Manual on hybrid/online education process for humanities professors and assistants

DigitUNI: Digital readiness and capacity building of humanities professors in universities through partnership with digital technologies companies

Erasmus+ KA2 Cooperation Partnerships in Higher Education
www.digituni.eu

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Manual on hybrid/online education process for humanities professors and assistants

This publication is a deliverable of the project:

Digit Uni - Digital readiness and capacity building of humanities professors in universities through partnership with digital technologies companies

Project is funded with the support from the European Commission as a part of Erasmus+ Program.

Project no: *2021-1-LT01-KA220-HED-000031124*

https://digituni.eu/

Authors:

- VIKO Vilniaus Kolegija, Lithuania
- PAX Rhodopica Foundation, Bulgaria
- PRISM Impresa sociale s.r.l., Italy
- FRAMEFoundation for the Development of International and Educational Activity, Poland
- Panepistimio Patron, Greece
- Universitatea Transilvania Din Brasov, Romania

Table of Contents

1 Introduction

This manual explains the university professors & assistants, especially from Departments of Humanities, how to use the Toolbox and how to adapt their teaching style to fit to the needs of the hybrid/online education in order to deliver high quality inclusive & engaging digital education. The manual is a part of DigitUni deliverables and should be studied along with the on-line course provided in the Project. The Manual provides guidance on how they can be acquired, developed, expanded, and put into practice during the hybrid/online teaching. It shows the pedagogical framework, competences to be developed and the methods for developing them in order to be able to include the academic curriculum in on-line and hybrid mode. It does not include ready to use curriculum and is not a complete plan for training, as the specific needs of the academic teachers can de diversified.

The manual explains what is needed and what competences can be obtained while doing the on-line course.

We, at the project consortium, strongly believe that technological changes are not only inevitable but open up new opportunities for professors. They allow the adaptation of teaching tools to the expectations and capabilities of contemporary students, as well as save a lot of time that can be devoted to scientific work. The approach presented in the DigitUni project is based on modern solutions that have strong scientific foundations, are the result of the development of didactics, neurodidactics, and IT. By presenting materials in the project, we want to ensure that using hybrid education has many advantages, but above all, it is not difficult or scary at all. It only requires a change in the way of thinking and openness to technologies that have a lot to offer to contemporary humanities, and additionally, they themselves become the subject of its research.

2 Pedagogical background

From a pedagogical perspective, there is no significant difference between face-to-face and remote learning. In e-learning, most of the methods that are typically used in academic education can be applied. Interestingly, the simplest methods to translate into e-learning are classical, expository ones, which, as has been pointed out in literature many times, are the least effective (lecture). However, technology provides the opportunity to develop activating methods, which can significantly improve the effectiveness of the education process, and also allows for the use of diverse materials. Below, we briefly present the most crucial aspects of education using e-learning.

2.1 Diversification of Methods

In the theory of didactics, the concept of learning styles plays a crucial role. People have different learning preferences: some are so-called visual learners, meaning they learn best by seeing, reading, or watching maps or infographics. This type of student is often recognized by notes highlighted with colorful markers. Another type are auditory learners, who remember best when they hear the material. Such a student usually reads notes aloud and tries to listen as much as possible during classes, as this aids their memory. Creating materials in e-learning allows for diversified forms of transmission. In addition to text, you can record video material (even a lecture) or prepare visual materials. It's also worth noting that this variety often supports the learning process where traditional methods might fall short, e.g., when a lecturer can use a historical recording of a speech or interactive graphics, which cannot be shown during a traditional lecture.

2.2 Activating Methods

Education using e-learning allows for easy application of student-activating methods. For instance, material can be divided into smaller parts, be modular in nature, and after each module, a student can take a self-assessment test, which isn't feasible in regular lectures. Moreover, materials can be interactive, requiring students to be active rather than passive. E-learning is conducive to constructivist methods, which have a significant impact on the effectiveness of the education process. Constructivism assumes that knowledge isn't created through passive reception but is constructed in the process of analyzing the material, relating it to previously acquired knowledge, and applying it to practice. This way, knowledge is contextualized, making it more memorable and fully internalized. One of the constructivist methods is the project method, which can be successfully applied in e-learning. The lecturer can assign students a task to solve a specific problem, outlining the problem area, providing literature scope, and supervising the problem-solving process. IT tools allow for easy supervision of the process, partial checking of progress, and providing feedback. Another method easier to apply in e-learning is experiential learning. Students can perform tasks independently, participate in classes, and find the truth on their own. E-learning also helps students who are shy or, for any other reason, don't want to speak up in traditional classes. Such students can fully participate in the classes.

2.3 Self-Study

Regular academic classes are conducted periodically, with a schedule that's followed. Lecturers keep records of student attendance, but they don't have much influence on their attendance or the opportunity to contact the material between classes. Thanks to e-learning, the student has constant access to tasks. They can study at their own pace, which is especially important for those who have problems with certain subjects and need more time and repetition to assimilate them. The lecturer can fully control who and when works with the material, feeling that they have provided students with everything they need to learn.

2.4 Soft Skills

E-learning, especially self-study, has the advantage of also developing skills not directly related to the subject but essential in academic and professional life. Self-study requires self-discipline, regularity, and perseverance. These traits develop automatically in a student who wants to succeed in e-learning. Furthermore, e-learning can teach cooperation when students have group tasks to perform, communication when they need to communicate online, and conflict resolution in challenging conditions that largely exclude non-verbal communication. E-learning also supports moral education, as it requires honesty and attention to moral values. It's easy to cheat with technology, but even easier to detect fraud, so it's often not worth it for a student to act in a manner inconsistent with student dignity.

3 Legal framework for e-learning at the universities

Though technology related to education is developing at a breakneck pace, the educational system is trying to encapsulate new solutions within legal frameworks to ensure high-quality teaching. In this chapter, we will present the legal situation related to e-learning in the partner countries of the DigitUni project.

