



e-Learning Scenario

Course Name:

Introduction to Leadership

1. Education Stakeholders' Goals

Organisation

Deliver a course on '*Leadership*'.

Learners/Users

Acquire confidence, abilities and skills to commence projects combating social exclusion in their own local settings.

External Collaborator

1. Pedagogical Online Course Design to ensure Quality by matching all **stakeholders' goals**, needs, suggestions, best practices and visions.
2. Define appropriate **online learning pedagogical principles**.
3. Combine a **pedagogic scenario and Moodle technology** targeting sustainability within an international interdisciplinary and multicultural context.
 - 3.1 Design the online course structure (matrix) including social and learning space; define frameworks and methodologies for developing social spaces, module objectives, learning outcomes for each module, learning roles and activities related to Moodle tools.
 - 3.2 Produce detailed design of the online course (see Appendix I).
 - 3.3 Produce appropriate pedagogical contents.
 - 3.4 Enhance online soft skill (see Appendix II).
 - 3.5 Evaluation and benchmarking (if accepted) (see Appendix III).
- 4 Evaluation and assessment of the proposed model.

2. Online Learning Pedagogical Principles

For this course, problem and project-based learning need to be task-oriented, based on individuals' authentic experience and connected to their local communities. The learning theories found suitable to this framework are socio-cultural learning, constructivism, communities of practice and socio-constructivism. From a bird's eye view, we may refer to student/user-centred socio-collaborative learning practices for individual and community knowledge and skills building. Self-directed and collaborative learning will provide self-study, self and peer-to-peer assessment. Community immersion will be achieved within a social learning space by cultivating empathy, trust and support between the learners/users. These relationships and networks will empower the individuals and provide them with the necessary confidence to commence projects for their communities' benefits. Technology will provide the medium; Moodle is built on socio-constructivist principles to enhance socio-collaborative learning practices.

Since the online learner has the dual persona of the learner and the user our approach is

learner/user-centred, with an additional consideration for sustainability within a diverse international context.

3. Pedagogical Scenario & Moodle Technology

Aims

1. Identify overall objectives for a leadership course
2. Describe the online course structure
 - Produce a matrix for all Units of Learning (UOL) based on IMS-LD

3.1 Overall Objectives

- Help learners/users being aware of their power to help their local community.
- Help learners/users in behavioural change and personal development via participation in the on/off line community and adapting roles
- Help learners/users combine intangible and tangible benefits
- Produce the Pedagogical Modelling: textual (and visual if accepted) representation of:
 - roles,
 - activities,
 - decision points &
 - timeline
- Enhance self-directed and collaborative learning.
- Enhance online soft skills via participation in online discourse (see Appendix I).
- Enhance community knowledge acquisition and transfer of this knowledge.
- Promote resources exchange
- Promote cognitive exchange
- Promote collaborative activities
- Help learners/users improving the life standards for her/his community; and
- Assess the proposed model and online course.
- Leadership, Problem-Solving Skills, Self-Directed Learning
 - Self-organised learning (planning, signposting, measurement and self-evaluation, feedback)
 - Ability to find and use appropriate resources
 - Self-reflection & critical thinking
 - Social and ethical skills
 - Being self-sufficient and self-motivated
 - Facility with computers
 - Ability to work in a team
 - Performance ability
 - Communication and networking skills
 - Leadership skills - proactive thinking
 - Ability to motivate the team members
 - Ability to overcome barriers
 - Ability to identify right people in the right job
 - Ability to communicate corporate goals, values and vision to stakeholders
 - Ability to ensure there is a clear link between the above and the work they do
 - Ability to identify competencies and activities required to achieve these goals, and map them to job roles



- Ability to measure an individual's performance against their job role and identify development opportunities where necessary, and provide feedback in a structured way.

