



Activity Code O8-A1

Induction to Pedagogy

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SYNERGY

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1 Introduction

In the SYNERGY project it is one of the main objectives to create an online environment, in which micro-enterprise owners (MEOs) and vocational education and training providers (VET providers) can exchange information, experiences and knowledge. This environment has several features and functionalities that shall inform, up-skill or connect the different members of the target-groups. One of these features are the micro-social networks, in which MEOs and VET providers can connect, discuss and exchange information, experiences and knowledge. The different local or regional micro-social networks can also build connections one with another so that the different activities can take place on a broader either national or even international level. This innovative way of establishing broad networks that do primarily target on the online exchange of knowledge really has the potential to be beneficial for hundreds of micro-enterprises and VET providers that are engaged in the activities. It enables MEOs to have access to learning resources from other MEOs or VET providers that address their needs directly and to learn from the experiences others made in similar contexts. Furthermore, VET providers can get in contact with their target group and listen to their concerns, so that they can create bespoke education and training offers.

The described approach has many potentials and might be beneficial for all persons involved, but it comes with some challenges as well. To realize the potentials it is necessary to find a way to harness the available knowledge effectively by creating learning resources that can be shared within the micro-social networks. As these resources are created primarily by the MEOs or their employees respectively persons that are neither pedagogues, professional trainers or any other person with pedagogical and didactical knowledge it is necessary to find a mechanism that safeguards that the created resources adhere a certain quality so that they really are beneficial for others. Furthermore, the quality of the micro-social networks themselves which are, generally spoken, peer-to-peer networks must be safeguarded as well. Hence, summarized, it can be said that the future micro-social participants need to acquire knowledge that enables them to create valuable learning resources and to cultivate an effective exchange and communication within the micro-social networks. Therefore, the Induction to Pedagogy has been created which is to understand as some kind of training programme that addresses the MEOs that are going to engage in the online environment and provides them with a sound basis of didactical-pedagogical knowledge, quality criteria of peer-learning, and other knowledge that help to face the aforementioned challenges.

Following, we will provide you with the so called Learning Outcomes Matrixes and the Module Cards to six different modules that build the Induction to Pedagogy. These modules were set in the Pedagogic Strategy and agreed by the partners. The partners also carried out the work to create these modules by relying on literature findings and best practices.

2 Module Cards and Learning Outcomes Matrixes

The Induction to Pedagogy is to understand as a five-hour training programme that needs to be run by the MEOs that are planning to engage and participate in the micro-social networks actively. The very basis of this training programme is a curriculum that comprises six different learning modules that are derived from the Pedagogic Strategy, in which their background is mentioned more grounded. Anyway, the different modules are subsumed under two main-headings as follows:

(1) General Knowledge:

The modules comprised under this heading aim to set the basis for the work within the peer-to-peer learning environments (micro-social networks) and for being a learning resource creator, as it aims to teach the learner about peer learning and criteria for learning resources in general.

1. *Module:* Criteria for Peer Learning
2. *Module:* Design of Learning Resources
3. *Module:* Learning Materials and Objectives

(2) Quality Assurance:

The modules related to the Quality Assurance focus on the evaluation of diverse aspects and components of the peer-to-peer learning environment and the shared resources. The evaluation shall uncover potentials for improvements and is a lynchpin to the environments quality assurance.

4. *Module:* Evaluation of the Environment
5. *Module:* Evaluation of the Learning Resources
6. *Module:* Training of the Peers

Each of these six modules is described more detailed by so called Module Cards and Learning Outcomes Matrixes. Both of these instruments are typically used in a similar way to have a comprised overview about training programmes or school curriculums. Therefore, we rely on such a structure as well.

The Module Card is to understand as a structured, tabular overview about the module, its contents and the competency acquired, methodological hints, and potential assessments formats as well. It aims to provide general insights, and to help its readers to get a general understanding. Thus, it is not an in-detail description. Anyway, the general structure of a Module Card is the following:

Name of the Curriculum Module:	Estimated learning time:
Module 1	1 hour
Description of the Module:	
-	
Description of the competences related to this module:	
-	
Description of the content and its relevance:	
-	
Methodological hints:	
-	
Assessment:	
-	