3.1 Bulgaria

In the case of Bulgaria, even there were some efforts to introduce on-line and remote learning in electronic environment, the legal frame for such education got its legislative form in 2021. Special Regulations are accepted and they give a legal framework and strict requirements on how the remote education must be organised to be recognised by the state as legal. According to this document universities in Bulgaria are allowed to implement a distance form of education if they have: specially developed internal rules; a specially created service unit for distance learning, with standards and procedures for designing, creating, registering and storing electronic learning activities and resources in accordance with a methodology specific to electronic and distance learning, and under the Copyright and Related Rights Act; a repository of e-learning courses, activities and resources; management systems for e-based assessments and final examinations with detection of plagiarism attempts and with storage of examination data and student work in electronic archive for at least 5 years; a system for student identification and control of relevant procedures

- in the case of electronic conducting of exams and evaluation, software platforms for distance learning with possibilities for synchronous and asynchronous learning and remote authorized permanent access of students, teachers and administrators to activities, resources and systems. Mandatory e-learning courses, activities and resources for a distance form of learning, apart from having to be developed according to a specific methodology, consistent with the requirements of modern e-learning, should be fully accessible in a distance learning platform. The same applies to no less than 50% of optional courses. In addition, not less than 50% of the main information sources to the curriculum of a compulsory subject of the curriculum must be accessible through or on a distance learning platform.

3.2 Greece

According to Law 4957/2022 Article 67:

1. The educational process may be conducted using modern distance education methods, exclusively in the following cases:

a) providing teaching work in first cycle study programs, conducted with the participation of Professors from foreign institutions or Collaborating Professors,

b) providing teaching work in the context of joint study programs with foreign institutions,

c) provision of teaching work in the context of inter-departmental or inter-institutional programs of the first cycle, for the part of the teaching work provided under the responsibility of the cooperating Departments, as long as the headquarters of the cooperating Departments is in a different city,

d) providing teaching work in second cycle study programs and

e) in force majeure or extraordinary circumstances, where it is not possible to carry out the educational process or to use the infrastructure of the Higher Educational Institution (HEI) to carry out its educational, research and other activities,

f) organization of in-depth courses and tutorial exercises, in addition to the mandatory teaching hours per course. The organization of the educational process with distance education methods ensures the accessibility of people with disabilities and special educational needs.

2. As an exception, it is possible to organize the educational process for life, with simultaneous rebroadcasting of the ongoing teaching work using electronic media, exclusively for students of other Departments of the same A.E.I., as long as they choose to attend courses and educational activities of other Departments of the same A.E.I., provided that the students to whom it is addressed study in a Department based in a different regional unit or city from that of the Department in which the course is provided. The evaluation of the students is carried out in a uniform way, regardless of the method of conducting the educational process and monitoring the students.

3. With the internal regulation of A.E.I. the most specific terms and conditions for organizing the educational process with modern distance education methods are defined, the unit of A.E.I. which undertakes

the support of the distance education process, issues related to the protection of the personal data of those participating in the education process, as well as any other technical issue related to the implementation of distance education methods.

4. The organization of courses and other educational activities using modern distance education methods refers to courses and educational activities that by their nature can be supported using distance education methods and do not include practical, laboratory or clinical practice of the students, for which the participation of the students in physical presence is required for their conduct. For this purpose, by decision of the Department's Assembly, the courses and educational activities that can be conducted using modern distance education methods are determined in accordance with the present.

Ref: https://www.odigostoupoliti.eu/nomos-4957-2022-gia-ta-anotata-ekpaideftika-idrymata-aei/

3.3 Italy

The introduction of the "Piano Scuola 4.0" (School 4.0 Plan) in 2022 underscores Italy's resolute commitment to advancing digital education. This comprehensive initiative encompasses two fundamental pillars: "next-generation classrooms," aimed at creating state-of-the-art digital learning environments, and "next-generation labs," dedicated to fostering essential digital skills for the contemporary era, encompassing areas like robotics, artificial intelligence (AI), and coding.

Italy's higher education landscape has embraced e-learning as a potent tool for facilitating distance learning, recognizing its importance in meeting the evolving educational needs of students. However, it's worth noting that the legal framework supporting e-learning, as exemplified by the 2003 decree, may now be considered somewhat outdated, given the rapidly evolving digital landscape and educational technologies.

A striking trend has emerged within the "Economic, Legal, Social Sciences" academic domain, with a noteworthy 25.4% increase in distance learning enrolments during the 2020/21 academic year, constituting 52.5% of all distance learners. This trend has continued to gather momentum in the subsequent academic year (2021/22), with this academic area's prominence reaching 54.9%. This data underlines the growing importance of digital and online education in Italy's higher education landscape.

3.4 Lithuania

The regulations for the first and second cycle of full-time and part-time studies in Lithuania are confirmed by the Ministry of Education, Science and Sport in LIETUVOS RESPUBLIKOS ŠVIETIMO IR MOKSLO MINISTRO ĮSAKYMAS DĖL NUOLATINĖS IR IŠTĘSTINĖS STUDIJŲ FORMŲ APRAŠO PATVIRTINIMO (2009-05-15 Nr. ISAK-1026, Vilnius).

According to the document, the number of contact hours (including lectures, seminars, laboratory work, exercises, consultation, etc) can be individually confirmed by the educational institution but should be at least 20 percent of the first cycle full-time study programme. It is stated in the regulation that a part of

contact hours can be organised remotely. The limit of remote contact hours should not exceed 10 percent of all study programme plans.
The regulation for the second cycle studies differs slightly. The limit of contact hours is 10 percent of all study programmes, while the limit of remote contact hours is 5 percent of all study programme.
Therefore at least half of all contact hours planned in both cycles of studies should be organised in-person.