3.2 Online Course Structure

IMS-Learning Design (hereafter IMS-LD) in Moodle is a new initiative to integrate Learning Design specifications with Moodle. It is based on the framework of roles and activities: each participant being related to a role (i.e. moderator, online tutor, student, etc.) performs different activities, based on his role and preferences.

IMS-LD Process

- Identification of **Roles**
- Identification of **Activities**
- Descriptions of relationships between roles and activities (each activity mapped to one role i.e. **Role-parts**)
- Role-parts are grouped in **Acts** (an act is a set of role-parts)

Aims - Produce a Matrix for all Units of Learning (UOL-Matrix).

- Describe UOL1: 'What is Leadership' *without adaptation to UOL-Matrix as it requires visual representation in RELOAD (Appendix I)*

UOL-Matrix

IMS-LD

Moodle Roles

- online tutors
- **students**
- course creators &
- administrators – moderators - facilitators (see Appendix VI)

Students' Leadership Roles (in turns)

- leaders
- facilitators
- recorders
- team members
- volunteers to help with administration and moderation

Define suitable activities *for each module* considering:

- The learning path (online collaborative learning)
- Associating roles with activities and tools, based on:
 - Resources (unstructured & structured)
 - Collaborative Activities (forced-sequenced, conditionally-sequenced & non-sequenced)
 - Preparatory activities (e.g. search, collect, relate and synthesize)



	<p>information)</p> <ul style="list-style-type: none"> - Information presentation and exhibits - Group brainstorming and decision making - Story telling and role playing - Management of online discussions - Joint planning and Problem solving activities - Students' initiatives (e.g. reviews of the discussions in the forms of reports or newsletters) - Tracking and assessing learner's progress - Selecting exam type (e.g. workshop, quiz, portfolio) - Building mutual trust, help and support - Tests for individuals and gorups - Course assessment, evaluation and feedback 						
	<p>Moodle Tools</p> <table border="1"> <thead> <tr> <th>Blocks</th> <th>Resources</th> <th>Activities</th> </tr> </thead> <tbody> <tr> <td> Latest News Upcoming Events Recent Activity Calendar Course Summary Online Users Topics People Activities Search Courses </td> <td> Compose text page Compose web page Link to file/website Display a directory Insert a label </td> <td> Assignments Chat Choice Forum Glossary Journal Lesson Quiz Scorm Survey Wiki Workshop </td> </tr> </tbody> </table>	Blocks	Resources	Activities	Latest News Upcoming Events Recent Activity Calendar Course Summary Online Users Topics People Activities Search Courses	Compose text page Compose web page Link to file/website Display a directory Insert a label	Assignments Chat Choice Forum Glossary Journal Lesson Quiz Scorm Survey Wiki Workshop
Blocks	Resources	Activities					
Latest News Upcoming Events Recent Activity Calendar Course Summary Online Users Topics People Activities Search Courses	Compose text page Compose web page Link to file/website Display a directory Insert a label	Assignments Chat Choice Forum Glossary Journal Lesson Quiz Scorm Survey Wiki Workshop					
	<p>Matching Roles with Activities (Role-parts)</p> <ul style="list-style-type: none"> - taking turns - expand information and resources (flexible content) • Grouping Role-parts (Acts) 						
UOL	<p>UOL 1: What is Leadership?</p> <p>Time Frame: e.g. 15 May 2010: Online Course Design</p> <p>Target Audience: Multipliers and other learners/users</p> <p>Objectives:</p> <ul style="list-style-type: none"> • to identify skills and relative experience as regards project management, problem-solving and technical skills (learner-centred and Organisation facilitated). • to identify learners/users best practices, suggestions, ideas and common visions • to create group and subgroups of learners/users and information • to create clear understanding of what a project to combat social exclusion is 						



