



Curriculum

Training curriculum for blended learning course

Training Online4EDU – Online Collaboration Methods and Tools in Education

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Index

Short description of the project	4
Timeline of blended learning course	5
Requirements for participants	6
Learning outcome	6
Trainer Methodology	7
Recommendations for Implementation	15
Orientation Phase	17
Kick-off training	19
Unit 1 – e-learning section 1	21
Unit 1 – e-learning section 2	24
Online Workshop 1	27
Unit 1 – e-learning section 3	29
Unit 1 – e-learning section 4	32
Online Workshop 2	35
Unit 2 – e-learning section 1	37
Unit 2 – e-learning section 2	40
Online Workshop 3	43
Unit 2 – e-learning section 3	45
Online Workshop 4	48

Unit 3	49
Closure training	51




Short description of the project

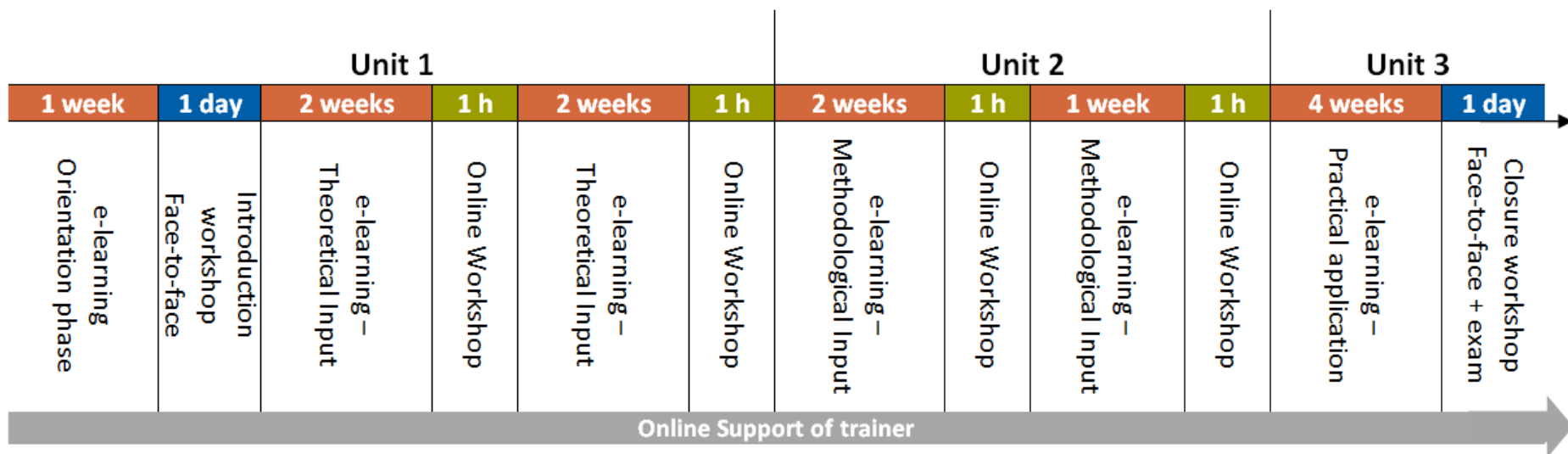
The project Online4EDU introduces online collaboration tools in education by providing a blended learning course for teachers. Five partner organizations from Estonia, Latvia, Lithuania, Germany and Ireland are involved in creating and establishing a training that complies with ECDL Online Collaboration certification test. The project is founded within the Erasmus+ program of the European Commission. LIKTA coordinates the 24 month lasting project from September 2014 till the end of August 2016.

The objective of the project Online4EDU is to support teachers in applying more digital media in everyday school life. Online collaboration tools can thereby enrich teaching and learning in all school subjects, and help teachers to find, create and organize new and up-to-date learning materials. The project Online4EDU will therefore create a blended learning concept that facilitates online collaboration tools for school teachers of primary, lower and upper secondary and vocational schools. Therewith a training opportunity for teachers, that meets their knowledge and skill-needs, will be created. It will further support them in integrating wikis, online share and learn platforms into their lessons. The blended learning concept will also prepare teachers for the ECDL Online Collaboration certification test. Cross-references are provided in the curriculum's learning objectives to specific elements of the ECDL / ICDL Online Collaboration Syllabus Version 1.0 in order to assist preparation for this certification test.

Timeline of blended learning course

This timeline shows the chronological structure of the blended learning course. The three colours represent different types of curricula that represent

-  Independent online learning supported by a trainer / E-tutoring
-  Face-to-face training
-  Online workshop moderated by trainer



Requirements for participants

Participants need to have basic media literacy competences including knowledge of creating, sending and receiving e-mails. It is mandatory for participants to have an own email account. Prior knowledge about online collaboration tools is not obligatory. The course introduces online collaboration tools from a basic level and assists the participants in achieving advanced knowledge about online collaboration tools. Nevertheless, participants must be willing to work with recommended tools and applications such as Skype and Google.

Participants must be teachers in primary, secondary or vocational schools. An important part of the course will involve daily work of teachers such as preparation of lessons, teaching with and teaching about online collaboration tools. The course will offer examples for application and animates the teachers to implement the acquired knowledge and skills.

Learning outcome

By taking the blended-learning course, participants will acquire advanced knowledge about online collaboration and its tools as well as methods of applying online collaboration tools in education. The successful participation of the ECDL-Test (European Computer Licence) is one of the main objectives of the course. Therefore, after completing the course, participants will

- ⇒ Know concepts of online collaboration, benefits and risks.
- ⇒ Know how to set-up online collaboration tools and what settings must be considered.
- ⇒ Know common online collaboration tools and their usage.
- ⇒ Know how to use online collaboration tools on mobile devices.
- ⇒ Know how to prepare school lessons with online collaboration tools.
- ⇒ Know how to teach with online collaboration tools.
- ⇒ Know ways to teach about online collaboration tools (optional).

Trainer Methodology

This methodology for trainers explains all specifications and requirements for the blended learning course and offers guidance for trainers along the course. The following pages contain information about the online learning course and its structure as well as requirements and tips for trainers to train and support the participants during the course. Trainers can learn more about the idea behind the structure and what the course expects from them. The course is based on the idea that the trainer guides the self-learning process of the participants and supports the group working processes. The methodology is organised in three parts. Firstly the structure of the course and of the units will be explained, then criteria for passing the units and the complete course will be elaborated and finally guidelines for the task of supervision will be added.

Structure of the blended learning course

This course follows a blended learning concept combining online and face-to-face learning methods. Three different parts of the course interconnect to an extensive course giving participants insight to the broad topic of online collaboration tools. The **face-to-face training** in the beginning of the course establishes trust and motivation by offering the participants to get to know each other, introducing the trainer and familiarise with the topic. Before the face-to-face meeting, participants have one week to become familiar with the e-learning environment and conduct self-assessment tests in order to evaluate their level of knowledge. During the face-to-face training participants are welcome to state difficulties with the e-learning environment so that all problems are clarified when the online training starts. The face-to-face training offers also the chance to identify with the project and organise the participants into groups on the basis of before identified knowledge level (Barometer), the specific interests of the participants or their school forms.