3.5 Poland

In Poland, e-learning education at universities is developing very dynamically. The Polish system consists of public and private universities. Both of them are intensively developing education with the use of e-learning. The first institution offering online academic courses was the Polish Virtual University established in 2002 as a result of cooperation between a public and a private university, which was very rare.

However, the legal framework allowed only a certain percentage of the courses to be delivered.

Although the COVID-19 pandemic has significantly accelerated the process of introducing e-learning, most universities have already implemented this form of education. During the pandemic, remote learning could be the only form, while currently in Poland, in the case of practical studies, 50% of ECTS can be carried out in e-learning, and in the case of theoretical (called general academic) 75%. In addition, the university must meet a number of criteria, e.g. have trained staff and online learning materials. These restrictions do not apply to postgraduate studies.

3.6 Romania

In Romania, online teaching in universities was regulated in August 2022 by the Romanian Agency for Quality Assurance in Higher Education through “Quality Standards on how to carry out teaching, learning, research, practical applications and assessment activities in the form of full-time education, through the use of specific electronic, computer and synchronous communication resources”. Thus, regarding online teaching in universities the following has been established: the proportion of learning, teaching, research and practical application activities is established taking into account the type of activity, the field of university studies and the cycle of university studies. The maximum values for the percentage of activities in synchronous online format, differentiated by type of activity and university study cycle are as follows: in teaching-learning activities for Bachelor (50%), Master (60%), PhD (65%) level; in practical applications and research for Bachelor (25%), Master (35%), PhD (35%) level.

These values are established by reference to the total hours included in the curriculum for teaching-learning activities and practical applications and research, but it is recommended that the weighting should be maintained at the level of each discipline.

Online teaching is also regulated in the latest Higher Education Law No. 199/2023, published in the Official Monitor, Part I No. 614 of 5 July 2023 and applied from 3 September 2023, which states in Article 33(12) "Higher education institutions shall, on the basis of university autonomy and with public responsibility, develop their own methodology for the conduct of activities carried out in the higher education institution in the online system, approved by the university senate, which shall ensure the proper conduct of activities."

Thus, these activities are regulated at the level of each higher education institution in Romania, which following the pandemic have developed e-learning platforms to support online and hybrid teaching.

4 How to create curriculum for e-learning

4.1 Introduction

For many professors planning the curriculum of a course is not an easy thing. Sciences and arts are constantly developing, so there are lots of things that should be put into such curriculum, and all of these should be monitored in order not to give an obsolete knowledge to your students. Another thing is, that time limitation of the course makes it even more difficult as there's necessity of fitting all the knowledge and skills in one, time-limited course. But what is the most challenging is the fact that the curriculum should also consider methodological and didactic issues. Universities are used to give lectures, while this method is mostly least effective (Bonwell, Eison, 1991). Especially when planning the course with using e-learning methods (or the whole e-learning course) it is crucial to use many teaching and learning methods.

4.2 Planning

4.2.1 Key elements of the course

There are three key elements of on-line courses: students, teacher and technology. When planning the curriculum of the course, these three aspects should be considered in following aspects.

Students

An important difference to keep in mind between school and university is that in the academic tradition, the student is not taught, but learns by himself. Particularly in e-learning methods, it is therefore important to take care of his motivation.

There are several factors that influence learning motivation:

- Differentiation of methods planned in the course. Both written texts and audio or video materials can be used. Visualizations and attractive methods of consolidating knowledge, e.g., interactive exercises, can be used. You can read how to prepare such materials in Module 2.
- Dividing material into units and modules. The smallest units of material should not only be substantively coherent, but also be assimilable within a certain time. Please remember that the human mind likes structures, so organizing the material with a clear key of a given structure greatly improves motivation.
- Goal oriented, which should be clear, achievable, and practical for the student. People do things the more willingly, the more sense they see in it.
- Clear presentation of objectives, course structure, validation methods. The student should not be surprised, unless with curiosities about the subject.

Teacher

Of course, the most important quality that an e-learning teacher should possess is the ability to use information technology (IT). However, the development of e-learning tools, which can be learned in Module 3 means that IT skills do not have to be advanced at all. Most software is intuitive and requires patience rather than deep technical knowledge. The fact that e-learning platforms are based on WEB 2.0 technology, thanks to which the core software is on the web, not on the user's computer, makes it virtually impossible to break anything, or at least there is nothing that cannot be undone. So don't be afraid of this technology.

Apart from IT skills, a good e-learning lecturer is no different from any other lecturer. Communication skills are the most important in conducting classes with students. They have an impact on student motivation, teaching effectiveness, teaching results (outcomes). Communicativeness must be reflected in the curriculum. Meetings with the teacher and various forms of contact (e-mail, chat, forum) should be planned. You can read more about strategies and forms of communication in Modules 5 and 6.

Technology

Considering the technology, first of all, you need to pay attention to what tools we choose to prepare the course. There are two main things to consider: student skills and the popularity and compatibility of the formats and tools we use.

Student skills may vary. Therefore, it is good to choose simple tools and popular formats and avoid those that require advanced user skills.

This is also related to the second aspect, namely popularity and compatibility. When planning a course, it is good to use tools that are offered by the university, those that students are used to, or that function in the academic environment of a given university. If, for example, MS Teams is used at the university, solutions and tools that will suit this platform must be considered. Using other tools will cause trouble and ultimately discourage students from learning.

4.3 Structuring the course

4.3.1 Typical approaches of on-line course construction

In designing the course, you can use the so-called ADIE model (Analysis, Design, Implementing, Evaluation).

