

Group 3, WORKSHOP 'Learning and Teaching Tools', EPTA Annual Online Conference '23

E-course design: <https://t.ly/d3A7W>

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Workshop description

You'll use Padlet to create (write down) a draft for the course program. From that draft you would later on start creating a real course.

It can not be 100% practical and face-to-face course. Try to convert it to e-learning as much as possible. This course is an e-course, which means you must have interactive aspects in there.

TASK:

- o Create/design an e-course description based on course syllabus;
- o At least 3 topics of the course, theoretical/practical (video and/or reading);
- o Self-assessment exercises;
- o Tests;
- o Homework;
- o Files, pictures, videos;
- o Etc.
- o Discuss, find out and write down your team ideas about e-course design here.

Learning activities and assessment principles of the course must support the achievement of the learning outcomes.

Please remember that 1 ECTS=26h.

Group members

Write your names:

John Flavin
Irena Petkova
Mariela Vlachkova
Krum Petrov
Pavlin Kamburov

Example

Course title: XXX

Course Syllabus
Learning outcomes
etc

Description of the topic learning material

1. Theoretical material
2. Learning material for reading
3. Glossary 'terms'

Description of Elearning material

1. Video lesson
2. Interactive Elearning material for reading

Assessment for elearning

Choose the best/optimal tool for assessment for every (sub)topic:

1. self-control quiz
2. essay
3. homework
4. case study
5. etc

Final grade

Describe how the final grade is formed.

Quality Criteria

| Quality criteria | | |
|---|---|---|
| Structure | | |
| Easy to use | | |
| Well structured | | |
| Technically operational | All links open | |
| | Educational materials are up-to-date and open | |
| | Online material on the course is accessible | |
| Learning instructions | | |
| Contains: | The purpose of the course and learner-centered learning outcomes | |
| | Prior knowledge, technical skills, prerequisites | |
| | Principles of assessment and feedback | What, when and how they will be assessed |
| | | When, where will be learners given feedback on their strengths and weaknesses of their progress |
| | | It is clearly indicated how and when grades or results are communicated |
| | | Information about finishing the course |
| | Development of learning skills | Students are directed to reflect on what they have learned, to improve time planning skills, etc. |
| | | The course provides learning instructions for the whole learning process, giving an overview of the contact learning part in the case of blended learning |
| | Course contacts | Contacts for technical, organisational, social, pedagogical support |
| | Additional information | Need for additional paid software |
| The course can be completed on common smart devices | | |
| Course development | | |
| The content of the course supports the achievements of the course learning outcomes | | |
| The course's educational materials and learning activities correspond to the course credits (1ECTS/EKAP=26h) | | |
| Appropriate media (e.g. text, images animations, audio, video etc.) are used for presenting the material | | |
| Materials follow best practices (EST) for the creation of digital learning materials | | |
| Materials have been prepared in accordance with the terms and conditions of use of the works of other authors | Guide to citing and writing a theses in Estonian Academy of Security Sciences (EST) | |
| | Colleagues' articles, pictures, slides, learning materials, audio- and video materials, graphics etc. is also cited | |
| Planning of the learning process | | |
| Learning activities and assessment principles of the course support the achievement of the learning outcomes | | |
| Technological tools support the learning process | | |
| Conduct of the course | | |
| The active participation of the learner in the learning process is supported | Group works | |
| | Forum posts | |
| Learning activities must be regular and proportionately distributed throughout the learning process | | |

Course syllabus

Course title: Basic Training of prison officer

Goal and Target Audience: The aim of the training is to provide basic knowledge to new prison officers about the prison organization, professional ethics, daily tasks, and prison security.

Duration

Basic Training:

20 academic hours of independent learning in the Moodle environment.

46 academic hours of training at the Estonian Academy of Security Sciences.

Additional to Basic Training:

16 academic hours of basic first aid training. (If you have completed an extensive first aid course in the recent past, you can contact the prison personnel department to inquire whether they consider your prior training sufficient so that you don't have to repeat first aid training as part of the prison officer's basic training).

Learning Outcomes

Upon completing the course, the learner:

Has an overview of the prison organization.

Adheres to the professional ethics while on duty.

Conducts simple daily activities in the prison.

Wears the uniform correctly.

Understands the basic legal regulations of the prison service.

Properly utilizes special equipment when responding to incidents.

Understands the fundamentals of communication and collaboration.

Chooses an appropriate method of assertiveness in each situation and can prevent verbal conflicts.

Final grade/assessment: written test

Topic 1

Structure and functions of prison

Legislative framework & Regulations

Organisation and structure of the prison

Services for prisoners

Legislation, prison rules

Topic 2

Topic 3

Final Grade

Links

If you want and have time, you can create some content in these:

[Canva](#) - slides

[Genially](#) - interactive content

[Miro](#) - mindmaps

You need Google account to use these.

You can also check out what [H5P](#) can offer you.

Free Elearning tools

Free Elearning tools

EASS, 2023

PADLET