The **online training** starts after the short orientation phase and accompanies the participants for more than three month. In this time the participants learn about online collaboration tools by using them as e-learning tools like Moodle and Google Calendar. In this phase participants solve assignments both in individual work and in their groups. The latter intensifies the work with online collaboration tools.

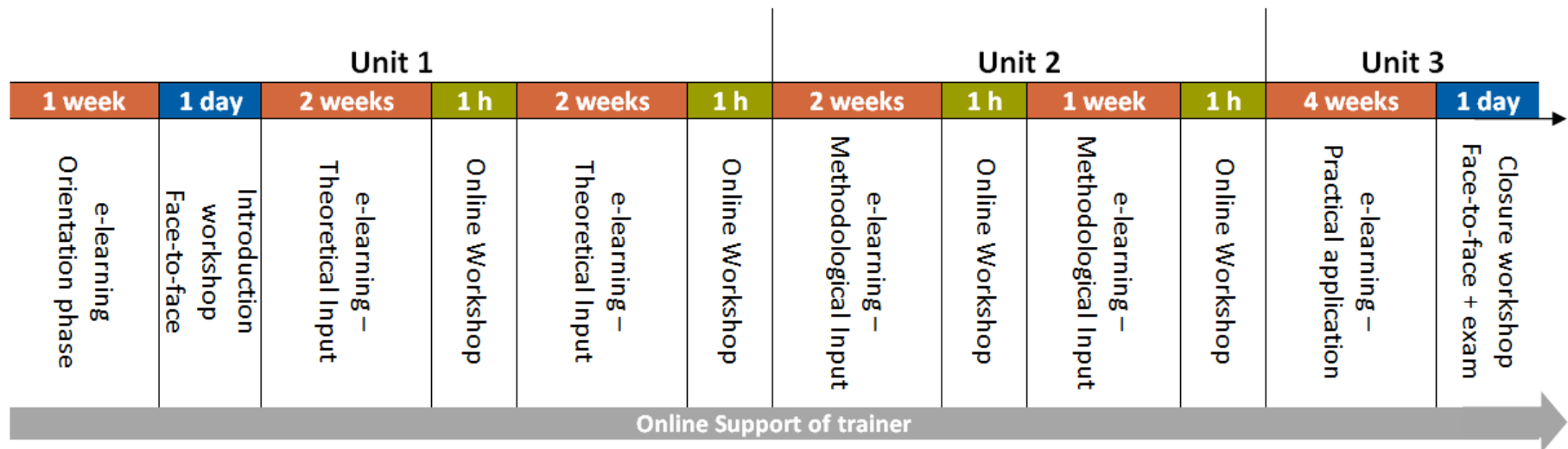
The online learning phase is separated by four **online workshops** which cover three critical aspects of online learning. Firstly, the workshops are meeting points on the path of learning “alone” in front of the computer and offer exchange and new motivation. Secondly, participants and trainers get the opportunity to share experience and problems with content of the course as well as

Curriculum for blended-learning training in the project Online4EDU
Online4EDU – Online Collaboration Tools in Education

organisational or technical difficulties. And thirdly, the online workshop offers a third learning method giving the opportunity to teach with audio and video communication.

The following timeline shows the chronological structure of the complete blended learning course. The three colours represent different types of curricula.

-  Independent online learning supported by a trainer / E-tutoring
-  Face-to-face training
-  Online workshop moderated by trainer



Structure of units

The blended learning course is organised in three units that are each based on different methodological concepts according to the content that is facilitated. The overall structure of the units is similar in order to provide participants with a consistent learning experience.

Unit 1

In unit 1 the participants learn the technical aspects of online collaboration tools. Therefore, this unit emphasises on a chronological structure that meets the participants on a basic level and provides knowledge on all competences that are important for both the attendance of unit 2 and especially for the ECDL Online Collaboration certification test. Unit 1 is framed by a face-to-face training in the beginning, one online workshop in the middle and one online workshop at the end of the last learning week. Some of the content of Unit 1 can be already discussed in the face-to-face training others in the online workshop. Both the face-to-face training and the workshop serve as space for questions and problem solving. The blended learning concept offers the opportunity to present and apply various online collaboration tools already in unit 1 so that the participants learn about the tools by using them. For instance, the essential learning environment is the e-learning platform which is as well part of the content in unit 1.

Requirements for supervision: Unit 1 is demanding in regard to the content and at the same time farthest away from the daily work of teachers. Therefore, it is essential that trainers support and motivate participants strongly. Furthermore, participants learn in unit 1 to work with online collaboration tools what can be best learned in groups. The trainer has, therefore, to promote group work and coordinate it, if necessary. It is essential for the whole course that the participants identify both with the Learning objectives of the course and with their respective groups in order to stay motivated and stay in the course until the end.

Passing criteria for unit 1: All four weeks are mandatory and have to be finished before starting unit 2 (exceptions can be made by the trainer if necessary). Each week offers several tasks concerning respectively one learning aim. In order to finish and pass a week

the participants have to choose and process one task individually, and choose and process one task in group work. The two tasks should not be the same.

Time investment: Unit 1 is designed for four weeks in total. The estimated time investment for participants per week is two to three hours for advanced participants. For participants who are not experienced in handling of digital media will need six to eight hours per week; the estimated time investment for trainers is two hours per day.

Unit 2

Unit 2 provides not technical but methodological learning content. Here the acquired technological knowledge about online collaboration tools is complemented by pedagogical ways of applying them in three different directions: firstly, participants learn how to use online collaboration tools for the preparation of their work and how to collaborate with colleagues; secondly, the focus is put on collaboration with students and teaching with online collaboration tools; thirdly, participants learn to teach their students about online collaboration tools. Week 1 and week 2 are mandatory for all. Week 3 is additional for participants who are interested in learning how to teach about online collaboration tools and can implement the competences in their lessons. The unit is complemented by two online presence workshops which provide space for the participants to clarify open issues and sum up the online course before starting with the project work.

Requirements for supervision: It is again especially important to give a feeling of shared identity and togetherness to the participants so they will not get the feeling they learn “alone” in front of the computer. Communication and exchange will be very important and must be promoted by the trainers.

Passing criteria for unit 2: Week 1 and week 2 are mandatory and have to be completed before starting unit 3 (exceptions can be made by the trainer if necessary). Week 3 is additional. Each week offers several concerning respectively one learning aim. In order to finish and pass a section the participants have to choose and process one task individually, and choose and process one task in group work. The two tasks should not be the same.

