



# Learning Portfolio

Your Name	<b>Kurteva Oksana, Cyssa Lilia</b>
COMPASS partner university	<b>Comrat State University</b>
Piloting course title	<b>Interactive digital technologies in the educational environment</b>
Start- and end-date of the pilot course	<b>10.07.2021-24.07.2021</b>
Deadline for filling out column 0+1 on GoogleDocs	<b>18.07.2021</b>
Deadline for filling out column 2 on Google Docs	<b>02.08.2021</b>

<b>0</b>	<b>1</b> <b>Reflecting-in-action: During the course</b>	<b>2</b> <b>Reflecting-on-action: After the course</b>
<b>General Information about the LL Course</b>	<p>Please provide evidence or examples to illustrate the specific situation during your pilot course. Which challenges occur?</p> <p>e.g. Do you feel that the general information is sufficient for the participants? How are you addressing students' ...</p>	<p>What are your take-aways? What went well, what needs to be improved for your next course?</p> <p>e.g. Did the actual workload match with the notional learning time? What would you change?</p>



		expectations?	What would you change in terms of the course information?
Course title	<b>Interactive digital technologies in the educational environment</b>	The content offered by the program meets the stated objectives of the course and is sufficient to obtain general information on the topic of the program. The students' expectations stated at the beginning were fully met. Based	The time allotted for the implementation of the program is sufficient. Since it was declared the development of only two, the most popular models of blended learning technology. The
Study programme	To what extent are the components of the learning fully environment in line with the programme goals and objectives, and institutional criteria (learning outcomes, assessment of learners, study materials, curriculum, learning activities, etc.)		
Number of ECTS credits, notional learning time	h150 - 5 ECTS credits		

<p>Content summary</p>	<p>The relevance of the course is justified by the increased influence of information technology on modern education. Blended learning, digital and e-learning are progressive educational technologies that work to build 21st century competencies by developing cognitive, emotional and social skills.</p> <p>The purpose of this course is to master modern interactive technologies of the pedagogical process using digital tools; mastering the skills of designing and analyzing the educational process in a digital educational environment; formation of skills for building individual development trajectories of student and teacher in an open educational space.</p>	<p>on the results of monitoring each topic, a reflection was carried out, during which the level of formation of students' competencies and satisfaction with the content of the topic were revealed. Each topic included a theoretical and practical lesson in which students practiced the necessary skills.</p>	<p>relationship between theory and practice is also thought out thoroughly, especially since the theoretical studies provided for an interactive process of assimilating information.</p> <p>It is also possible to add familiarity with some other digital tools for didactic projects.</p>
<p><b>Your Target Audience</b></p>		<p>e.g. Do the participants match with your intended target group? Which differences occur? In terms of student's prior knowledge, skills and competences, do they match with your expectations? If not, why?</p>	<p>e.g. Would you change the information about the target group? How? Which additional prior knowledge, skills and competences would be required in a future course? Which additional channels would be worthwhile to reaching out to potential students?</p>
<p>Target group</p>	<p><i>Which kind of learners would you like to attract for your</i></p>	<p>The course participants meet the</p>	<p>The composition of the</p>