Table 1: Module Card Template

The different Module Cards will be complemented by Learning Outcomes Matrixes. Their purpose is to provide a detailed overview about the different learning outcomes targeted by a certain module, to describe teaching and learning activities that are undertaken to lead to these outcomes, and hints about the assessment of the learning outcomes. The idea of the assessment, however, is not only to assess if the learners acquired a certain knowledge or if they developed competencies in a valid and reliable way but also to repeat contents, to help the learners transfer their knowledge and skills, and to strengthen them. For this purpose, the assessment column will inform about tools that can be used to carry out the assessment. Anyhow, beneath you can see the structure of such a Learning Outcomes Matrix:

Name of the Curriculum Module:		
Outcome	Teaching and Learning Activities	Assessment
Please describe the skills and competencies, the micro-enterprise owners need to be acquired when they have taken this induction.	Please describe how the micro-enterprise owners will be provided with the contents and how you aim to achieve a specific learning outcome.	Please describe how you plan to assess the achievement of the specific outcome.
-	-	-

Table 2: Learning Outcomes Matrix Template

3 Induction to Pedagogy

Following, it is our idea to display the Module Cards and the Learning Outcomes Matrixes of each of the different modules. Therefore, however, this chapter is to understand as the Induction to Pedagogy itself respectively the Curriculum. Before displaying the different modules we want to indicate that they are open for interpretation. Even if the general knowledge that should be acquired is set, you are free to choose a methodology that suits best for you and you peers and you can vary the assessment formats. Following, we mainly outline suggestions. These suggestions are thought-through but you might find an even better way to realize the desired learning outcomes, and you should feel free to use this way. Nevertheless, as the Induction to Pedagogy is to understand as a quality assurance mechanism it must be safeguarded that the mentioned learning outcomes are achieved.

3.1 Criteria for Peer Learning

Criteria of Peer Learning	Estimated learning time:
Module 1	5 hours
Description of the Module:	
<p>The peers should be familiar with the definitions and criterions of peer learning, they should understand how groups work and should be built in peer-environments, and they must be informed about the attitudes and mind-sets that go hand in hand with peer learning – particularly working towards a common goal. This knowledge is inevitable for further evaluation and feedback processes.</p> <p>This module is divided into different phases with a special focus each:</p> <ol style="list-style-type: none">1. The first phase will provide the learners with a crucial understanding of what peer-learning is. They will know definitions of peer-learning and have acquired a basic knowledge of the matter.2. In the second phase, the learners will get detailed insights into different arrangements and constellations of peer groups and their interrelationships. They will have an understanding of group building and dynamics and they will be enabled to moderate groups.3. The third phase will provide the learners with an understanding of how to establish peer-learning environments and settings, how to monitor them, and how to safeguard quality. <p>After the completion of this module, the learners will have a sound knowledge of various aspects of peer-learning and they will know about the value of such a framework that helps them to plan, implement and evaluate peer learning.</p>	
Description of the competences related to this module:	
<p>When having completed this module, the learners are able to define peer-learning and to articulate a detailed and reflected understanding of this matter.</p>	

They do furthermore know different peer-learning arrangements and how to construct and monitor them, based on their knowledge about quality criteria of peer-learning.

Description of the content and its relevance:

In the first phase, the learners will learn to differentiate between basic definitions like, e.g., peers and peer-learning. Therefore, it is inevitable to research the literature and to get insights into popular definitions like those of, e.g. EHLERS (2013) or TOPPING (2007).

In the second phase, important aspects for planning peer-learning under consideration of criterions outlined by, e.g. TOPPING (2007), will be learned. This encompassed, e.g.:

- Curriculum content
- Contact constellation
- Ability of the peers
- Time
- Place
- Characteristics of the helped
- Objectives of the peers
- Voluntary vs. compulsory

The third phase provides the learners with insights into frameworks that will help them to plan, implement and evaluate/ assess peer-learning.

Methodological hints:

- Mixture of online presentations/ webinars and self-learning elements.
- Learning should be oriented on authentic and realistic problems. This includes the considerations of situational aspects and solutions.