- Analysis. It is primarily about needs. Educational needs result from two main sources: the program and the needs of the students themselves. The analysis should therefore take into account both of these sources. From the point of view of the program, it is important to identify the objectives of the course, adapt them to internal conditions, such as available materials and resources (e.g. types of activities within the Internet platform, or the possibility of meeting students directly). On the other hand, from the point of view of students' needs, we should take into account their abilities, introductory knowledge, and the place of a given course in the entire curriculum.
- Design. It concerns the preparation of the course itself. It is necessary to collect the necessary materials, divide them into appropriate parts (units, modules), plan the course, plan the number and

types of activities necessary to achieve the educational goal we have planned. It is also important to decide whether the course will be completely online or in blended learning mode.

- Implementing. This is the place to plan the length of individual modules, their structure, repeatability of components.
- Evaluation. Checking the effort of students, their assessment and proper verification of learning outcomes make up the evaluation process. It usually has two main functions: to check that the learning objectives have been achieved and to draw lessons for the future of course development.

There are two possible approaches in designing the course itself.

- The GATE model. In this model, the course material is laid out in the form of separate but logical modules. We plan the work so that the student assimilates the appropriate part of the material, after which we give feedback, evaluate his work and move on to the next part. "We close one gate" and move on to the other. Such a model is particularly good for theoretical subjects, but it also enables control over the development of the cognitive process in those cases where we must take into account the didactic principle of grading difficulty.
- The COME model. This is a task-based approach. In this model, the student has assigned instructions and tasks and must decide which part of the material given to him throughout the course to use. This model is particularly useful in the project method, or where the student's independence in acquiring knowledge, skills or performing tasks is most important.

4.3.2 Writing outcomes

The main goal of each course is to achieve learning outcomes. Determining the learning outcomes affects not only the course of the entire learning process, but also the motivation of students to complete the course. Therefore, when planning learning outcomes, it is important to remember that they should be:

- measurable
- student-centred
- not overloaded
- considering the application of the knowledge acquired in the course. This application need not concern only practice, because the application of this knowledge and its place in the whole program is equally important.

Learning outcomes should also correspond to the structure of the course, because it is good to remind them fragmentarily in individual parts.

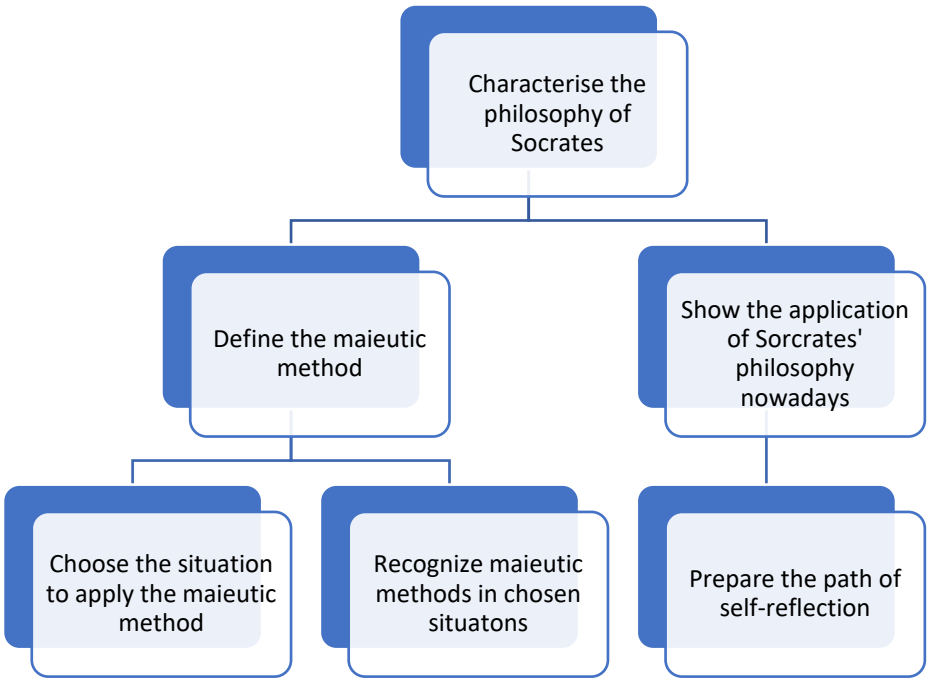

Figure 1: Fragment of graphical description of outcomes

4.3.3 How to prepare syllabus

Preparing a good syllabus for a course takes some effort, but it pays off in the long run as it has an impact on student motivation and the overall course of the course.

The syllabus should contain the following sections:

- Welcome and short general description of the course
- Presentation of the teacher. This is very important because people prefer to work with people, not machines. Students learn better when they know there is a real person behind a particular course.
- Learning outcomes. They can be presented in the form of a list, which we are used to, but they can also be in the form of a graph in which it will be detailed how the different parts of the course affect the different skills (see fig. 1).
- Prerequisites. What the student must know and prepare to take the course, including introductory literature, tools and supplies.
- Course rules, including legal rules: rights and obligations of the student. Principles of work and evaluation. Gradation and conditions for awarding points or grades for individual activities.
- Time structure of the course - total length, frequency.
- The rules for passing the course, what the exam will look like, what will be required to successfully pass the course.

- Course structure: consecutive units and/or modules. It is good that they are presented in a graphical form (see the picture), and if not, it must be as transparent as possible.
- Additional resources.

It is worth remembering that the electronic form of the syllabus allows you to diversify it with links, graphics, or other enriching elements.

