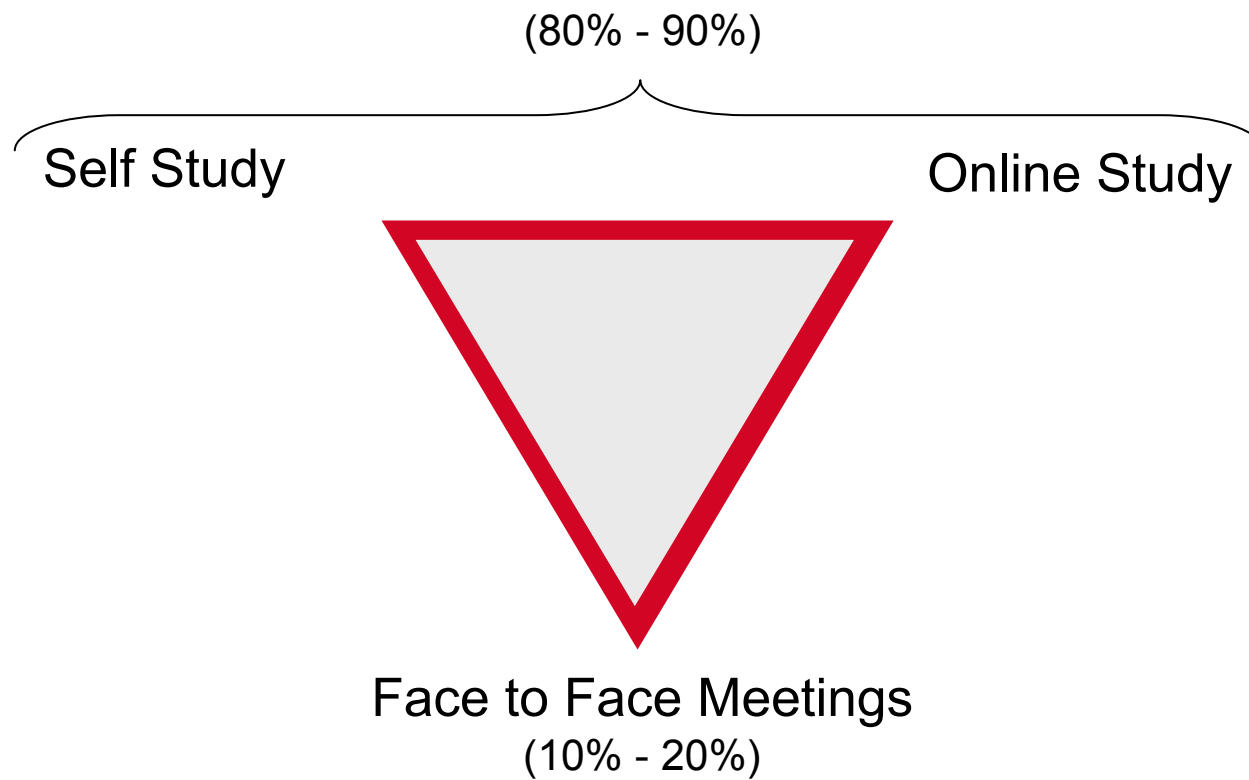
Per Bergamin

Who we are....

Interface between pedagogical, media- and computer related requests



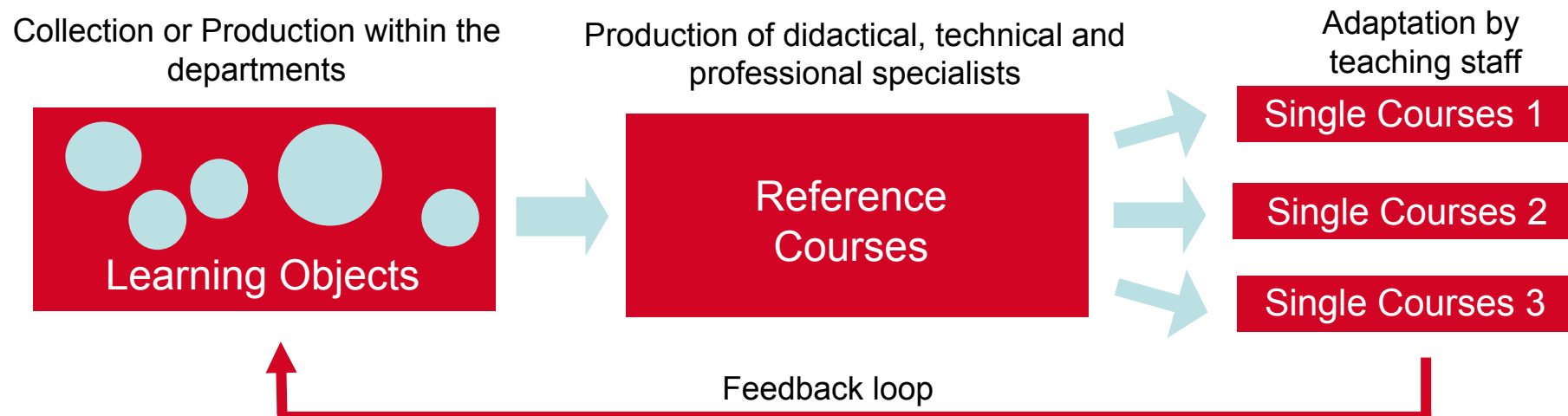
Didactical Scenario



Realisation of the Scenario

- Combination of print und online Learning Material and online Learning Activities
- Combination of online Activities und Face to Face Meetings