(see LOM for further information)

Assessment:

- Mind-maps
- Presentations
- Comparisons
- Learning materials

(see LOM for further information)

Table 3: Criteria of Peer Learning Module Card

Name of the Curriculum Module: Criteria of Peer Learning		
Outcome	Teaching and Learning Activities	Assessment
Please describe the skills and competencies, the	Please describe how the micro-enterprise owners will	Please describe how you plan to assess the

micro-enterprise owners need to be acquired when they have taken this induction.	be provided with the contents and how you aim to achieve a specific learning outcome.	achievement of the specific outcome.
The learner can differentiate between different definitions of peers and peer learning.	<ul style="list-style-type: none"> - Brainstorm own ideas of peers and peer-learning. - Interactive presentations about peer-learning and issues to discuss. - Mini learning resources about peer-learning and its sub-topics. - Comparison of created materials & mind-maps. 	<ul style="list-style-type: none"> - Creation of a mind map about peers and peer learning. - Reflection paper about main characteristics of peers and peer-learning. - Comparison of the mind-maps and the reflection paper. Differences and common aspects. - Creation of a table.
The learners knows common and important frameworks and knows how to apply them.	<ul style="list-style-type: none"> - Mini learning resources about important criteria and aspects for the design of peer-learning materials. - Creating own materials by using the guidelines and presentations. 	<ul style="list-style-type: none"> - Own peer learning materials
The learner is able to monitor and evaluate peer-learning environments and learning materials.	<ul style="list-style-type: none"> - Mini learning resources about important criteria and aspects for the evaluation of peer-learning materials. 	<ul style="list-style-type: none"> - Criteria based checklist about how to evaluate peer learning materials

Table 4: Criteria of Peer Learning Learning Outcomes Matrix

3.2 Design of Learning Resources

Design of Learning Resources	Estimated learning time:
Module 2	5 hours
Description of the Module:	
<p>The peers should be introduced to learning design models and the skills and tools required to be able to devise and design learning resources. This knowledge will be subsequently leveraged as they will be trained in using the specific tools provided by the SYNERGY platform. The module is divided in the following phases</p>	

Phase I

Introduction of learning design models. The first phase aims at introducing the basic models available in understanding the interworkings of learning, prior to the actual design of a learning resource.

Phase II

Introduction to learning material design and key techniques. This phase will allow peers to gain further insight in the workings of designing learning resources.

Phase III

Use of the SYNERGY platform toolkit for developing learning resources. The final phase will act as platform training that will empower peers to use the toolkit provided to develop and disseminate their learning resources.

After the completion of this module, the learners will have a fair understanding of the principles of designing learning material, as well as the necessary training to use this knowledge and the provided platform toolkit for designing their own learning resources.

Description of the competences related to this module:

Upon completion of this module the peers will have a fair understanding of the principles involved in designing learning material.

They will be able to formulate a design plan for the material to be developed as well as take full advantage of the toolkits provided by the SYNERGY platform to execute their design plan and create their learning resources.

Description of the content and its relevance:

Phase I

Introducing basic elements of experiential lifecycle as set forth by Kolb, Kemp's instructional design model and the ADDIE systematic training model. These three approaches will allow peers to gain a better insight into the workings of learning and training and be able to recognize the required patterns for constructing a design plan.

Phase II

This phase will introduce two basic technics in designing learning material, namely the use of Mind Maps and subsequently the DACUM (Design A CurriculUM) systematic process for organizing the ideas recorded in the Mind mapping phase.

Phase III

The final phase aims at training peers in the use of the SYNERGY platform toolkits for creating a learning resource. It will present all options available in creating content for the platform, such as creating and editing videos, creating online presentations, adding voice, uploading content created offline etc. It will conclude with an exercise to create a demo resource, in order to validate knowledge acquired in this phase.

Methodological hints:

Mixture of online presentations/ webinars and self-learning elements.

Learning should be oriented on authentic and realistic problems. This includes the considerations of situational aspects and solutions.

(see LOM for further information)

Assessment:

- Mind-maps
- DACUM
- Demo Learning Resources

(see LOM for further information)

Table 5: Design of Learning Resources Module Card

Name of the Curriculum Module: Design of Learning Resources		
Outcome	Teaching and Learning Activities	Assessment
Please describe the skills and competencies, the micro-enterprise owners need to be acquired when they have taken this induction.	Please describe how the micro-enterprise owners will be provided with the contents and how you aim to achieve a specific learning outcome.	Please describe how you plan to assess the achievement of the specific outcome.
The peers will have acquired basic knowledge of learning processes and models.	Interactive presentations on experiential lifecycle as set forth by Kolb, Kemp's instructional design model and the ADDIE systematic training model.	Creation of mind maps on presented learning models.
The peers will have acquired basic techniques required to design learning material.	Interactive presentations on Mind mapping and the DACUM process for the creation and development of the course curriculum.	Creation of mind maps and DACUM on peers' suggested themes (to be used in phase III).
The peers will be trained in using the SYNERGY platform toolkit for creating learning resources.	Hands on training on the SYNERGY platform and resource creation toolkit.	Leverage the mind maps and DACUM of phase II to create learning resources on the SYNERGY platform.