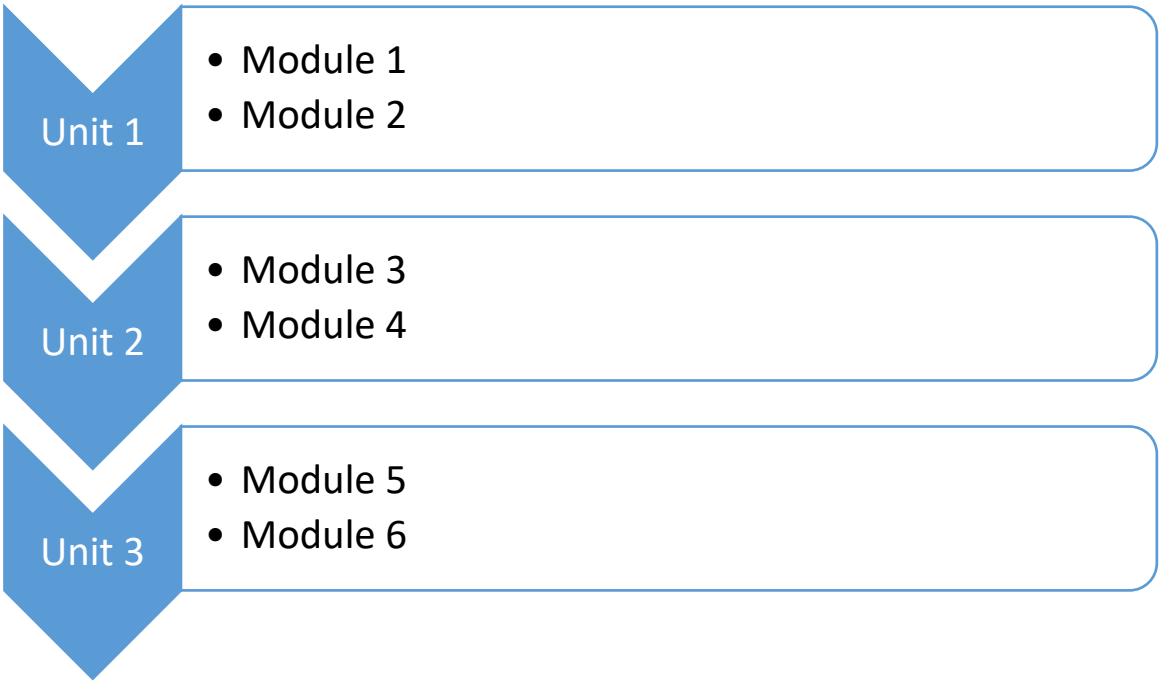

Figure 2: The graphical example of the course structure.

4.4 Summary

Preparing a curriculum requires several essential elements:

1. Taking into account the student: his interests, abilities, initial skills.
2. Consideration of motivating factors, both in the structure and course of the classes: variety of materials, incentives, proper distribution of material.
3. Place and structure of the course in the whole program, its technical environment, choice of platform and appropriate tools.
4. Planning the material into individual parts, adapted to the time intervals in which the student is to perform the given tasks.
5. Definition of deadlines.
6. Taking into account one's own skills and the calendar, the required consistency and perseverance in action by students must be preceded by consistency in action by the teacher.
7. Determining the rules of students' activities: their rights and obligations towards the subject, the teacher and themselves (including the rules of mutual action).
8. Setting clear, transparent and fair evaluation criteria.

5 Instructions for the On-line Course

In this chapter there are instructions about the on-line courses that included preiminary requirements knowledge and other needs and recomendations for each module of the course.

5.1 Module 1: E-learning process

Preliminary requirement	In order to take this course, participants should have skills in the use of various editing and audiovisual software as well as the use of e-learning platforms. Basic ICT skills required such as usage of Text editing, Internet browsing, visual media. Basic knowledge of English is also required. as well as
Competences of the trainee	After completing this module, participants will be able to apply principles of e-learning tools and practices and e- learning in academy. They will also be able to create e-learning courses and think, learn and train beyond traditional means.
Technical provision of the training process	Participants must have a personal computer or laptop or smartphone with Internet access.
Thematic content of the training module	This training material focuses on the generic introduction of the concept of e-learning process in higher education. The adoption of e-learning has become a requirement at universities as it is enhancing the teaching and learning environment. E-learning incorporates numerous tools that provide academic institutions efficient and effective ways to store, manage, share its academic resources and knowledge and supplement their traditional way of teaching.
Used and recommended literature	1. https://study.com/academy/lesson/what-are-online-learning-tools-definition-types-examples.html 2. https://www.prodigygame.com/main-en/blog/virtual-learning-tools/ 3. https://www.elucidat.com/blog/elearning-authoring-tools/
Didactic materials and tools	Reading materials will include textbooks, academic articles, e-books, case studies and links to relevant web resources. Also, several tests will be used to evaluate the level of understanding based on the theoretical material contained in the module.

5.2 Module 2: How to create digital resources

Preliminary requirement	Computer literacy and basic skills in multimedia software such as: PowerPoint or any graphic editor (even Paint).
Competences of the trainee	The module is optional and, depending on your needs, you can gain competences in computer graphics: preparing graphics, placing text, preparing presentations. It also applies to the production of audio or video materials as well as text editing.
Technical provision of the training process	Computer connected to the internet. Microphone, digital camera, mouse or graphic padlet, earphones for better sound editing. The module may require software like: Adobe, Microsoft, Canva. Some of them are payable but there are also free replacements like Audiacity.
Thematic content of the training module	The module contains basic information on how to prepare attractive and accessible learning materials for students. Due to the variety of learning styles, it is good to diversify communication channels using the digital possibilities of creating graphic, audio or video materials. The module presents tools to do this, but also suggests what types of materials can be presented and how.
Used and recommended literature	1. Jarvis M. (2023), Teaching and learning with technology how to make E-learning work for you and your learners, Routledge, Abingdon, Oxon. 2. Garrrison R.D. (2017), E-Learning in the 21st Century. A Community of Inquiry Framework for Research and Practice, Routledge
Didactic materials and tools	The module presents a number of materials and tools for creating learning content. The scope is very wide: from text, through graphics and infographics, to audio and video creation. The module presents sample software, but is also of an inspirational nature due to the multitude of proposals offered by the software market, including free tools, especially for education.