	<ul style="list-style-type: none"> • to outline the different elements and stages in the preparation of a project document/proposal to combat social exclusion • to determine the need for interdisciplinary collaboration & networking • to allow reflective practices for individual and groups' common learning experiences <p>Modules and Time Frame (proposed by the Organisation) (<i>time-charts if accepted</i>)</p> <ul style="list-style-type: none"> • Time-block 1: 0.0 Content Module 'Get-to-know-each-other' • Time-block 2: 1.1 Content Module 'What is Leadership?' • Time-block 3: 1.2 Content Module 'X?' • Time-block 4: 1.3 Content Module 'X' • Time-block 5: 1.4 Content Module 'X?' • Time-block 6: 1.5 Content Module 'X' • Time-block 7: 1.6 Content Module: 'X' • Time-block 8: 1.7 Content Module 'X'
<p>UOL Aids</p>	<p>Learning aids need to be adopted to learners/users' experience, skills and context familiarity</p> <ul style="list-style-type: none"> • concepts maps • online tutoring • control questions with feedback • assistance for project work • collective construction of meaning through 'negotiated' exam contracts • meta-cognitive online work
<p>UOL Resources</p>	<ul style="list-style-type: none"> • Learning resources blocks for <i>each module</i> <ul style="list-style-type: none"> – concept maps – printable text – browsable text – recorded material (e.g. streaming media (video and audio files) for uploading and podcasting) – questions (e.g. Frequently Asked Questions) • Resources (Web pages and Moodle blocks) for <i>each module</i> <ul style="list-style-type: none"> – Informative front page (information about the concept and the course: description, objectives, mind maps, navigation map) – Contact details (e.g. Organisation, moderator, online tutor) – Constant updates (e.g. newsletters, RSS, messages emails) – Calendar with all dates related to the course resources collection and activities – Archived Resources <ul style="list-style-type: none"> ▪ Links for resources ▪ Links for accessing the archived resources + Assessment of archived resources – Glossary for consensus definition of terms – Reports, texts and written material – Portfolio for each participant – Experts' area (asking questions to invited experts) – Results from online questionnaires