Time investment: unit 2 is designed for three weeks in total. The estimated time investment for participants per week might be less than in unit 1 because the content is closer to the teachers' occupational routine. We still estimate two to three hours for advanced participants and six to eight for participants with a lower level of digital literacy; the estimated time investment for trainers is two hours per day.

Unit 3

Unit 3 stands out as praxis unit in which the participants have to apply their acquired knowledge in group work while no more content is facilitated. The participants will work together in groups on specific projects in which they use their knowledge and skills to develop their own project with online collaboration tools.

Requirements for supervision: In this unit the participants work autonomously in their groups. The trainer must be present for questions and answer within 24 hours. Trainers must offer continuously support via email and forum. He / she will have a first impression of developed concepts when participants upload the results before the closure training.

Passing criteria for unit 3: In order to pass the project work, participants have to upload their project concepts (e.g. documents, video, PPT-presentation, podcast) in order to prepare for the presentation at the closure workshop.

Time investment: unit 3 is designed for four weeks in total, in which the participants have to organize their own time. The estimated time investment for participants per week is two to three hours; the estimated time investment for trainers is two hours per day.

Group work

The grouping of the participants is an essential method of the course. In the first face-to-face meeting the participants are divided into groups of four to five participants in which they will stay during the whole course. The groups facilitate the learning process in various ways: firstly, the participants have to communicate and collaborate within their groups by using the promoted online tools

in order to pass the weekly group assignments. By immediately applying the tools the participants lose their insecurities, face and solve problems together and realize the benefits of the tools directly. Secondly, being in a group enhances the motivation of each participant. Everyone had not only to answer to the trainers but as well to their fellow group members. Thirdly, the participants start with different levels of skills and knowledge. During the group work participants support each other, solve problems together and therefore enrich the learning process. Fourthly, the groups foster exchange of good practices and strategies beyond the course via online collaboration tools. The grouping of the participants can be made according to the Barometer results. Then each group should contain participants with low, medium and high results in order to ensure mutual support. Or the groups are assembled according to the schools forms or interests of the participants in order to guarantee vivid exchange even beyond the course.

Group leaders: Some of the assignments require a great amount of discipline and cooperation skills. The participants are expected to be willing and able to work together in order to finish the group assignments. Especially at the beginning it might be hard for the participants to fit into their roles and initiate collaboration among each other. In order to bypass this danger the groups should appoint group leaders for each week. The group leader of the week initiates the discussion about which assignments the group will choose and is responsible for the submission of the assignment.

Criterion for passing the course and be permitted to the ECDL Online Collaboration certification test is to pass all three units. Each unit has different demands. Passing criterions must be clear to the participants from the start.

75% of all required tasks have to be fulfilled including the presence at the two face-to-face workshops.

Face-2-Face Training

The first face-to-face training is essential in a blended learning concept in order to explain and clarify all aspects of the course, introduce to and inspire participants for the courses content as well as establish a group identity for better motivation during the whole course. Therefore it will be held during or at the end of the orientation phase and before unit 1 starts. The final face-to-face training provides opportunity to three relevant aspects of the course: firstly, the results of the project work of unit 3 will be presented (mandatory to pass the course) by the groups and evaluated by the trainers. Secondly, the participants can utter opinions about the course and thirdly the participants make the ECDL Online Collaboration certification tests.

Online presence workshop

The online learning phase is separated by up to four **online workshops** which cover three critical aspects of online learning. Firstly, the workshops are meeting points on the long way of learning “alone” in front of the computer and offer exchange and new motivation. Secondly, participants and trainers get the opportunity to share experience and problems with content of the course as well as organisational or technical difficulties. And thirdly, the online workshop offers a third learning method giving the opportunity to teach with audio and video communication. We recommend up to four online workshops, two in unit 1 and two in unit 2. The workshop should be organized respectively in the middle of the unit and at the end.

The role of the trainers in the online workshops is similar to the one in the face-to-face training.

Requirements for online supervision

The concept of supervision in the online learning phase is active supervision. That means that the trainers not only react when addressed by the participants but also address participants without request by commenting their contributions in the forums or even initiate discussions. In order to guarantee a lively communication between the participants, the trainer must use posts and interesting topics in the forums. The support of the participants is essential in this phase therefore the trainers must answer, especially in the beginning, to all private or public requests or comments that are made by the participants within 24 hours. When a participant posts a contribution in a forum the trainer must answer it by encouraging also the others to contribute. Only then the participants will learn how the communication should operate in the online learning phase. The necessity of this strong active communication by the trainers will increase during the course because the participants start to communicate more independently.

Motivation of participants

Motivation is essential in online learning. In order to motivate the participants the trainer must write a message or a forum post once a week. Participation in forums and chats, announcements of important tasks or extra-curricular topics or the decrease of submitted assignments can be topics for these messages. If one participant reduces his / her participation in the course, the trainer must contact him / her personally in order to learn the reasons and offer support.

Communication with participants

The e-learning platform provides several ways to communicate with participants: private messages that can be received as e-mail, open forums and chats. Each tool can be appropriate to achieve different objectives. When you see that a participant is not as active as he or she should be, a private message is appropriate. It is important that the participants get the feeling that the trainers are good reachable, that means the trainers must answer within 24 hours to messages from the participants and posts in forums as well as provide positive and negative feedback to assignments.

Monitoring of learning process

Follow the advances of the participants in a table. Participants have to fulfil criteria to pass weeks, units and the whole course. Therefore continuously monitoring of submitted tasks and participation in forums, presence in workshops is obligatory. A table will keep track of the process and achievements of participants.

Devices, tools and applications

The trainer is obliged to be familiar with all of the online collaboration tools that are taught in this course in order to be able to answer questions and provide support if he / she realises that it is needed. Therefore the trainers should already have internalized the learning content of the course befor the course starts.

When participants do not have devices like a smartphone with internet access they will be asked to practice with a device of a friend, colleague or family member. In general the learning material should provide with screenshots, tutorials, online workshops and readings enough content, also if the participants is not able to practice with a device. When participants do not want to use specific tools or applications, the trainer can try to give alternatives. Following applications are essential for the course and cannot be changed for another tool: Google Calendar, Google Mail, Google Drive. In that case, the trainers must respond to the concerns of the participants and try to overcome them.

Recommendations for Implementation

The following recommendations for the implementation of this curriculum are made on basis of national testing of the curriculum in four countries: Estonia, Germany, Latvia, and Lithuania. In these countries the online part of the curriculum was realized in Moodle. The recommendations concern the structure and content of the implementation.