Table 6: Design of Learning Resources Outcomes Matrix

3.3 Learning Materials and Objectives

Learning Materials and Objectives	Estimated learning time:
Module 3	5 hours
Description of the Module:	
<p>The peers should have a good understanding of how to select and develop Learning Materials and Objectives; they should be familiar with definitions and also understand how adult learners and groups should use Learning Materials and how these interact with Learning Objectives.</p> <p>This module is divided into different phases each with its own special focus</p> <ul style="list-style-type: none">- The <i>first phase</i> will provide the peer-educators with knowledge on defining and understanding the importance of Learning Objectives in order to acquire a basic knowledge on this subject.- The <i>second phase</i> is crucial for the peer-educators and will detail how to write the Learning Objectives based on evaluating the knowledge and skills the students should acquire.- The <i>third phase</i> will concentrate on defining and selecting Learning Materials. The peers will begin to understand the importance of selecting Learning Materials when creating their own course and aligning these resources with the needs, interests and abilities of the learners- In the <i>fourth phase</i> they will be asked to create Learning Materials and Objectives based on the needs, interests and abilities of one their peers. <p>After the completion of this module they will have a sound knowledge of how to develop Learning Materials and Objectives.</p>	
Description of the competences related to this module:	
<p>Upon completion of this module, the learners will be competent peer-educators and capable of developing materials aiming to support the overarching goal of the course.</p> <p>They will understand and implement strategies/ approaches for selecting Learning Materials based on the Objectives of the course and the importance of aligning these with the needs, interests and abilities of the students.</p>	
Description of the content and its relevance:	
<p>In the first phase, the peers will be introduced to what Learning Objectives are, and their importance in reaching the goals of a training course. They will gain insights into popular definitions and examples.</p> <p>In the second phase they will have access to different models for writing learning objectives in order to correctly describe what other adult learners should know or be able to do at the end of the course.</p>	

The third phase will help the peers to define and select Learning Materials based on the Learning Objectives identified in the second phase of the module. In this phase it is crucial to teach the peers the correlation between the Learning Materials and Learning Objectives, and the importance of aligning the resources with the needs, interests and abilities of the learners.

The fourth phase will give them the opportunity to put in practice the lessons learned by testing the knowledge gained. This exercise will allow the peers to create Learning Materials and Objectives by studying the training needs, interests and abilities of one of their colleagues.

Methodological hints:

- This module can be facilitated online with mini-learning formats representing a combination of online resources like: presentations, video lectures, examples, templates and self-learning elements.
- Learning should be oriented on addressing the problems identified during the research part of the project and be aligned to the expectation of the learners.

(see LOM for further information)

Assessment:

- Mind-maps
- Presentations
- Comparisons based of examples
- Short reflection exercises and written assignments
- Learnings materials

(see LOM for further information)

Table 7: Learning Materials and Objectives Module Card

Name of the Curriculum Module: Learning Materials and Objectives		
Outcome	Teaching and Learning Activities	Assessment
Please describe the skills and competencies, the micro-enterprise owners need to be acquired when they have taken this induction.	Please describe how the micro-enterprise owners will be provided with the contents and how you aim to achieve a specific learning outcome.	Please describe how you plan to assess the achievement of the specific outcome.
The learner will know how to identify and write the Learning Objectives based	- Mini-learning format detailing the identification and development of	- Short exercise where the learner will develop learning objectives

on evaluating and understanding the learning needs.	<p>Learning Objectives , Interactive presentations about Learning Objectives and issues to discuss based of studying examples.</p> <ul style="list-style-type: none"> - Comparison of created materials & mind-maps. - Brainstorm own ideas of Learning Objectives. 	<p>based on evaluating leaning need</p> <ul style="list-style-type: none"> - Creation of a mind map about identifying and writing Learning Objectives
The learner will understand how to select Learning Materials based on Learning Objectives, and the importance of aligning these resources with the needs, interests and abilities.	<ul style="list-style-type: none"> - Mini-learning format detailing how to select learning materials - Selecting own learning materials/resources based on the learning objectives - Brainstorm own ideas regarding the relation between learning materials and learning objectives. 	<ul style="list-style-type: none"> - Short mind-map exercise highlighting the stages of selecting and developing learning materials, in alignment with learning needs, interests and abilities - Short exercise where the learner have to develop learning materials based of learning objectives.
The learner is able to evaluate the learning needs of other peers, develop learning objectives and select learning materials.	<ul style="list-style-type: none"> - Provide mini-learning format resources explaining the steps of evaluating learning needs. - Provide sample lesson on how to develop learning objectives and Learning resources. 	<ul style="list-style-type: none"> - In a structures exercise the Learners will use the knowledge gained to select learning resources and write the learning objectives for one of their colleagues.