Model of Reference Courses



Realisation of the Scenario

Arrangements

1. Instruction of Authors (for Reference Courses)
2. Training of Teacher and Tutors
3. Development and Revision of Courses
4. Didactical Monitoring
5. Technical Support
6. Evaluation
7. Distribution
8. Information Meetings
9. Discussion, Debriefing und Systematisation of Experiences
10. Feedback of Experiences

Realisation of the Scenario

Two Goals (in the fore)

- Didactic Quality Management
 - Integration of Self-, Online- und Face to Face Learning
 - Openness of the Teaching Settings
 - Joint Knowledge Creation

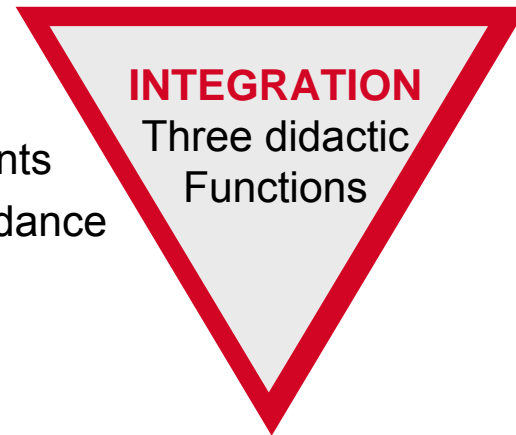
- Sustainability
 - Reutilisation of Learning Material
 - Ongoing Adaptation to new Requirements
 - Preservation of Knowledge (Products and Content)

Factors of didactic Quality Management

Integration of Self-, Online and Face to Face Learning Activities

Distribution of
Information and
Content

- Literature
- Supplements
- Study Guidance



Interaction

- Testing
- Exercises
- Feedback

Cooperation

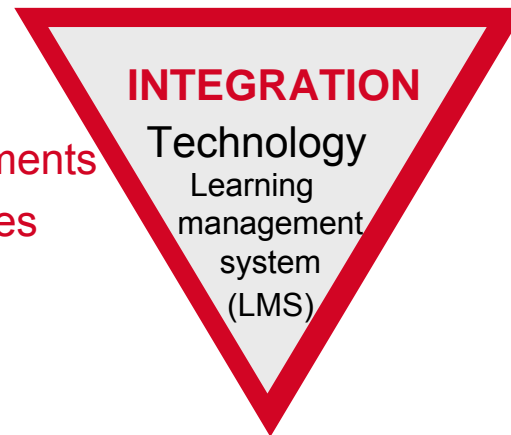
- Between Students
- Between Teachers and Student

Factors of didactic Quality Management

Integration of Self-, Online and Face to Face Learning Activities

Self Study

- Literature
- Scripts
- Written Assignments
- Audio-, Videofiles
- Podcasts



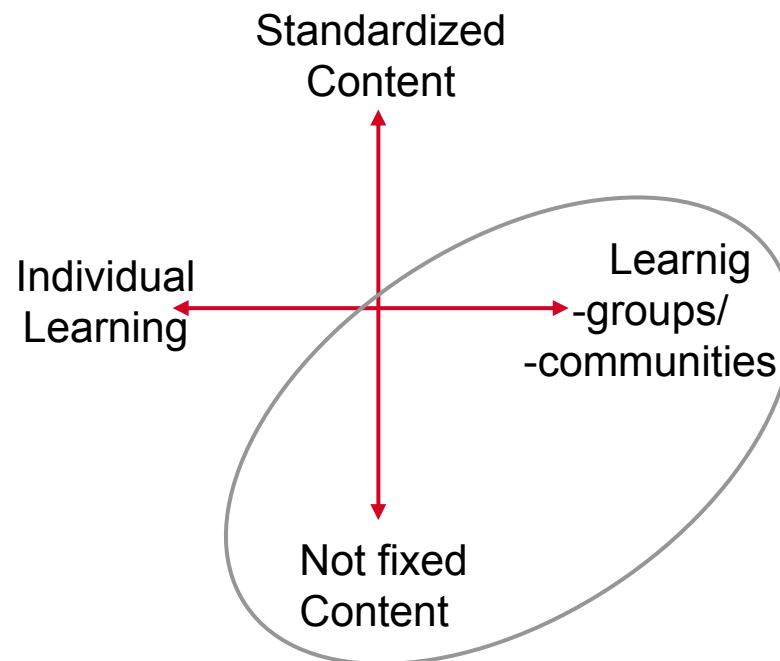
Online Study

- Testing Tools
- Specific Websites
- Simulation
Environments
- Communication
Environments
- Rooms for CSCW