Forums

The e-learning course should contain three kinds of forums. The first type of forum is the **Questions and Answers Forum**. In this forum all participants of the course can interact with each other and can ask questions that will either be answered by other participants or the trainers. The second type is the **Blackboard**. In this forum is restricted to notifications from the trainers to the participants. Therefore only trainers can write in the forum and the participants should be aware that the messages are important. The third type is the **Weekly Forums**. Every week must have its own forum in which the participants can communicate about the group assignments, organize themselves, and even solve the assignments in them. While these three types of forums are essential to the course a fourth type can be recommended. In order to foster the communication and motivation of the participants it might be useful to have one forum in which participants can solely speak about more private topics (initiation by the trainers might be necessary). Although the forums will be very helpful in the course of the training at the beginning the quantity of forums might be irritating for participants, especially for those who are inexperienced in the use of social media. Trainers should ask participants to be patient with themselves and get slowly used to the variety of communications ways the Internet offers.

Weekly Diary

A weekly dairy is a way to ask the participant one time per week to write two or three sentences about their own perception of the course, their progress, and their own efforts. The dairy entries are not public; they are short messages to the trainers (in Moodle this can be made through the activity assignment). The dairy has the purpose for the participants to reflect their work and time investment, the trainers get at the same time an idea about what is going on with the participants, where the problems lie and what runs good or bad. The weekly dairy is recommended by the German partner of the project as an obligatory task to pass each week.

Tools

In order to teach the participants about online collaboration tools it is necessary to use actual tools. But because which tools are used among teachers varies between countries and tools that are popular now might be outdated tomorrow the curriculum below provides solely some examples and possibilities. In order to give a short overview of the tools that were used and maybe give some inspiration the applied tools are listed here (without order):

- Online Storage: Google Drive, Dropbox, OneDrive, iCloud
- Online Learning Platforms: Moodle, Lo-Net2 (Germany)
- Online Calendar: Google, Doodle, OneDrive
- Online Meeting Tools: Skype, Skype for Business, TeamViewer, Hangouts, AnyMeeting
- Productivity Applications: Google Apps, OneNote, Microsoft Office web application included in OneDrive (mostly PowerPoint and OneNote)
- Social Media: Facebook, Google+, Draugien.lv (Latvia), Twitter
- Wikis: Wikipedia
- Mobile Application: Google, Maps, Translator, Calendar, Weather, E-Mail, WhatsApp, Viber, QR Code Reader and Creator, Wattpad
- Additional Tools: Padlet, Sway, Popplet, Kahoot, coggle.it, Trello, Prezi, TeamUp, MindMister, Youtube, Delicious

Blended Learning Curriculum

Unit 1				Unit 2		Unit 3	
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	e-learning	F2F
Orientation Phase Time schedule: 1 week - Start date: xx.xx.xxxx End date: xx.xx.xxxx							
Learning objectives		Learning content			Methods / Tools		Tasks / Assignments
Explication of the course structure Participants get familiar with structure of the course.		Introduction to structure of the course <ul style="list-style-type: none"> • Overall structure: three units with different orientations. • Structure of the units: sections and online workshops. • Structure of sections: material and assignments. 			<u>Timeline of blended learning course</u>		<u>Additional Task:</u> State questions and issues regarding the structure of the course in the forum or ask the trainer personally.
Requirements Participants get to know all requirements to pass the course and the ECDL and how much time investment is necessary.		<ul style="list-style-type: none"> • Requirements to pass a section. • Requirements to pass the course and be allowed to take the ECDL Online Collaboration certification test. • Requirements to pass the ECDL Online Collaboration certification test. • Expected time investment per week in order to pass the course / pass the ECDL Online Collaboration certification test. 			<u>Reading:</u> Requirements of the course		<u>Additional Task:</u> State questions and issues regarding the requirements of the course in the forum or ask the trainer personally.
Self-Assessment Better knowledge of own skills regarding online collaboration tools.		<ul style="list-style-type: none"> • Participants assess their own knowledge about online collaboration tools. • Assessment of experience with e-learning. 			<u>Barometer:</u> <u>Optional:</u> Test about learning types: http://www.lerntypetest.de/lerntypentest.html		<u>Mandatory Task:</u> Complete the Barometer and publish the result of the learning type test in the forum. Results of the group will be analysed for the F2F-training.

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<p>Introduction to e-learning platform Participants get to know the e-learning platform and set up own profile;</p>	<p>Introduction to e-learning platform</p> <ul style="list-style-type: none"> • Use access data log-in to Moodle • Set up of own profile • Download curriculum summary 	<p><u>Moodle Profile</u> <u>Forum:</u> Orientation Phase</p>	<p><u>Mandatory Task:</u> Create own profile and insert all important information and an up-to-date picture of yourself;</p>
<p>Identify challenges in the e-learning environment;</p>	<ul style="list-style-type: none"> • Checking if every application of Moodle is clear to use. • Writing down problems that may occur in order to answer them in the Face-to-face meeting. 	<p><u>Moodle Platform</u> Participants become familiar with the course’s e-learning platform by trying out by themselves and note down and ask problems and other issues.</p>	<p><u>Additional Task:</u> State questions and issues regarding the Moodle platform in the forum or ask the trainer personally.</p>
<p>Set-up Google Account</p>	<ul style="list-style-type: none"> • Participants set-up a Gmail-account in order to use it for the course. 	<p><u>Link:</u> https://accounts.google.com</p>	<p><u>Mandatory Task:</u> Set-up your own Gmail-account. If you already have one you can decide to use it.</p>

Unit 1				Unit 2		Unit 3	
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	e-learning	F2F
Kick-off training: in total 6 hours Meeting after the orientation phase. But participants will still have time to fulfil tasks from orientation phase if they did not do it before.							
Time - schedule	Topic	Learning objectives / promoted competencies	Approach / learning content		Material usage	Remarks / Comments	
20 min.	Welcome and get-to-know	Participants get to know each other and the trainers.	Welcome and introduction round <ul style="list-style-type: none"> Welcome of the participants Introduction of trainer Introduction of participants with the question: Why do you want to participate in the course? What are your expectations for today / for the course? 		Plenum PPT List of attendance	Optionally participants play a game to get to know each other better and gain a feeling of familiarity.	
5 min.	Introduction of agenda	Participants familiarise with the agenda of the day.	<ul style="list-style-type: none"> Presentation of agenda for this day Organising coffee breaks 		Plenum PPT	Participants can state questions or if anything is missing.	
30 min.	Presentation of training course	Participants get to know the structure and content of the course.	<ul style="list-style-type: none"> Content and structure: blended learning, three modules, etc. Timeline Requirements and badges 		Plenum PPT		
20 min.	Presentation of ECDL certification	Participants understand the ECDL certification procedure	<ul style="list-style-type: none"> ECDL modules ECDL certification ECDL in schools 		Plenum PPT	ECDL expert could present this slot.	
15 min.	Coffee break						
45 min.	Introduction to the topic “Online Collaboration”	Participants get an idea of online collaboration means.	<ul style="list-style-type: none"> Online collaboration in daily life Question: what is the knowledge of the participants? Presentation of Online Collaboration on basis of an 		Plenum PPT		