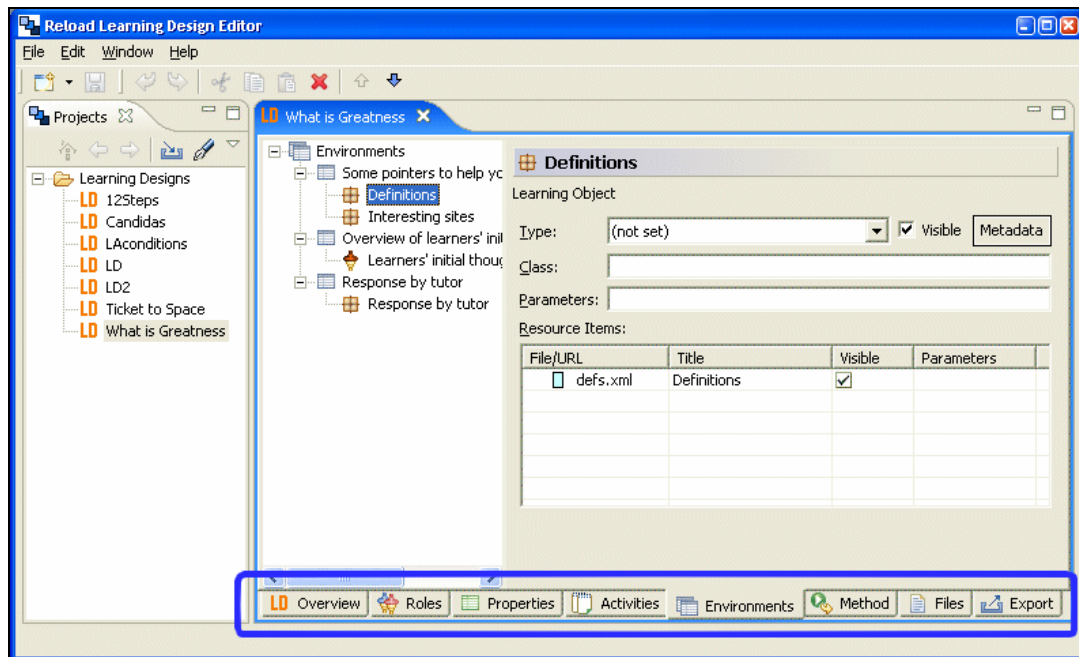


UOL	Method	Moodle Tools
Assessment	Self-monitoring & self-planning	Portfolio, Questionnaire, Quiz, Assignment, Learner's activity monitoring, Surveys in real time
	Time-management	Portfolio, Use of Blocks (e.g. Upcoming Events, Calendar, Activities)
	Reflection, re-planning	Portfolio, Lesson, Use of resources
	Choice in difficulty level of the activities	Portfolio, Choice, Assignments for different levels
	Consensus decision making	Glossary, Wiki, Summary, Forum, Journal, Chat, Newsletters
y	Peer-to-peer assessment	Forum ratings, Workshop, Wiki, Worksheet
	Progressive knowledge acquisition of the individual	Portfolio, Questionnaire, Assignments, Choice
	Progressive knowledge acquisition of the online learning community	Quiz, Portfolio, Questionnaire, Survey, Wiki, Time-series evaluation, Summary, Newsletters
UOL Outcomes	<ul style="list-style-type: none"> • Awareness and Knowledgeability regarding <ul style="list-style-type: none"> • What Leadership is. Additionally, related to: <ul style="list-style-type: none"> – Problems in organisations and local communities – Need for interdisciplinary collaboration for group project design – Acquisition of appropriate skills needed as prerequisites <ul style="list-style-type: none"> ▪ Behavioural change and personal development ▪ Realisation of responsibility and roles within the local community ▪ Cognitive exchange in the form of information, resources and collaboration – Clear understanding of what a project to combat social exclusion is – Different elements and stages in the preparation of a project document/proposal to combat social exclusion – Layout and formal of project proposal – Identify and develop project requirements, aims and objectives from personal stories and case studies – Realise the power to combat the problems and help the local community if appropriate skills are acquired. • Development of Skills/abilities <ul style="list-style-type: none"> – Leadership Skills – Project-management and problem-solving skills – Inter-personal & intra-personal skills – Soft skills – Team-working skills – Self-directed and collaborative learning skills – Knowledge transfer to different environments and real life settings. • Assessment of the proposed model <ul style="list-style-type: none"> – External Collaborator's feedback. 	
UOL Sustainability goals	<ul style="list-style-type: none"> • Real-life scenarios - projects • Support in adopting new habits • Information dissemination 	

Appendix I: IMS-Learning Design

International Specification Standardisation with RELOAD

There are tools that can map the online learning design based on the current specifications for Learning Design standardisation. IMS-Learning Design efforts on Learning Design international standardisation (<http://www.reload.ac.uk/ldesign.html>) are recently targeted at integration with Moodle . Since this proposal needed to be short and descriptive and I am not aware of your immediate goals on Learning Design I have not implemented the proposed Learning Design fully in RELOAD (example Picture 1). <http://www.reload.ac.uk/ldeditor.htm>



Appendix II: Online Soft Skills Enhancement

- Adaptation in online international collaboration and networking
- Adaptation to multi-cultural collaboration and multiple perspectives of research areas
- Experience on building a virtual professional profile and professional relationships
- Online Skills Development and Sustainability
- Participation in an Online Community of Practice
- Soft Skills Development: Soft skills are social/personal skills and are transferable to other environments. Soft skills using advanced technology in an online community are related to:
 - Written Communication Skills
 - Information Technology / Technical skills (use of communication and collaboration technologies e.g. collaborative writing and annotation tools)
 - Information Literacy Skills (search, synthesize information etc using Moodle)
 - Working with others
 - Transversal skills (e.g. organisational skills such as problem solving, communication skills, meta-competences, learning how to learn, motivating other users, knowledge management etc)
 - Problem Solving (coming up with good ideas, planning and organising things, finding solutions to problems)