Face to Face Meetings

Factors of didactic Quality Management

Openness of Teaching Settings



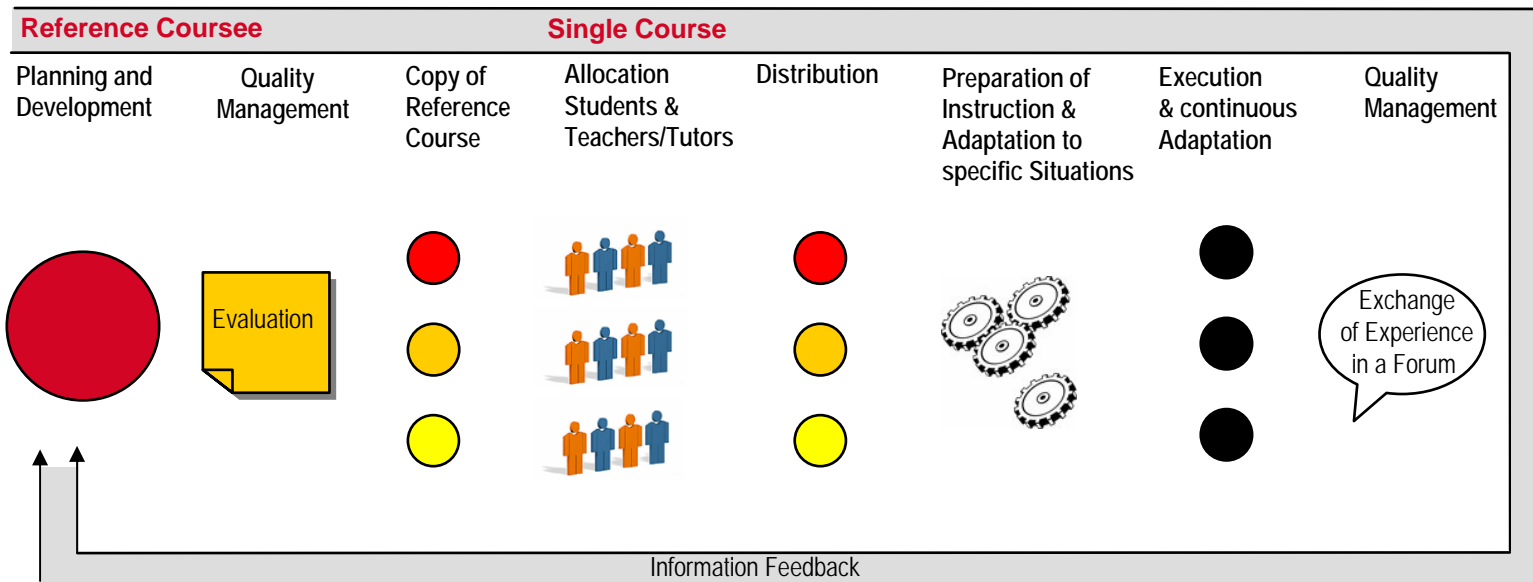
Schulmeister, 2004

Factors of didactic Quality Management

Joint Knowledge Creation

- Flow of Group Activities (Learning Communities)
 - Informal Exchange (without definite Goal => warm up)
 - Project-oriented Collaboration (external Task with a definite Goal)
 - Collegial Cooperation (Creation of own Goals and Definition of common Steps to achieve the Objectives)

Process to sustainable Learning Content



- Reutilisation of Learning Material
- Ongoing Adaptation to new Requirements
- Preservation of Knowledge (Products and Content)

Elements of a Reference Course

Formal

- One Module per Semester
- Qualified Authors
- Didactic Monitoring (professional Content & didactic/methodic Structure)

Didactic/Methodical

- Scheme (of Modules)
- Study Guide
- Schedule
- Literature
- Tests, Exercises
- Communication Applications
- File Repository for Students
- Project Rooms

Experiences

Evaluation

Contentanalysis

- => Sporadic Adaptation (to specific Instruction Situations)
- => New Communication Application (Forum, Blogs, Wikis)
- => Publication of additional Learning Material (static)

Interviews with Teachers/Tutors

- => Students don't want new time-consuming Learning Activities
- => Exercises are not adaptable because is to standardized content
- => Costs and Profit is not balanced
- => Lack of technological Competence

Conclusion

- => Orientation to more Problem-based Didactic (long-time Perspective)
- => Introduction of Open Learning Activities (Phases) as a didactic Standard

Experiences

Technology

Problems

- **Standardization**
 - Introduction SCORM Content Packages (3rd Edition)
 - Only for the LMS Moodle other Applications show compatibility Problems
- **Conclusion**
 - Learning Object Repository

Thank you for your Attention

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