			example (e.g. project work)		
45 min.	Lunch break				
30 min.	Expectations towards the training course	Participants realize their expectation about the course.	Query of expectations <ul style="list-style-type: none"> • Participants state their expectations about the course; answer are written down on board • Participants make pre-course questionnaire 	Plenum Board Computers with Internet Link to pre-course questionnaire	
60 min.	Online learn-platform Moodle	Questions about Moodle will be clarified.	<ul style="list-style-type: none"> • Questions will be answered. • Show in Moodle: Assignments and how to submit them • Show in Moodle: Forum and how to behave in forums 	Plenum Moodle	
15 min.	Role of trainers	Participants realize the role of the trainers	<ul style="list-style-type: none"> • How will trainers support the learning process? • How can participants reach the trainers? • Forum “Black board” 	Plenum PPT	
15 min.	Coffee break				
45 min.	Division into groups	Participant are divided into groups	<ul style="list-style-type: none"> • Participants are divided into groups according to their scores in the Barometer (mixed groups) or according to their interests in certain topics or according to their schools forms. • Groups decide for weekly leaders • Groups decide for groups name • Groups decide how to deal with absences 	Plenum PPT	It is very important that the participants are familiar with Moodle. Therefore this section can be extended to a second part after the lunch.
15 min.	Summary and farewell	Important aspects of the day are summarized.	<ul style="list-style-type: none"> • Clarify final questions • Point out forums as communication mean • Point out to next online meeting 		

Unit 1							Unit 2		Unit 3		
Orientation	F2F	e-learn 1	e-learn 2	workshop	e-learn 3	e-learn 4	Workshop	e-learning	Workshop	e-learning	F2F
<p>Unit 1 – e-learning section 1: Collaboration Concepts Time schedule: 1 week - Start Date: xx.xx.xxxx End Date: xx.xx.xxxx Objectives: Participants get to know concepts of online collaboration, benefits and risks.</p>											
Learning objectives		Learning content				Material		Tasks / Assignments			
<p>Starting the section Get an overview of Learning objectives, time investment, assignments and deadlines.</p>		<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 				<p><u>Reading:</u> All Information about the Section <u>Forum:</u> Section 1 – Collaboration Concepts</p>					
<p>Key concepts Basic knowledge of online collaboration. Recognise that ICT can support and promote online collaboration. (1.1.1)¹</p>		<ul style="list-style-type: none"> • Description of what is online collaboration. • When can online collaboration be useful and valuable? • Clarification of terms regarding online collaboration. 				<p><u>Reading:</u> What is online collaboration? <u>Forum:</u> Clarify terms</p>		<p><u>Task:</u> Some terms are already explained or known, still other need explanation. Please gather three terms regarding online collaboration and explain them in the forum. Check first the forum, some terms might be already explained there.</p>			
<p>Tools Identify the main types of services and tools supporting online collaboration. (1.1.2)</p>		<ul style="list-style-type: none"> • Presentation of main services: cloud computing, mobile technology, etc. • Presentation of main tools: social media, online calendars, etc. 				<p><u>Reading:</u> List of main services with short description. List of main tools with short description.</p>		<p><u>Task:</u> Use your Google account to identify what tools it can offer you. Use two of the features to get in touch with other learners of the course (Google hangouts, setting dates), create together a document which list all .</p>			

¹ References to the ECDL / ICDL Online Collaboration Syllabus Version 1.0

<p>Key characteristics Identify key characteristics of online collaboration tools. (1.1.3)</p>	<ul style="list-style-type: none"> • Key characteristics: multiple users, real time, global reach, concurrent access; 	<p><u>Reading:</u> Key characteristics of online collaboration tools <u>Game:</u> Allocate characteristics to the respective tool. (There is a question type in Moodle that allows allocation.)</p>	<p><u>Task:</u> Allocate characteristics to the respective tool in the game.</p>
<p>Benefits Outline the benefits of using online collaboration tools and cloud computing in specific. (1.1.4 +1.2.1 + 1.2.2)</p>	<ul style="list-style-type: none"> • Shared files and calendars, reduced travel expense, ease of communication, enhanced teamwork, and global access. • Cloud computing facilitates storage of shared documents and files, access to a range of online applications and tools. • Outline the benefits of cloud computing for users like: reduced costs, enhanced mobility, scalability, automatic updates; 	<p><u>Reading:</u> Benefits of Online Collaboration <u>Video:</u> https://www.youtube.com/watch?v=QJncFirhjPg</p>	<p><u>Task:</u> Answer the question which benefits do you see in online collaboration tools by writing in Google Doc and share the document with your trainer.</p>
<p>Risks Be aware of the risks associated with using online collaboration tools. (1.1.5 + 1.2.3)</p>	<ul style="list-style-type: none"> • Data protection and control • Violation of confidentiality and integrity of data. • Deletion of data • Third parties can view the data. • Dependence of provider (and sub companies) • Potential loss of privacy • Get declaration of consent from parents when students are under age. 	<p><u>Reading:</u> Risks of online collaboration <u>Links:</u> http://www.ebizq.net/topics/itgovernance_compliance/features/8301.html</p>	<p><u>Task:</u> Which risks occurs while using online collaboration tools in school lessons, what precaution do you need to organise? Answer the questions by writing in the same Google Doc as before and share the document with your trainer.</p>
<p>E-learning Platform Understand Moodle as an online collaboration tool. Learn how to work with Moodle as course environment. (3.5.1 + 3.5.2 + 3.5.3 + 3.5.4 + 3.5.5) <i>Content of F2F-Training</i></p>	<ul style="list-style-type: none"> • E-learning platforms as online collaboration tools. • Different platforms: Virtual Learning Environments (VLEs) and Learning Management System (LMS). • Features of Moodle: Calendar, Assignments, Questionnaire, etc. 	<p><u>Reading:</u> Differences of e-learning <u>Link:</u> http://en.wikipedia.org/wiki/Educational_technology http://elearningindustry.com/choosing-online-learning-platform-makes-sense</p>	<p><u>Task:</u> Answer the question: what are the opportunities e-learning platforms offer you in your job as a teacher? Please answer the question on Moodle (<i>Assignment without upload</i>).</p>