	<p><i>course? (Age, profession, etc.)</i></p> <p>The course will be useful for: school teachers, teachers of vocational and additional education, methodologists, students and teachers of pedagogical universities and colleges.</p> <p><i>To what extent is there a clear process to enable identification of programmer target groups and their needs?</i></p> <p>The modern education system presupposes a qualitative change in the methodological and organizational tools used in the preparation and conduct of classes.</p> <p>Educatorsshould:</p> <ol style="list-style-type: none"> <li>1) understand how digital technologies can support communication, creativity and innovation and be aware of their opportunities, limitations, consequences and risks.</li> <li>2) understand the general principles, mechanisms and logic underlying developing digital technologies and know the function of their use in the classroom.</li> <li>3) have a critical approach to the choice and justification for the use of digital technologies.</li> <li>4) be able to use digital technologies to support their active teaching activities, as well as for a creative approach to achieving goals.</li> </ol> <p><i>To what extent are the learning outcomes in line with the scientific state of the art in the discipline(s) concerned?</i></p> <p>The use of interactive digital technologies and content forms a critical attitude towards the world around us, develops</p>	<p>requirements of the target group. The program is aimed at both school teachers and teachers of colleges and universities. Initially, it was supposed to involve about 15-20 listeners, but a larger number - 30 people - showed interest. The program was attended by teachers of elementary schools, gymnasiums and lyceums, colleges, as well as teachers of additional education and higher education. The course participants noted the relevance of the program, arguing that digital interactive tools and appropriate pedagogical technologies are increasingly in demand in the education system. Some of the course participants had certain skills in the use of digital technologies, however, many teachers did not have enough experience and skills to apply them in the educational process. We assumed that it would be important for course participants to master exactly didactic design using digital resources to organize the learning process in offline and online</p>	<p>target group has been thought out thoroughly, so there is no need to change. Various categories of educators can participate in this program. Perhaps it makes sense to select participants depending on the level of use of digital resources, as well as the degree of preparedness of teachers in this area. At the same time, the participants of the course, in the process of exchange of experience, mutually educate each other. It is possible to post advertising information about the program mainly through social networks (Fasebook, Instagram, etc.), on the websites of educational institutions.</p>
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	<p>cognitive interest, and is future-oriented.</p> <p><i>To what extent are the needs of stakeholders' (labourmarket, professional bodies, etc.) needs assessed?</i></p> <p>Due to the lack of ready-made software products for conducting interactive activities with the use of ICT, specialists are needed who are able to independently develop digital content. The development of teaching materials is focused on achieving qualitatively new educational results.</p>	format.	
Students' priorknowledge, skills, and competences	<p><i>Which knowledge, skills, and competences does the standard target group member have?</i></p> <p>A member of a standard target group has the following knowledge, skills and competencies:</p> <ul style="list-style-type: none"> <li>• Knows the basics of working with text editors, spreadsheets, e-mail, browsers;</li> <li>• Knows the basic laws of organizing the process of education</li> <li>• Knows the age and individual characteristics of the development of children and youth;</li> <li>• Knows traditional approaches to organizing the learning process;</li> <li>• Knows how to organize traditional types of educational, social, educational work;</li> <li>• Works with children in the main line of his activity, or wants to work in children's organizations;</li> <li>• Able to improve and change approaches to work;</li> </ul>		

	<ul style="list-style-type: none"> <li>• Accepts innovations and is assertive enough. Has a higher education or special educational, social, psychological education.</li> </ul>		
Rationale	<p><i>Why do learners need this LLL course?</i> This course will allow students to master the strategies and tools for implementing blended, e-learning and digital learning, as well as related didactic design.</p> <p><i>How does this course cover some of their personal and/or professional developmental needs?</i> The content of the course will allow us to actualize the experience organization of a lesson using interactive digital tools, which is necessary in the context of digitalization of the modern education system.</p> <ul style="list-style-type: none"> <li>• <i>How is the course connected to its professional network and standards?</i></li> </ul> <p>The professional standard provides for the use of modern educational technologies by teachers, including information, as well as digital educational resources (Genially, Learnis, Google Slides, Prezi, Canva, Mindmeister, Quizizz, Kahoot, Wizer, Flippity).</p>		
Reaching out	<p><i>How do you want to reach out to the intended target group?</i> Information and advertising about the course will be presented in social networks: Facebook, Instagram, in the professional groups of social networks, on the university website.</p>		
Didactical Design of the LL Course		e.g. Do you need to switch to other digital tools or delivery modes	e.g. Do you think the learning outcomes have been