Skills related to the degree and type of participation in problem-solving activities in online discussion

- Self-actualisation in on/off line settings
- Four levels of participation (zero, low, medium, high)
- Types of participation based on the cycle 'collect, relate, create, donate' as well as the Organisation stairway of participation.
- Adopting roles in turns based communities of practice, project management and problem-solving:
 - project leader
 - facilitator
 - recorder
 - team member

Appendix III: Evaluation & Benchmarking

Activities: Key-performance indicators (if automated)

- Off-line Students enrolments ~ Online students' enrolments
- Server log data (logins per day, per week, etc.)
- Social Network Analysis (students' interactions on numerical basis)
- % of utilization of tools on the virtual environment
- Other

Resources: Key-information indicators

- % of utilization of resources available from the organisation
- % of knowledge production in discussion forums
- Online discussions (e.g. Content Analysis; for example, quotes from other people's discussions –most quoted message)
- Links
- Information and resources rating
- Other

Processes: Key-progress indicators

- Ways of using the material and information from discussions
- Levels of participation (if automated: Social Network Analysis, e.g. community members' withdrawals, leadership roles, strands between actors.
- Success factors from participants who have successfully completed projects on social exclusion
- Value Analysis (e.g. intensity of interactions)
- Stakeholders' levels of satisfaction and enjoyment within the community
- Other

Appendix IV: Moderator's Responsibilities - Interactivity Management

Responsibilities of the Moderatos are related to the community management. These are:

1. Information.
 - Informative first page: Ensure that the community's first page provides all needed information to encourage and inspire the students to engage.
 - Introduction of themes in collaboration with the students and the Students Administration Office.
2. Registration system: Facilitate the registration process if necessary.
3. Welcome note: A welcome note inspires and encourages the students to participate as well as giving additional information on technical and management issues (e.g. Moodle description, inappropriate behaviour etc.)
4. Profiles: The students need to be encouraged to construct their profiles. Profiles provide a feeling of co-presence and enhance the sense of belonging.
5. Induction and training: An initial meeting for using Moodle might bring issues of usability of the system and suggest the problems students have on using the system on site (if any). Additionally, information will be provided on ways for writing, replying and form an online message.
6. Subgroups: Based on students' research interests as well as hobbies sub-groups will create initial locus of interactions.
7. Initial one-way communication: Introduction of the students (research interests, hobbies, personal information that would like to share, experiences etc) as well as tools (e.g. votes, polls, surveys, newsletters) can break the ice and give the necessary information to move to two ways of communication and productive interactions.
8. First message: The first of each student might define later behaviour. An initial authentic reply and warm welcoming will encourage students to continue communication as well as shy students to send a message.
9. Discussion highlights as newsletters: A monthly newsletter that will provide a summary of the discussions and any additional information from the organisation. Newsletters inform members for news, activities, make members aware of the previous issues and develop a felling of belonging to a community.
10. Motivation of silent participants: Moderatos need to 'kick' the students to contribute to the community.
11. Monitoring and control: Subjects and discussions moderation could enhance or prevent specific issues to be brought on the surface.
12. Use of the expert: Students might need more formal or expert advice in addition to confidentiality that a community cannot provide.
13. Help and Support: The students need to feel that there is always someone there on a 24/7 basis.
14. Give the members ownership of their learning and learning outcomes (work behind the scene).