<p>Online Calendar Understand Google Calendar as online collaboration tool. Getting familiar with Google calendar as tool for the course. (3.2.1 + 3.2.2 + 3.2.3 + 3.2.4 + 3.2.5 + 3.2.6) <i>Content of F2F-Training</i></p>	<ul style="list-style-type: none"> • Short introduction in Google: features of a Google account: Drive, Docs, Plus and Calendar. • Google calendar as online collaboration tool: what can the calendar offer? • Features of the calendar: create and share events, recurring events, set a reminder for an event, invite and uninvited people, accept and decline an invitation, edit and cancel an existing event. 	<p><u>Reading:</u> Introduction to online calendar <u>Link:</u> https://www.google.com/calendar/render?pli=1#main_7 http://www.teamup.com/ https://en.wikipedia.org/wiki/Online_calendar</p>	<p><u>Task:</u> Look through the features of the online calendar (Google). Then, create an event for one date in the week; edit the event so that it is a weekly event. Delete the event. Repeat the task but this time invite your trainer to the event.</p>
<p>Intellectual property rights Recognise the importance of intellectual property rights and the appropriate use of content when using online collaborative tools. (1.1.6)</p>	<ul style="list-style-type: none"> • Introduction to and basic knowledge of intellectual property rights. • Differences of privacy, personal data and data protection. 	<p><u>Reading:</u> Intellectual property rights <u>Video:</u> e.g. https://www.youtube.com/watch?v=DGxigrTkNE <u>Links:</u> http://creativecommons.org/ http://europa.eu/youreurope/business/start-grow/intellectual-property-rights/index_en.htm#germany_en_protecting-intellectual-property</p>	<p><u>Task:</u> What type of creative common licenses exist? Which of them allows to share content while naming the original source? Answer the questions by writing in the same Google Doc as before and share the document with your trainer.</p>
<p>Closing of the section Self-evaluation of own acquired knowledge.</p>	<ul style="list-style-type: none"> • Questionnaire with 5 questions regarding the content of the section. 	<p><u>Self-evaluation questionnaire section 1</u> The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants only to evaluate their own learning progress.</p>	<p><u>Questionnaire:</u> Answer all the questions in order to evaluate your learning progress.</p>

Unit 1						Unit 2		Unit 3			
Orientation	F2F	e-learn 1	e-learn 2	workshop	e-learn 3	e-learn 4	Workshop	e-learning	Workshop	e-learning	F2F
<p>Unit 1 – e-learning section 2: Preparation for Online Collaboration</p> <p><u>Time schedule:</u> 1 week Start - Date: xx.xx.xxxx End date: xx.xx.xxxx</p> <p><u>Objective:</u> Participants get to know how to set-up online collaboration tools and what settings must be considered.</p>											
Learning objectives		Learning content				Methods / Tools		Tasks / Assignments			
<p>Starting the section Get an overview of Learning objectives, time investment, assignments and deadlines.</p>		<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 				<p><u>Reading:</u> All Information about the Section <u>Forum:</u> Section 2 – Preparation for Online Collaboration</p>					
<p>Common Setup Features Understand that additional applications, plug-ins may need to be installed to use certain online collaborative tools. Identify common equipment used to support online collaboration. (2.1.1 + 2.1.2)</p>		<ul style="list-style-type: none"> • Overview of common setup features that are important for online collaboration. • Applications for online collaboration such as application for web calls (e.g. Google Hangouts and Skype) • What are Plug-ins? Where can they be found? How to realise that they are blocked? • How to allow Plug-ins? • Equipment for online collaboration such as webcam, microphone and speakers 				<p><u>Reading:</u> Common Setup Features <u>Reading:</u> Plug-ins with screenshots <u>Forum:</u> Equipment</p>		<p><u>Task:</u> Answer following questions as a post in the forum. What equipment do we need for online collaboration? What does my device already have and what do I need additionally?</p>			
<p>Firewalls Recognise that firewall restrictions may cause access issues for users of a collaborative tool. (2.1.3)</p>		<ul style="list-style-type: none"> • Reasons why online collaboration tools may not work: firewall restrictions. • How to recognise those restrictions and what to do about it. • Example Skype 				<p><u>Reading</u> including the example of Skype <u>Link:</u> https://support.skype.com/en/faq/FA1070/how-do-i-update-my-firewall-to-work-with-skype</p>		<p><u>Task:</u> Answer following question why do firewalls exist and what do they serve for by writing in a new Google Doc and share the document with your trainer.</p>			
<p>Setup</p>		<ul style="list-style-type: none"> • Software that needs to be downloaded 				<p><u>Tutorial:</u> Set-up Skype</p>		<p><u>Task:</u> Install Skype on your device. Then</p>			

<p>Download software to support online collaborative tools (2.2.1)</p>	<ul style="list-style-type: none"> • Software: VOIP (Skype and Hangouts) , Instant Messaging, document sharing (Dropbox) 	<p><u>Example of application:</u> online web conference with Skype, webcam and microphone</p>	<p>make an appointment with another member or members of your group for a Skype call in order to test important functions. <u>For groups:</u> Repeat with Hangouts.</p>
<p>Registration and deletion of user accounts. (2.2.2)</p>	<ul style="list-style-type: none"> • Register and / or set up a user account for a collaborative tool. • Deactivate, delete / close a user account. 	<p><u>Reading</u> with screenshots that show registration and deletion of a user account. <u>Forum:</u> Deactivation of accounts</p>	<p><u>Task:</u> Register for a Dropbox or a Flickr account and delete it afterwards. State experience in the forum.</p>
<p>Online Meetings Learn to prepare and start an online meeting with appropriate tools. (3.4.1 + 3.4.2 + 3.4.3)</p>	<ul style="list-style-type: none"> • Open, close online meeting application. • Create a meeting: time, date and topic. Cancel the meeting. • Invite and uninvite participants and set access rights. • Start and end meeting. 	<p><u>Reading:</u> Introduction to online meetings <u>Link:</u> https://en.wikipedia.org/wiki/Web_conferencing http://wsuccess.typepad.com/webinarblog/2007/03/webinar_or_webc.html</p>	<p><u>Task:</u> Please answer the question in the assignment: what is your opinion of online meetings? Which opportunities for teaching do you see, where do you see risks? In order to answer the questions, it might be necessary to download and install an online meeting tool.</p>
<p>During the Online Meeting Learn how to use most common features of online meeting tools. (3.4.4 + 3.4.5 + 3.4.6)</p>	<ul style="list-style-type: none"> • Share, unshare desktop and files during an online meeting. • Use available chat features. • Use video and audio features in an online meeting. 	<p><u>Reading:</u> During the Online Meeting <u>Link:</u> https://en.wikipedia.org/wiki/Web_conferencing http://money.howstuffworks.com/business-communications/teleconferencing2.htm</p>	<p><u>Task:</u> Download and install the free programme (or the programme that is provided by the course). Make an appointment with one or more members of your group for an online meeting. Try out the different features that you have learned and write a short evaluation report in the forum.</p>
<p>Excuse Doodle Know the benefits of Doodle and how to coordinate appointments with it.</p>	<ul style="list-style-type: none"> • Doodle as a coordination tool • Use Doodle to schedule a meeting 	<p><u>Reading:</u> What is Doodle <u>Link:</u> http://doodle.com/</p>	<p><u>Assignment for groups:</u> Schedule a meeting to meet with your group during Section 3 (in section 4 - 29.01.2016 till 05.02.2016) in order to do your group work together in a VOIP. The group leader of the week sets-up the doodle and sends the link to group members. If he / she has questions in how to do it, the group members will support.</p>