		<p>unexpectedly? Why? Do you use additional or other pedagogical approaches as a result? Why? How are you able to use the intended infrastructure and devices in your teaching? Do you need to change anything? Why? Are you having any technology-related issues?</p>	<p>achieved? In what way would you adapt them? Were the planned learning activities useful or would you adapt them? How do you think the assessment methods worked well? What would you change and why?</p>
<p>Intended learning outcomes (max. 5)</p>	<p><i>Please insert the learning outcomes of the course. Consider listing 4-6[1] [2] student-centered learning outcomes – What should your students learn or be able to do as a result of successfully participating in your course?</i></p> <p><i>By the end of this unit, participants will be able to:</i></p> <ul style="list-style-type: none"> <li>• Gain / expand experience with various types of digital educational resources and online services.</li> <li>• Update or gain experience in the use of technologies and methods within blended learning;</li> <li>• Get step-by-step guidance on designing lessons in a blended learning strategy;</li> <li>• Get the feedback on the developed educational activities.</li> </ul> <p><i>To what extent are the learning outcomes in line with the vision and strategic objectives of the institution?</i></p> <p><i>To what extent are the defined learning outcomes in line with target groups and stakeholders (including labour market) needs?</i></p> <p>Interactive didactic technologies based on the use of digital resources meet the needs of the modern education system. Participants in the educational process get the opportunity for</p>	<p>During the course, we used the ZOOM platform with an unlimited time mode of operation. This platform made it possible to use the mode of work in groups (session rooms), an online board. Social media and email were used to provide feedback. A group was organized in Viber for quick communication. The online Padlet board was used as a platform for posting both teaching materials and homework for course participants. All these tools made it possible to efficiently organize feedback, interactive interaction of participants. Also, in the process of conducting not only practical classes, but also lectures, interactive exercises were used, which allowed teachers to actively assimilate the educational material.</p>	<p>All goals and objectives outlined in the course program have been achieved. At the end of the course, participants developed didactic projects within one of the blended learning models using digital resources. Each of the educational activities can already be applied in their own professional activities. The completed exercises and didactic projects were shared on the Padlet board. During the course, participants had the opportunity to directly develop their own interactive digital exercises, which allowed them to make their</p>

	<p>interactive interaction, being maximally involved in learning.</p> <p><i>After successful completion of this course learners will be able to:</i></p> <p>Design lessons using the selected blended learning model based on the use of digital resources; Be able to conduct an educational event on blended learning technology.</p>	<p>The last lesson was organized in an offline format with the participation of participants in the classroom. Educators who were unable to attend were connected to online classes. In this lesson, IT technologies and digital tools built into a specific didactic project were used as much as possible.</p>	<p>projects high-quality and interesting.</p> <p>As a result of the course, the teachers passed the final testing, which made it possible to conduct a self-assessment of both theoretical and practical material of the program.</p>
<p>Assessment methods</p>	<p><i>Please insert the learning outcomes of the course. Consider listing 4-6[1] [2] student-centered learning outcomes – What should your students learn or be able to do as a result of successfully participating in your course?</i></p> <p>After successful completion of this course, participants will be able to:</p> <ul style="list-style-type: none"> <li>- Master modern interactive technologies of the pedagogical process using digital tools;</li> <li>- To master the skills of designing and analyzing the educational process in a digital educational environment;</li> <li>- To form the skills of building individual trajectories of student and teacher development in an open educational space.</li> </ul> <p><i>To what extent are the learning outcomes in line with the vision and strategic objectives of the institution?</i></p> <p><i>To what extent are the defined learning outcomes in line with target groups and stakeholders (including labour market) needs?</i></p> <p>The purpose of this course is to master modern interactive technologies of the pedagogical process using digital tools;</p>	<p>Thus, the participants were able to work out the features of the pedagogical technology "blended learning" using specific examples. There were no problems with the use of technology. Everything that was planned was implemented successfully.</p>	<p>In the future, it is possible to adjust the content of the final test taking into account the target audience.</p> <p>All goals and objectives outlined in the course program have been achieved. At the end of the course, participants developed didactic projects within one of the blended learning models using digital resources. Each of the educational activities can already be applied in their own professional activities.</p> <p>The completed exercises and didactic projects were shared on the Padlet board.</p>



mastering the skills of designing and analyzing the educational process in a digital educational environment; formation of skills for building individual development trajectories of student and teacher in an open educational space.

*After successful completion of this course learners will be able to:*

- know the specifics of organizing and conducting an educational event through the technology "blended learning";
- be able to conduct a lesson using blended learning technology;
- use basic digital resources;
- master the technical use of basic digital tools;
- embed electronic educational resources into the structure of the educational event.