5.3 Module 3: Web 2.0 tools for on-line communication

Preliminary requirement	The competencies required for using the online course "Web 2.0 Tools for Online Education" imply basic computer skills, including tasks like file management, internet navigation, and basic troubleshooting, internet and digital literacy, familiarity with web browsing, search engines, etc. At the same time, it is important that participants have self-motivation and the ability to manage one's time effectively, openness to effective communication and knowledge of English.
Competences of the trainee	After completing the online module "Web 2.0 Tools for Online Education" participants will be able to identify new tools, new web technologies, online tools, and platforms, will gain Web 2.0 tools awareness, as what Web 2.0 tools are and their potential applications in education would be beneficial. Also, the participants will gain information literacy, as they will develop the ability to evaluate the credibility and reliability of online sources that is crucial in an age of information overload.
Technical provision of the training process	Participants will need access to a computer, laptop, or other internet-enabled devices like tablets or smartphones. Also, reliable, and high-speed internet access is essential for participating in the online module. Since the course focuses on Web 2.0 tools for online education, the participants might be required to use specific online platforms or applications. These tools can include social media, collaborative platforms, content management systems, and online productivity tools. Familiarity with these tools or a willingness to learn them will be essential.
Thematic content of the training module	This topic presents an up-to-date selection of collaborative educational online instruments that can facilitate the interactions between the participants of online classes and that can be used as part of the pedagogical methodology. The tools are structured into five general categories according to their role (communication tools, collaboration tools, content creation tools, educational and research tools, productivity tools), but of course, some of them can be included in more than one category at a time, as they fulfil several roles.
Used and recommended literature	- Arceneaux, P., & Dinu, L. F. (2018). The social mediated age of information: Twitter and Instagram as tools for information dissemination in higher education. *New Media & Society, 20*(11), 4155–4176. https://doi.org/10.1177/1461444818768259 - Daher, T., & Lazarevic, B. (2014). Emerging instructional technologies: Exploring the extent of faculty use of web 2.0 tools at a midwestern community college. *TechTrends, 58*(6), 42–50. https://doi.org/10.1007/s11528-014-0802-1 - Razmerita, L., Kirchner, K., & Sudzina, F. (2009). Personal Knowledge Management: The Role of Web 2.0 Tools for Managing Knowledge at Individual and Organizational Levels. *Online Information Review, 33*(6), 1021-1039. https://doi.org/10.1108/14684520911010981
Didactic materials and tools	In this module, a short video presentation of the content will be available and reading materials that include textbooks, academic articles, e-books, or links to relevant

	web resources. Also, several tests will be used to evaluate the level of understanding based on the theoretical material contained in the module. Case studies will be available Web 2.0 tools for online education presented in the module.

5.4 Module 4: Approaches for hybrid/online education process

Preliminary requirement	In order to take this course, participants should have skills in the use of various editing and audiovisual software as well as the use of e-learning platforms. Basic ICT skills required such as usage of Text editing, Internet browsing, visual media. Basic knowledge of English is also required. as well as
Competences of the trainee	After completing this module, participants will be able to apply new approaches for hybrid/online education process in academy. They will also be able to create hybrid courses and combine hybrid learning approaches.
Technical provision of the training process	Participants must have a personal computer or laptop or smartphone with Internet access.
Thematic content of the training module	This training material focuses on the existing approaches for hybrid/online education process in higher education. Hybrid learning combines conventional classroom experiences, experimental and observational learning objectives, and online courses to deliver the best teaching method. In short, hybrid knowledge allows students to take classes both online and in person. Hybrid learning is an educational approach where students choose between participating online or in person.
Used and recommended literature	1. https://elearningindustry.com/hybrid-learning-in-education 2. https://www.mdpi.com/2227-7102/12/10/651 3. https://unesdoc.unesco.org/ark:/48223/pf0000377807
Didactic materials and tools	Reading materials will include textbooks, academic articles, e-books, case studies and links to relevant web resources. Also, several tests will be used to evaluate the level of understanding based on the theoretical material contained in the module.

5.5 *Module 5: Communication strategies*

Preliminary requirement	In order to take this course, participants should have skills in the use of various editing and audiovisual software as well as the use of e-learning platforms. At the same time, it is important that participants have pedagogical knowledge and skills, openness to effective communication and knowledge of English.
Competences of the trainee	After completing this module, participants will be able to apply principles for an efficient online communication, to identify student's educational needs in online environment and to choose the right strategy for interactive teaching and learning. They will also be able to creatively adapt teaching strategies to apply the principles of online education.
Technical provision of the training process	Participants must have a personal computer or laptop with internet access. They must know how to work with editing software, audiovisual and e-learning platforms. For the latter it is necessary that each participant has a valid account allowing them to use them. Also, they must also have the necessary skills to use the software needed for online communication.
Thematic content of the training module	This training module focuses on communication strategies in e-learning process for higher education. Online communication is a virtual modality to offer or receive information regarding a certain topic. Student's online educational needs are represented by activities that can keep their attention constantly, interactive learning strategies and digital resources for learning. This module also focuses on tools for presentation and public speaking in online classes.
Used and recommended literature	1. Davis, K.A., Wade Zorwick, M.L, Roland, J., Maxcy Wade, M. (2016). *Using debate in the classroom. Encouraging critical thinking, communication, and collaboration.* New York: Routledge 2. Lee, J. (2000). *Tasks and communicating in Language Classrooms.* New York: McGraw-Hill
Didactic materials and tools	In this module, PowerPoint materials and worksheets will be used based on the theoretical material contained in the module. Examples will be made using the online tools presented in the other modules.