<p>Closing of the section Self-evaluation of own acquired knowledge.</p>	<ul style="list-style-type: none"> Questionnaire with 5 questions regarding the content of the section. 	<p><u>Self-evaluation questionnaire section 2</u> The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants only to evaluate their own learning progress.</p>	<p><u>Questionnaire:</u> Answer all the questions in order to evaluate your learning progress.</p>
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Unit 1					Unit 2		Unit 3		
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	e-learning	Workshop	e-learning	F2F
Online Workshop 1: around 1 hour Between Week 2 and Week 3 – Tool: Skype – Size: 2 to 3 groups together – Aims: Motivation of Participants									
Time - schedule	Topic	Learning objectives	Approach / learning content		Material Usage		Remarks / Comments		
10 min.	Welcome and introduction to the agenda		<ul style="list-style-type: none"> Welcome of participants Presentation of the agenda Check the technology (important: can every participant hear and speak?) Do the participants agree to record the session? Start recording 		Plenum session No videos Presentation Start recording		Ask the participants to try out their technology before the meeting starts (e.g. make the Skype Sound Test Service).		
10 min.	Video function	Experience the video function of online meeting tools.	<ul style="list-style-type: none"> Trainers and participants turn on the video function Trainers explain functions and symbols of the tool. Question: is that the first time to use an online meeting tool? After some interaction the videos can be turned off again so that the connection stays stable and the participants follow the presentation. 		Plenum Video function				
10 min.	“Shower of praise”	Participants realize the progress they have already made.	<ul style="list-style-type: none"> Trainers praise participants for their progress (each group) Topics: conversation in forums, solving the assignments, work in groups, 		Plenum session No videos Presentation		This part is only for praise, no criticism allowed!		
20 min.	Questions and answers	Participants can ask questions or discuss	<ul style="list-style-type: none"> What was not clear? 		Plenum session No videos				

		important topics.	<ul style="list-style-type: none"> • What topics do you find most interesting? • Which tools were new to you? 	Presentation	
5 min.	Introduction to Week 3 and Week 4	Participants get to know what expects them in Week 3 and Week 4	<ul style="list-style-type: none"> • Trainers give a short overview of the structure and content of the Week 3 and Week 4 • Are there any question? 	Plenum session No videos Presentation	
5 min.	Farewell		<ul style="list-style-type: none"> • Trainers thank participants • Trainers remind participants that they can always reach them with questions 	Plenum session No videos Presentation	
	Follow-up of the workshop		<ul style="list-style-type: none"> • Upload the recording to Moodle 	Moodle: Unit 1 – Week 2	

Unit 1						Unit 2		Unit 3			
Orientation	F2F	e-learn 1	e-learn 2	workshop	e-learn 3	e-learn 4	Workshop	e-learning	Workshop	e-learning	F2F
<p>Unit 1 – e-learning section 3: Using Online Collaborative Tools Time Schedule: 1 week - Start date: xx.xx.xxxx End date: xx.xx.xxxx Objective: Participants get to know common online collaboration tools and their usage.</p>											
Learning objectives		Learning content				Methods / Tools		Tasks / Assignments			
<p>Starting the section Get an overview of Learning objectives, time investment, assignments and deadlines.</p>		<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 				<p><u>Reading:</u> All information about the Section <u>Forum:</u> Section 3 – Using online collaboration tools</p>					
<p>Online Storage Understand the concept of online storage solutions. Recognise limitations to online storage. Know how to handle files and folders. (3.1.1 + 3.1.2 + 3.1.3)</p>		<ul style="list-style-type: none"> • What are online storage solutions? • Benefit of online storage • Common online storages (Dropbox and Google Drive) • Limitations of online storage like: size limit, time limit, sharing restrictions. • Handling of files and folders: upload, download, and share. 				<p><u>Reading:</u> Online storage – Definition, Limitation and Usage <u>Example of application:</u> Dropbox or Google Drive</p>		<p><u>Task:</u> Create an account in Dropbox or Google Drive, use common folder to upload, download, and delete online files and folders. Share recorded files from Face-to-face training with your trainer / the group.</p> <p>First group folder is created and shared by the trainer. Then participants have to create and share own folders with each other.</p>			
<p>Productivity Applications Understand that common productivity applications can be accessed via the web. Identify common examples of web-based productivity applications like: word processing, spreadsheets, and</p>		<ul style="list-style-type: none"> • What are common productivity applications? • All features of productivity applications: word processing, spreadsheets, and presentations. • Allow files to be updated by multiple users in real-time, allow files to be shared. 				<p><u>Reading:</u> Productivity applications – what are they? What feature do they have and how to use them? What applications exist? <u>Link:</u> http://www.tomsguide.com/us/pictures-story/588-4-best-productivity-apps.html <u>Example of application:</u> View features in</p>		<p><u>Task:</u> Create a learning sheet for students while choosing your own topic in a text processing application and share it with your group.</p>			

presentations. (3.1.4)		Google and one more (like Evernote) <u>Google for Schools:</u> https://www.google.com/edu/index.html	
Work with productivity apps Identify features of web-based productivity applications. Know how to collaborate online with productivity applications. (3.1.5 + 3.1.6 + 3.1.7 + 3.1.8)	<ul style="list-style-type: none"> • Create, edit and save files online. • Share, unshare a file, folder to allow other users to view, edit, and own a file, folder. • View and restore previous versions of a file. 	<u>Reading:</u> Work with productivity apps <u>Link:</u> http://www.pcmag.com/article2/0,2817,2395939,00.asp	<u>Task:</u> Edit the shared learning sheets of other group members. <u>For groups:</u> Divide the content of your learning sheet within all group members, so that each member has its own task and bring the results together in one file, at the end. Share it with other course participants.
Social Media Identify social media tools that support online collaboration. (3.3.1)	<ul style="list-style-type: none"> • What are social media tools and for what can they be used? • Examples: social networks, wikis, forums and groups, blogs, micro blogs, content communities. 	<u>Reading:</u> Social media tools – what is social media and which tools exit? <u>Wiki:</u> Social Media Tools with short descriptions	<u>Task:</u> Edit and add social media tools to the wiki in Moodle.
Features of social media Learn about privacy options of social media. Handling friends, followers and privacy settings in social media. (3.3.2 + 3.3.3)	<ul style="list-style-type: none"> • Set up, modify available permissions/privacy options like: read access, write access, user invites. • Find, connect to social media users, groups. • Remove connections. • Country specific restrictions to use social media in your school. 	<u>Reading:</u> Privacy in social media <u>Example of application:</u> Google Plus	<u>Task:</u> Add group members to your social network and post a message.
Using Social Media Knowledge and skills of how to use social media tools. (3.3.4 + 3.3.5 + 3.3.6)	<ul style="list-style-type: none"> • Use a social media tool to post a comment and link. • Use a social media tool to reply to and forward a comment. • Use a social media tool to upload content like: images, videos, documents. 	<u>Reading with screenshots</u> <u>Example of application:</u> Google Plus	<u>Task:</u> Create a post in which you link to your favourite / non-favourite online collaboration tool and state why you chose it.
Know how to remove posts from social media. (3.3.7)	<ul style="list-style-type: none"> • How to remove posts from social media? • Be aware that permanently deleting posts and photos may be difficult. 	<u>Reading with screenshots</u> <u>Links for different social networks:</u> Facebook:	<u>Task:</u> Remove posts from your timeline.