*Which kind of formative and/or summative assessment methods will be used?*

*e.g. essays, multiple choice exams, project reports, ePortfolios, etc.*

- Current monitoring is implemented based on control methods using digital resources as feedback means: Google Formes, Mentimeter.
- Assessment following the completion of the course will be implemented in the format of testing in the theoretical part of the course and the provision of a developed didactic educational project events (finished product)

<p>Pedagogical approach</p>	<p><i>To what extent are the key educational concepts of the programme defined (e.g. learner-centred organisation of the programme, problem-based learning, on the job training, etc.)?</i></p> <p>In the process of implementing the program, lectures with elements of discussion of problems, seminars and workshops, technology of problem-oriented and project-oriented training are used.</p>		
<p>Number of students</p>	<p>15-20</p>		
<p>Delivery mode</p>	<p><i>Choose the delivery mode which will be used:</i></p> <ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> Face-to-Face</li> <li>✓ <input type="checkbox"/> Blended learning(mix between face-to-face and online learning)</li> <li>✓ <input type="checkbox"/> OnlineCourse</li> </ul> <p>Depending on the provided conditions and capabilities of the university, any form of training organization can be used</p>		
<p>Learning activities</p>	<p><i>Write down a list of learning activities planned for the LLL course. NB: The activities must be aligned with the intended learning outcomes as well as with the assessment methods.</i></p> <p><i>To what extent are the programme characteristics (schedule, course materials, teaching methods, etc.) adjusted to the needs of the target group?</i></p> <p>The program is implemented through interactive lectures and practice-oriented seminars. The schedule of classes, teaching materials, teaching methods are correlated with the needs of the trainees and adapted to the capabilities of the participants.</p>		

	<p>Classes are held at the end of the working day, the days of the week and the time is consistent with the wishes of the majority of participants (identified based on the data of the input questionnaire).</p>		
<p>Infrastructure and devices</p>	<p><i>To what extent are the support service requirements defined on the basis of the identified needs of the target group (tutoring, ICT support, guidance, consultation, communication, etc.)? e.g. tablets, notebooks, whiteboard, smartboard, flipcharts, etc.</i></p> <p>For the optimal organization of training, consultations are held, interactive communication is organized to exchange opinions. ICT support is provided by the university: laptops, an interactive whiteboard, a smart board, flip charts, etc. It is proposed to use technological cards and checklists that will allow participants to plan their activities for the implementation of training.</p>		
<p>Virtual environment and digital tools</p>	<p><i>e.g. Moodle, Mahara, canva, Kahoot!, padlet, google classroom; web conferencing tools like Skype, adobe connect, etc.</i></p> <p>Educators use the Moodle distance learning platform, Kahoot , Quizizz, Plickers testing services; padlet, Google; Web conferencing tools: Zoom, Viber, Googlemeet, use of learning object visualization tools, etc.</p>		
<p><b>Staff</b></p>		<p>e.g. What is your role during the course? How do you support your co-lecturers (if there are any) and student learning?</p>	<p>e.g. Which knowledge, skills or competencies do you need to improve?</p>

<p>Necessary roles</p>	<p><i>To what extent are the roles and responsibilities of all personnel involved in programme planning, implementation, monitoring and improvement clear and in line with the competences needed to deliver the programme?</i></p> <p>Certificates received by teachers during courses and webinars related to the development and dissemination of modern teaching technologies through ICT confirm their qualifications. The teachers have extensive experience in organizing work (development, implementation) and the relevant competencies necessary for the implementation of the program.</p>	<p>Kurteva Oksana - idea, main content of the course. Together with Kyssa Lilia, the themes of the program were developed. During the lessons, specific topics were assigned to each teacher, but the presence and support of each was carried out at each lesson. The course participants were given the opportunity to actively interact with teachers and with each other, ask questions, and participate in discussions. Thus, throughout the implementation of the entire program, subject-subject relations were maintained between all participants.</p>	<p>In the future, we plan to master other models of blended learning technology, as well as master digital resources for organizing goal-setting, teaching theoretical and practical educational material, monitoring and evaluating educational results.</p>
<p>Number of lecturers</p>	<p><i>Depending on the number of students and desired learning outcomes.</i></p> <p>3</p>		
<p>Necessary prior knowledge, skills, competences of lecturers</p>	<p><i>Depending on the number of students and desired learning outcomes.</i></p>		

**Final thoughts: How would you summarise your learning experiences during the pilot course? Which highlights, aha moments or failures did you encounter? Please share some experiences.**

The difficulties in conducting the courses were only in the fact that it was necessary to work through a large number of various digital resources, highlight their advantages and disadvantages, and show the possibilities of introducing them into the educational process.

The positive aspects are associated with the fact that the course participants were



easily involved in the work process, were active, interested, and were able to carry out the final work at a high level.