Table 8: Learning Materials and Objectives Learning Outcomes Matrix

3.4 Evaluation of the Environment

Evaluation of the Environment	Estimated learning time:
Module 4	1 hour
Description of the Module:	

Safeguarding a high standard within the learning environment must be one of the peer's major objectives. Therefore, evaluations of the environment are necessary and each of the peers will contribute. Hence, the peers must be aware of typical challenges and quality criteria of peer learning, so that they can face the identified challenges by using approaches and implementing routines.

This module is divided into different phases with a special focus each:

- (1) The *first phase* will allow the learners to define and understand the basic differences between peer and self-assessment.
- (2) In the *second phase*, the learners will get insights into typical challenges with regard to peer learning, online environments, accreditation processes (i.e. EQF, ECTS) as well as possible solutions.
- (3) In the *third phase*, the learners will be provided with the characteristics of three main approaches related to quality criteria of peer learning.
- (4) In the *fourth phase*, the learners will test their ability to measure the quality of the environment based on the acquired knowledge through a case study and/or examples and they will assess the compatibility of the learning environment with the learning needs of the target groups

After the completion of this module, the learners will have a sound knowledge of quality criteria related to peer-learning and they will be able to measure the quality of the learning environment based on this knowledge.

Description of the competences related to this module:

Upon completion of this module, the learners will be able to :

- Define peer and self-assessment and their basic differences
- Identify typical challenges of peer learning, online environments and accreditation processes and suggest possible mitigating solutions
- Analyse certain quality criteria of peer learning which will take into consideration for the evaluation of the environment
- Analyse, match and address learning environment affordances and learners' needs

Description of the content and its relevance:

In the first phase, the learners will be provided with the basic definitions of peer assessment and self-assessment (what & why) and they will distinguish in which cases they implement each method (SPILLER, 2012). During this phase, it should be stressed that peer learning involves cooperation, communication and the giving and receiving of peer feedback, as well as sharing of knowledge and ideas in a reciprocal partnership (KEPPELL et al., 2006 & BOUD et al., 1999). Examples will be given on how self and peer assessment takes place in the frame of an online environment (discussion forums, emails, blogs, etc).

In the second phase, initially some basic typical challenges of peer learning (e.g. see BOUD, 2001), online environments (e.g. see the 2009 publication of CEDEFOP on "European

guidelines for validating non-formal and informal learning”) and accreditation processes (i.e. EQF, ECTS) will be identified and analysed.

In the third phase, the learners will be guided to certain quality criteria of peer learning which are useful to assessing the quality of environment through three main approaches (TOPPING 2007, EHLER 2013 & HOY/ TSCHANNEN-MORAN 1999).

In the fourth phase, the learners will discuss and evaluate learning environments based on their knowledge. A case study and/or examples will be provided and the learners will be asked to evaluate whether these correspond to the quality criteria previously analysed, the local context and the indicators identified. Through this exercise, they will assess the compatibility of the learning environment with the learning needs of the target groups and they will check whether the instructional design of the learning environment reflects their expectations.

Methodological hints:

- Mixture of online presentations and self-learning elements.
- Learning should be oriented on authentic and realistic problems for the online environment through interactive multimedia material. This includes the considerations of situational aspects and solutions.

(see LOM for further information)

Assessment:

- Brainstorm and whole class discussion
- Mind-maps
- Comparisons
- Learning materials
- Case study with a Multiple-choice Test/quizzes and/or examples

(see LOM for further information)

Table 9: Evaluation of the Environment Module Card

Name of the Curriculum Module: Criteria of Peer Learning		
Outcome	Teaching and Learning Activities	Assessment
Please describe the skills and competencies, the micro-enterprise owners need to be acquired when they have taken this induction.	Please describe how the micro-enterprise owners will be provided with the contents and how you aim to achieve a specific learning outcome.	Please describe how you plan to assess the achievement of the specific outcome.