References

- Berggren, A., Burgos, D., Fontana, J.M., Hinkelman, D., Hung, V., Hursh A. & Tielemans, G. (2005): Practical and Pedagogical Issues for Teacher Adoption of IMS Learning Design Standards in Moodle LMS. *Journal of Interactive Media in Education*, 2005/02 Available at <http://www-jime.open.ac.uk/2005/02/berggren-2005-02.pdf> Last access 12/04/2006.
- Blumberg, P., Solomon, P., & Shehata, A. (1994, April). Age as a contextual cue in problem-based learning. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Dougiamas, M. (1998) A journey into constructivism. Available at <http://dougiamas.com/writing/constructivism.html> Last access 12/04/2006.
- Dolmans, D. H., Gijsselaers, W. H. & Schmidt, H. G. (1992, April). Do students learn what their teachers intend they learn? Guiding processes in problem-based learning. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Maslow, A. (1960). *Motivation & Personality*. Harper & Row.
- IMS (2003) *IMS Learning Design. Version 1.0 Final Specification* IMS Global Learning Consortium, Inc. Retrieved Available at <http://www.imsglobal.org/learningdesign/> Last access 12/04/2006.
- Kahn, Badrul H. *A Framework for Web-Based Learning*, in Khan, B.H. (ed) *Web-Based Training* ISBN 0-87778-303-9
- Lambropoulos, N. (2005). Sociability and Usability for Contribution based on Situated Informal Learning and Consensus Knowledge Building in Online Communities. In the Proceedings of the *1st Conference on Online Communities and Social Computing*, the 11th International Conference on Human-Computer Interaction 2005, 22-27 July, Las Vegas, Nevada, USA. CD-Rom.
- Lave, J. and Wenger, E. (1991) *Situated Learning. Legitimate peripheral participation*, Cambridge: University of Cambridge Press.
- Livingstone, D. W. (2000). 'Exploring the icebergs of adult learning: findings of the first canadian survey of informal learning practices'. NALL Working Paper #10-2000, The Research Network on New Approaches to Lifelong Learning Ontario Institute for Studies in Education of the University of Toronto (OISE/UT).
- Löwer, B. (Guest ed.): Special Issue on Consensus. *Synthese* 62 (1985).
- Moodle documentation and discussions <http://www.moodle.org> Last Access 12/04/2006.



Preece, J. (2000). *Online communities: Designing usability and supporting sociability*. New York, NY: John Wiley & Sons.

Problem Based Learning Initiative at Southern Illinois Institute :
<http://www.pbli.org/pbl/pbl1.htm> Last Access 12/04/2006.

Reeves, T.C., Reeves, P.M., Effective Dimensions of Interactive Learning on the World Wide Web, in *Web-Based Instruction*, Englewood Cliffs N.J. : Educational Technology Publications, 1998

Reload Learning Design Editor is available at: <http://www.reload.ac.uk/ldeditor.html>
Last access 12/04/2006.

Shneiderman, B. (2002). *Leonardo's Laptop: Human Needs and the New Computing Technologies*. Cambridge, MA: MIT Press.

Soloway, E., Guzdial, M., and Hay, K. (1994). Learner-Centered Design. The Challenge For HCI In The 21st Century. *Interactions*. 1, (2), pp. 36-48.

Spang Bovey, N & Dunand, N. (2006). Seamless production of interoperable e-Learning units: stakes and pitfalls. Workshop "Learning Networks for Lifelong Competence Development, 30 - 31 march 2006, Park Hotel Vitosha. Part of the Ten Competence. Available at
http://www.people.unil.ch/nadia.spangbovey/Elements/TenC_Sofia2006_NSB_ND.pdf Last access 12/04/2006.

Thomas, J. W., Mergendoller, J.R., & Michaelson, A. (1999). *Project-based learning: A handbook for middle and high school teachers*. Novato, CA: The Buck Institute for Education.

Thorpe, M. (2003). Collaborative online learning: Transforming learner support and course design. In A. Tait & R. Mills (eds). *Rethinking learner support in distance education: Change and continuity in an international context* (pp.182-211). London: Routledge Falmer.

Tönnies, F. (1955). *Community and Association* (C. P. Loomis, Trans.). London: Routland & Kegan Paul Ltd.

Vygotsky, L.S. (1978). *Mind in Society*. Cambridge, Massachusetts: Harvard University Press.