5.6 Module 6: Tools for online communication

Preliminary requirement	Participants should possess fundamental digital literacy, internet proficiency, and computer skills. This encompasses competence in standard software applications such as PowerPoint, internet browsing for research, and basic familiarity with video recording and audiovisual tools. Additionally, a grasp of communication etiquette and a collaborative mindset are equally crucial.
Competences of the trainee	Upon completing this module, participants will have the knowledge and technical skills to effectively communicate with fellow professors using various tools. They will recognize the features and pros/cons of these tools, allowing for informed choices. Additionally, they will be proficient in running software and employing selected tools. On the soft skills front, participants will use communication tools for peer review, supporting colleagues, and enhancing educational collaboration. This comprehensive skill set will empower them in their academic roles and foster a collaborative educational environment.
Technical provision of the training process	Participants should have access to a personal laptop or computer equipped with a reliable internet connection. This fundamental setup allows them to engage with online resources, access various websites, and utilize digital tools seamlessly. Additionally, participants should have active accounts on different websites and social media channels, enabling them to collaborate, share information, and communicate with peers and instructors as part of the training process.
Thematic content of the training module	This module is designed to empower participants with the content and skills necessary for effective academic collaboration through digital means. It begins by covering the essential ICT competencies needed for navigating the digital landscape, including proficiency in software like PowerPoint, internet research, and audiovisual media handling. Subsequently, the module delves into the practical application of various digital tools such as Evernote, Google Classroom, EdPuzzle, and Genially. Participants will learn to leverage these tools to create interactive content, engage with students, and collaborate seamlessly with colleagues, enhancing the quality of their academic interactions.
Used and recommended literature	1. "Digital Literacies in Online Education" edited by Victoria I. Walker and Shafika Isaacs (2022) - This publication explores digital literacies, including communication tools for professors and students, within the context of online education. It offers insights into fostering effective communication and collaboration. 2. "Effective Online Teaching: Foundations and Strategies for Student Success" by Tina Stavredes (2021) - This book provides guidance on online teaching and the use of communication tools for professors. It offers practical strategies for creating a conducive online learning environment. 3. "Online Education: Practical, Theory-Based Advice for the Instructor" by Dr. Rita-Marie Conrad and Dr. J. Ana Donaldson (2020) - This resource delves into

	the practical aspects of online education and discusses the use of various communication tools, including Google Classroom, EdPuzzle, and Genially, to enhance the learning experience.
Didactic materials and tools	Participants are introduced to a range of didactic materials and tools aimed at enhancing collaboration and engagement in academic settings. They explore the versatility of Evernote, a powerful note-taking and organizational tool, and delve into the functionalities of Google Classroom, which serves as a dynamic virtual classroom platform. Additionally, participants gain proficiency in EdPuzzle, a tool designed for creating interactive video lessons, and Genially, a platform that empowers them to craft engaging and interactive educational content.

5.7 Module 7: Collaboration in Virtual Environment

Preliminary requirement	Computer literacy and basic skills and ability of using the Moodle Platform.
Competences of the trainee	In this module, competences in planning and conducting an effective communication process in e-learning are achieved. Collaboration concerns several spheres: communication between lecturer and students, between lecturers and between students. The tools proposed in the module also help to control and strengthen the communication process.
Technical provision of the training process	Computer connected to the internet. Moodle platform installed for the university.
Thematic content of the training module	Cooperation requires appropriate communication, but also good planning of teaching work. The module explains the possibilities of cooperation, its types and appropriate communication tools. In addition, the lecturer has the opportunity to become familiar with tools for coordinating and controlling cooperation between students themselves.
Used and recommended literature	1. Clark, R. C., & Mayer, R.E. (2011). Learning together virtually. In R. Taff (Ed.), E-learning and the science of instruction (pp. 279-306). Wiley. 2. Salmon J. (2019), Learning to Collaborate, Collaborating to Learn. Engaging Students in the Classroom and Online, Routledge.
Didactic materials and tools	The module presents a number of materials and tools for collaboration and communication. It bases on Moodle Platform as an environment for collaboration but also refers to other tools like Zoom, MS Teams or Trello.

5.8 Module 8: Screencasting

Preliminary requirement	Participants should possess essential computer proficiency, including basic software skills, to effectively create screencasts for online training sessions. Additionally, a basic understanding of content organization, communication, and digital literacy is advantageous for producing clear and coherent training content.
Competences of the trainee	Participants will understand the concept of screencasting and be able to identify beginner-friendly software. Additionally, they will possess the technical skills required to operate screencasting software effectively, including initiating screencast videos. Furthermore, participants will develop soft skills for collaboration, utilizing screencasting for peer review, colleague support, and educational enhancement. These competences enable participants to leverage screencasting as a valuable educational tool, enhancing their roles in academia.
Technical provision of the training process	Participants should have a computer with internet access to fully engage with the "Screencasting" module. Access to the chosen screencasting software, including online tools, browser-based applications, or PowerPoint, is also necessary.
Thematic content of the training module	This module delves into the world of screencasting, equipping participants with the knowledge and skills needed to create effective screencasts for diverse educational contexts. It explores the advantages of screencasting, offers practical tips for high-quality productions, and introduces recommended screencasting software options. Participants will gain a profound understanding of how screencasting can revolutionize teaching and learning, enabling versatile content creation, resource scalability, personalized learning experiences, and fostering creativity and innovation. By the module's end, participants will be adept at harnessing the potential of screencasting as a dynamic educational tool applicable in European and international settings.
Used and recommended literature	1. "Screencasting in Online Education: A Comprehensive Overview" by Jane E. Smith (2021) - This book offers a comprehensive exploration of screencasting's role in online education, providing insights into its applications and effectiveness in European educational contexts. 2. "Enhancing E-Learning with Media-Rich Content and Tools" edited by Thomas Anderson and Dina Vyortkina (2020) - This publication delves into the integration of media-rich content and tools, including screencasting, in e-learning environments, shedding light on their impact on European educational practices. 3. "Digital Learning in European Higher Education: An Overview" by European University Association (2021) - This report offers an overview of digital learning trends in European higher education, including the utilization of screencasting as a pedagogical tool, providing valuable insights for educators in the region.
Didactic materials and tools	Participants receive valuable insights into producing high-quality screencasts and gain an overview of recommended screencasting software, including online tools,

	browser-based options, and PowerPoint. They access instructional videos, practical demonstrations, and interactive exercises, along with hands-on practice using endorsed screencasting software, enabling effective integration of technical skills into their teaching.