<p>A. The learner should be able to:</p> <ul style="list-style-type: none"> - differentiate between peer and self – assessment and - distinguish in which cases each one is implemented. 	<ul style="list-style-type: none"> - Brainstorm own ideas for peer and self-assessment (O- A.1) - Provide mini-learning resources about peer and self-assessment (O-A.1) - Provide examples of peer or self-assessment (O-A.2) 	<ul style="list-style-type: none"> - Evaluation of the understanding of peer and self-assessment through a comparison of own ideas about peer and self-assessment with material from the mini-learning resources. (O-A.1) - Explanation of the analysis of the provided peer and self-assessment examples based on certain criteria set. (O-A.2)
<p>B. The learner should be able to:</p> <ul style="list-style-type: none"> - identify typical challenges of peer learning, online environments and accreditation processes; and - suggest possible mitigating solutions 	<ul style="list-style-type: none"> - Brainstorm own ideas of typical challenges related to peer learning, online environments and accreditation processes (O-B.1) - Creation of a mind map including typical challenges of peer learning (O-B.2) 	<p>Analysis of the mind map about typical challenges of peer learning, online environments and accreditation processes; incorporation of suggestions</p> <ul style="list-style-type: none"> - “routes”, through which these challenges can be overcome, as main branches.
<p>C. The learner should be able to analyse the quality criteria for peer learning of 3 main approaches/ theories</p>	<ul style="list-style-type: none"> - Provide mini-learning resources with information regarding the 3 main approaches - Creation of a table with the basic characteristics of the approaches and accentuation of elements related to the evaluation of peer learning and learning environment (whole class activity) 	<p>Comparison of the characteristics of the approaches and connection with the evaluation of the learning environment.</p>
<p>D. The learner should be able to monitor and evaluate peer-learning online environments.</p>	<ul style="list-style-type: none"> - Creation of a criteria-based checklist about how to evaluate peer learning materials 	<ul style="list-style-type: none"> - Analysis of a Case study - A simple multiple choice test or quizzes evaluating the Case study environment (and the

	<ul style="list-style-type: none"> - A Case study and/or examples for the evaluation of environment based on quality criteria previously identified - Summarize main points and draw general conclusions 	<p>knowledge & skills acquired).</p>
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Table 10: Evaluation of the Environment Outcomes Matrix

3.5 Evaluation of the Learning Resources

Evaluation of the Learning Resources	Estimated learning time:
Module 5	4 hours
Description of the Module:	
<p>The module is intended to provide the learners with the main theoretical knowledge and practical skills and competences to become able to evaluate the quality of learning resources and also to make possible changes on them.</p>	
<p>The module corresponds to the Mini Learning Format (MLF). Possible additional activities can be embedded in one of the three main MLF parts, depending on the specific focus. addressed</p>	
<p>The module is divided into three different phases with a special focus each:</p>	
<p>(1) The first part will provide the learners with the basic theoretical notions and definitions and, in general, with the knowledge of the main issues related to the topic. This corresponds to the KNOWLEDGE within the Learning Outcomes Framework - EU Qualifications Framework for Lifelong Learning, 2008.</p>	
<p>(2) The second part will provide the learners with basic instructions about how to face the problems addressed in part 1. This corresponds to the SKILLS within the Learning Outcomes Framework - EU Qualifications Framework for Lifelong Learning, 2008.</p>	
<p>(3) The third part will provide the learners with the opportunity to perform a specific task to put into practice what they have learnt. This corresponds to the COMPETENCES within the Learning Outcomes Framework - EU Qualifications Framework for Lifelong Learning, 2008.</p>	
<p>After the completion of this module, the learners will have a sound knowledge of the theory and practice of learning resources quality management, and will be able to operate the right choices according to their target groups.</p>	
Description of the competences related to this module:	

When having completed this module, the learners will be able to define quality criteria for learning resources, to make the right steps in evaluate available resources and to perform a whole quality review process, with possible adjustments and integrations.

Description of the content and its relevance:

As nowadays there is a lot of learning material available via the Internet, it is crucial for teachers and trainers to be able to apply sound quality criteria to choose the best solution for the target group’s needs.

In the module two of the main evaluation tools for learning materials will be addressed:

- MERLOT
- LORI

The evaluation criteria according to MERLOT are three:

- (1) Quality of the content
- (2) Effectiveness
- (3) Ease of use

LORI is focused on e-learning and has an extended range of criteria (9).

EFQUEL – European Foundation for Quality in e-Learning - standards and criteria will be also addressed and presented.

Methodological hints:

- Offline downloadable presentations, interactive explanations and exercises. Additional resources for more in-depth learning provided.
- Competency-based and Performance-based approach.

(see LOM for further information)

Assessment:

The MLF includes two types of assessment:

- Online automatic quizzes for self-assessment
- Guided or semi-guided summative assessment via a practical exercise (a task to be performed).

The latter is based on the principles of Authentic Assessment. It will be performed by the trainers/assessors

(see LOM for further information)

Table 11: Evaluation of the Learning Resources Module Card

Name of the Curriculum Module: Evaluation of the Learning Resources		
Outcome	Teaching and Learning Activities	Assessment

Please describe the skills and competencies, the micro-enterprise owners need to be acquired when they have taken this induction.	Please describe how the micro-enterprise owners will be provided with the contents and how you aim to achieve a specific learning outcome.	Please describe how you plan to assess the achievement of the specific outcome.
A. The learner should be able to: (1) differentiate between peer and self – assessment and (2) distinguish in which cases each one is implemented.	1ST PART OF THE MLF: “KEY ISSUES” Animated multimedia presentation of the main points at issues, quality definitions and criteria. Complementing with further activities (optional).	Self-assessment via online resources (e.g. multiple choices quiz). Possibly complemented with other forms of assessment (optional).
SKILLS The learners can apply the knowledge acquired to differentiate between different learning solutions.	2ND PART OF THE MLF: “BASIC INSTRUCTIONS” Interactive presentation of instructions to face the issues addressed in part 1. Complementing with further activities (optional).	(Not necessary; it can take the form of automatic self-assessment as in point 1 or of the practical task performance as in point 3).
COMPETENCE The learners can evaluate the available learning resources according to the target group(s)’ needs; they can also make changes and customize resources in order to comply with established quality criteria.	Practical part where the performance of specific tasks is required. Complementing with further activities (optional).	<i>Summative Authentic Assessment</i> Creation of an object (e.g. a presentation, a text, a graphic) as evidence of the learning process. Assessed directly and personally by the trainer/assessor.

Table 12: Evaluation of the Learning Resources Learning Outcomes Matrix

3.6 Training of the Peers

Training of the Peers	Estimated learning time:
Module 6	5 hours
Description of the Module:	

The peers should have a good understanding of the key characteristics of their roles and responsibilities as peer-educators; they should understand how adult learners learn and different instructional techniques for different learning styles. Peers completing this module will also gain understanding and some practice in relation to strategies and approaches to adult pedagogy, as well as practice in integrating collaboration and knowledge-sharing into their curriculum design. Peers will have the opportunity to demonstrate their learning by creating their own course on the SYNERGY Exchange which will integrate some of the key learning outcomes from this module.

This module is divided into four different phases, each with its own special focus:

- (1) The *first phase* will allow the peers to define and understand the basic differences between peer-educators and e-tutors. It is important that the peers understand what is being asked of them and the type of support they must give to their peer-learners.
- (2) In the *second phase*, the peers will gain insights into the stages and aspects of instructional design, and will understand how collaboration can be integrated into these processes.
- (3) In the *third phase*, the peers will begin to understand the different learning styles of adults, aspects of learner motivation and how to set realistic and appropriate learning outcomes for their curriculum. The peers will also get some practice at curriculum design when they draft their own learning outcomes matrix and lesson plan based on templates provided.
- (4) In the *fourth phase*, the learners will be asked to create a short course of their own on the SYNERGY Exchange platform.

After the completion of this module, the peers will have attained comprehensive knowledge of instructional and curriculum design processes. They will be competent and proven peer-educators, with the skills to create relevant and appropriate learning content and assessments for their peers.

Description of the competences related to this module:

Upon completion of this module, the learners will be able to :

- Define the role and responsibilities of peer-educators, and compare and contrast these to that of an e-tutor;
- Understand some basic strategies for instructional design and understand how to integrate peer collaboration into the design process;
- Understand and implement strategies and approaches for adult pedagogy;
- Understand the essential building blocks of creating a curriculum for their peers and put this knowledge to practice by creating their own course on the SYNERGY Exchange platform.

Description of the content and its relevance:

The *first phase*, peers will be introduced to their roles and peer-educators. They will also be introduced to the basic differences between their role as peer-educators and that of e-tutors.