5.9 Module 9: Creativity Techniques

Preliminary requirement	Nothing specific
Competences of the trainee	In this module, it can de learn on how to use 8 creative techniques in hybrid environment, engage their student in creative thinking, motivate the students to be more creative as well as inspire creativity in their students even in hybrid environment. It is also in the content of the module how to facilitate creative processes during lectures in hybrid environment and to foster creativity & creative thinking.
Technical provision of the training process	Nothing specific
Thematic content of the training module	The module will provide a short overview of some of the main creativity technics and how they can be applied in hybrid environment. The main techniques that will be describe include: 5Whys; Attribute listing; Brainstorming; Fresh view; Plan-Do-Check-Act Cycle; SCAMPER approach; Six thinking hats; What If Analysis.
Used and recommended literature	1. How to Maximize Creativity When Teaching Online https://theartofeducation.edu/2020/04/how-to-maximize-creativity-when-teaching-online/ 2. Unlocking The Creative Brain: Develop and Teach Skills For Creative Thinking https://www.futurelearn.com/courses/creativity-neuroscience 3. Creative Thinking: How to Increase the Dots to Connect https://www.youtube.com/watch?v=cYhgIlTy4yY
Didactic materials and tools	Nothing specific

5.10 Module 10: Tools for Creativity Encouragement

Preliminary requirement	Nothing specific
Competences of the trainee	In this module, the trainee will learn how to use 7 apps on creativity in a hybrid environment, support the students in using the 7 presented apps, channel the creative process with the support of creative tools and how to engage students to use apps that can support their creativity even in hybrid environment and motivate the students to be creative in their university & daily life incl. with the support of creative tools. It is also explained how to foster use of creative apps to encourage creative thinking.
Technical provision of the training process	Nothing specific
Thematic content of the training module	The module will provide a short overview of some of the most commonly used tools for creativity encouragement. The module will focus on the following tools: Brainstormer; Brainsparker; SimpleMind; Autodesk SketchBook; Filmora; Thinglink; Evernote;
Used and recommended literature	1. Creativity on the Run: Apps That Support the Creative Process https://www.edutopia.org/blog/apps-for-creativity-diane-darrow 2. 10 Useful Apps to Train Creative Skills https://creativeenso.com/useful-apps-train-creative-skills/ 3. 14 Best Educational Apps for the Classroom in 2023 https://teachergoals.com/best-educational-apps-for-the-classroom/?v=461b1990fe86
Didactic materials and tools	Nothing specific

5.11 Module 11: LMS (Learning management System)

Preliminary requirement	Computer literacy
Competences of the trainee	The participants will know a purpose and the main principles of LMS and be able to describe the main features of LMS. They will be able to create and administer the whole learning content, different activities and process using Moodle tools. Also hey will be able to analyse learning activities and decide which Moodle tool could be used for specific activity and be able to creatively change traditional learning content management and involve students more closely in the study process.
Technical provision of the training process	Moodle is the learning management system (LMS), which is used by a lot of Educational Institutions. Most teachers have experience with Moodle LMS. For students, Moodle LMS is easy to use. Teachers and students need to have a Moodle account with different roles. Moodle is available on all popular browsers and operating systems. Class type: virtual or physical. Teachers participation platform: web. Students participation platform: web. OS: Windows, MacOS, Android, IOs.
Thematic content of the training module	The use of LMS makes learning more interesting, effective, and available. The teacher has possibilities to create learning content and tasks online. Students can learn and do assignments synchronously and asynchronously, at the desired pace. Moodle learning content and activities can be used in class, for homework assignments and for self learning. The main goal of the LMS course is to provide humanities teachers with guidelines on how to create and manage the learning content.
Used and recommended literature	About Moodle: https://docs.moodle.org/401/en/Courses
Didactic materials and tools	The module contains material which presents different Moodle tools and activities. The course material includes a scenario for using each tool and exercises on how they can be used in learning activities. The exercises engage learners in trying out different tools by using them in typical learning activities. After that module, teachers could use Moodle to delivery and manage e-learning content.

5.12 Module 12: Gamification

Preliminary requirement	Computer literacy
Competences of the trainee	The participants will bee able to explain and identify features of gamification tools. They can compare different gamification tools and choose the right tool for specific task. They also will be able to analyse learning activities and decide which tool to use for specific activity and create gamified learning content using different tools. They will also learn how to creatively change traditional learning content and involve students more closely in the study process.
Technical provision of the training process	All gamification apps are easy to use, for most of the app's teachers need to register, but students can connect via generated code or link. All apps are available on all popular browsers and operating systems. Class type: virtual or physical. Teachers participation platform: web. Students participation platform: apps for smart devices. OS: Windows, MacOS, Android, IOs.
Thematic content of the training module	The use of interactive apps makes learning more interesting, effective, and attractive. The teacher has a wide selection of apps that can be used in class and for homework assignments. The main goal of the game course is to provide humanities teachers with guidelines on how to gamify the study content for students with gamification apps.
Used and recommended literature	1. Handbook of Research on the Influence and Effectiveness of Gamification in Education. (2022). USA: IGI Global. 2. Gamification: The future of education. (2023). (n.p.): Maia Tobares.
Didactic materials and tools	The module contains material describing different gamification tools such as Kahoot, Mentimeter, Quizlet, MindMap Canva and Crosswordlabs. The material on each tool includes its features, its uses and exercises on how they can be used in learning activities. The exercises engage learners in trying out different tools by using them in typical learning activities.