It is important that the peers understand what is being asked of them and the type of support they must give to their peer-learners. It is also important that the opportunity to be a peer-educator is seen as a mutually beneficial experience and, unlike traditional tutors and e-tutors, the peer-educators should expect to gain something from this experience. For this reason, the importance of collaboration and peer feedback should be emphasised.

In the *second phase*, stages and aspects of instructional design will be introduced. It is important that peer-educators are introduced to this theory as they will need to put these concepts into practice when they are later asked to create their own course on the SYNERGY Exchange.

In the *third phase*, the peers will be introduced to the different learning styles of adults. Again this is an important step as peer-educators will need to understand the VARK model to ensure that the content they create is relevant and appealing to their peers. Peer-educators may never have undertaken to create an online course before, and so it is important that they realise that PowerPoint and handouts may not appeal to all peer-learners, and some may require a more visual approach, for example. In this section, learner motivation and setting appropriate learning outcomes for a peer-learning curriculum will also be addressed. To ensure that this content is being absorbed by the peer-educators, they will be asked to design their own learning outcomes matrix and lesson plan based on templates which will be provided.

In the *fourth phase*, the learners will test their knowledge in relation to curriculum design by creating a short course of their own on the SYNERGY Exchange platform. This exercise will allow the peers to demonstrate their ability to adequately address the learning needs and styles of their peer-learners, while also integrating appropriate measures for collaboration, knowledge-exchange and peer-assessment into their curriculum design process.

Methodological hints:

- This module can be facilitated fully online, once the mini-learning formats and templates are comprehensive. As peer-educators will be interacting with their learners online, it is important that they experience online learning as learners first.
- The mini-learning formats should be in the form of video lectures, online presentations, podcasts and webinars where necessary.

(see LOM for further information)

Assessment:

- Mind-maps
- Comparisons
- Short reflection exercises and short written assignments (facilitated through the discussion forum on the SYNERGY Exchange)
- Learn Outcome Matrix and sample Lesson Plan
- Short course created using the SYNERGY Exchange platform

(see LOM for further information)

Table 13: Criteria of Peer Learning Module Card

Name of the Curriculum Module: Training of the Peers		
Outcome	Teaching and Learning Activities	Assessment
Please describe the skills and competencies, the micro-enterprise owners need to be acquired when they have taken this induction.	Please describe how the micro-enterprise owners will be provided with the contents and how you aim to achieve a specific learning outcome.	Please describe how you plan to assess the achievement of the specific outcome.
The learner will understand the difference between a peer-educator and an e-tutor; and will understand all that is required of them as peer-educators.	<ul style="list-style-type: none"> - Mini-learning format resource detailing the role of a peer-educator; - Worksheet detailing the difference between the role of the peer-educator and that of an e-tutor. 	Short exercise where the learner will compare and contrast the roles and responsibilities of a peer-educator and an e-tutor.
The learner will understand some basic strategies for instructional design and will also understand how to integrate collaboration into the design process.	<ul style="list-style-type: none"> - Definition of instructional design; - Mini-learning format detailing how to integrate collaboration into instructional design process; - Mini-learning format resource the different elements of instructional design, including subject-centred design; learner- 	<ul style="list-style-type: none"> - Short mind-map exercise highlighting aspects of instructional design and how collaboration can be integrated into these processes; - Short reflection paper defining the different aspects of instructional design listed.

	centred design; activity-based; authentic learning; learning sequencing; assessment, etc.	
The learner will be able to facilitate the learning of a peer, through collaboration and will be able to understand and implement strategies and approaches for adult pedagogy.	<ul style="list-style-type: none"> - Provide mini-learning format resources about different learning styles, learner motivation, setting learning outcomes, etc.; - Provide sample lesson plan documenting how adults learn; - Provide templates for learning outcomes matrix and lesson plan. 	<ul style="list-style-type: none"> - Mind-map exercise detailing the different learning styles of adults and identifying appropriate approaches to peer learning for each style; - Identify training target audience and complete a learning outcome matrix detailing appropriate learning outcomes for a proposed peer-learning course; - Create a mock lesson plan based on the sample
The learner will understand the essential building blocks of creating a curriculum for their peers.	<ul style="list-style-type: none"> - Mini-learning format resource explaining the steps in writing a curriculum; - Mini-learning format resource detailing curriculum design theory. 	Learners will use the knowledge gained to write a short curriculum outline, set tasks for their peers to complete and create a short course on the SYNERGY Exchange for their peers in one of the areas identified by the research process

Table 14: Criteria of Peer Learning Learning Outcomes Matrix

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