		https://www.facebook.com/help/261211860580476 Google Plus: https://support.google.com/plus/answer/1355848?hl=en Twitter: https://twitter.com/?lang=en	
Excuse Wiki Learn to use and edit a wiki. (3.3.8)	<ul style="list-style-type: none"> • Add a specific topic in a wiki. • Update a specific topic in a wiki. 	<u>Example of Application:</u> Wikipedia <u>Link:</u> https://www.wikipedia.org/ <u>Forum:</u> Editing in Wikipedia	<u>Task:</u> How would you edit an article in Wikipedia? Post a screenshot or a description in the forum.
Closing of the section Self-evaluation of own acquired knowledge.	<ul style="list-style-type: none"> • Questionnaire with 5 questions regarding the content of the section. 	<u>Self-evaluation questionnaire section 3</u> The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants only to evaluate their own learning progress.	<u>Questionnaire:</u> Answer all the questions in order to evaluate your learning progress.

Unit 1						Unit 2		Unit 3			
Orientation	F2F	e-learn 1	e-learn 2	workshop	e-learn 3	e-learn 4	Workshop	e-learning	Workshop	e-learning	F2F
<p>Unit 1 – e-learning section 4: Mobile Collaboration <u>Time schedule:</u> 1 week - Start date: xx.xx.xxxx End date: xx.xx.xxxx <u>Objective:</u> Participants get to know how to use online collaboration tools on mobile devices.</p>											
Learning objectives		Learning content				Methods / Tools		Tasks / Assignments			
<p>Starting the section Get an overview of Learning objectives, time investment, assignments and deadlines.</p>		<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 				<p><u>Reading:</u> All Information about the Section <u>Forum:</u> Section 4 – Mobile Collaboration</p>					
<p>Mobile devices Identify types of mobile devices. Understand that mobile devices use an operating system. Identify common operating systems for mobile devices. (4.1.1 + 4.1.2)</p>		<ul style="list-style-type: none"> • Introduction to mobile devices: Smartphone, tablet. • Different operating systems. 				<p><u>Reading:</u> Mobile devices (inclusive most popular devices and operating systems)</p>		<p><u>Task:</u> Please report what kind of operating systems exist. Further exchange with other participants what kind of operating system is used most in your country (state, region, or city). Provide links to statistical proves in Forum.</p>			
<p>Bluetooth Understand the term Bluetooth and its use. (4.1.3)</p>		<ul style="list-style-type: none"> • What is Bluetooth and for what it is used for. • How does the sign of Bluetooth look like. • Presentation of how to turn Bluetooth on and off. • What are the risks of Bluetooth? 				<p><u>Reading:</u> Introduction to Bluetooth (screenshot or picture of symbol is recommended) <u>Link:</u> http://electronics.howstuffworks.com/bluetooth.htm http://en.wikipedia.org/wiki/Bluetooth http://www.bluetooth.com/Pages/Bluetooth-Home.aspx</p>		<p><u>Task:</u> Please answer the question n the forum: In your own words what is Bluetooth? What are the opportunities and what are the risks? A discussion with other participants is welcome.</p>			

<p>Mobile Internet Understand internet connection options available for mobile devices. Understand associated features of these options (4.1.4)</p>	<ul style="list-style-type: none"> • Mobile Internet connection like wireless (WLAN), mobile internet (3G, 4G, LTE). • Turn wireless on and off. • Important features of mobile Internet: speed, cost, availability. 	<p><u>Reading:</u> Mobile Internet – what is that? <u>Link:</u> http://en.wikipedia.org/wiki/Mobile_Web</p>	<p><u>Task:</u> Please provide a short text with your experience with mobile internet. Answer the following questions: in which situations and with which devices do you use mobile internet. Do you think you are safe using mobile internet? Consider also the situation of your students.</p>
<p>Use mobile internet Connect to the Internet securely using wireless, mobile technology. (4.2.1 + 4.2.2 +4.2.3)</p>	<ul style="list-style-type: none"> • Safe connection to Internet • Search the web • Send, receive e-mail 	<p><u>Reading:</u> Using mobile Internet <u>Video tutorial:</u> https://www.youtube.com/watch?v=K3wsWr21j4w <u>Link</u> http://www.pcadvisor.co.uk/how-to/mobile-phone/how-use-your-smartphone-as-wi-fi-hotspot-3441165/</p>	<p><u>Task:</u> If you do not already have a e-mail account on your smartphone, please set it up using the tutorial. Write a short report on the set up and submit it on Moodle.</p>
<p>Mobile security Understand key security considerations for mobile devices like: use a PIN, backup content. (4.1.5)</p>	<ul style="list-style-type: none"> • Key security consideration like use a PIN, backup content. 	<p><u>Forum:</u> Security (Participants are asked to find risks and security measures.)</p>	<p><u>Task:</u> What consideration should we make before using a mobile phone? State measure in the forum.</p>
<p>Mobile calendar Know how to use a mobile calendar. (4.2.4)</p>	<ul style="list-style-type: none"> • Add, edit, and remove a calendar event. 	<p><u>Video Tutorial:</u> https://www.youtube.com/watch?v=nFuCXoBOX6Y</p>	<p><u>Task:</u> Create a calendar event and invite your trainer or another participant to join it.</p>
<p>Mobile sharing Know how to share pictures, videos using options like: e-mail, messaging, social media, Bluetooth. (4.2.5)</p>	<ul style="list-style-type: none"> • Share pictures, videos using options like: e-mail, messaging, social media, Bluetooth. 	<p><u>Reading:</u> Mobile sharing Screenshots with instructions of how to share pictures via apps. Including important symbols.</p>	<p><u>Task:</u> To share document, pictures and more is especially popular among young people and therefore they have already knowledge in doing so. On this background, how would you teach about mobile sharing? Create a short concept with tasks.</p>
<p>Introduction to Applications Understand what mobile applications are and for what they can be used.</p>	<ul style="list-style-type: none"> • Introduction to application on mobile devices: how do they look? What do applications do? • Overview of different types of applications: 	<p><u>Reading:</u> Introduction to mobile applications <u>Link:</u> http://en.wikipedia.org/wiki/Mobile_app</p>	<p><u>Task:</u> State your experience with mobile applications and state which applications might be useful for teaching.</p>

(4.3.1)	news, social media, productivity, maps, games, eBooks.	p	
Applications Know what an application store is. Know how to install, uninstall and update applications. (4.3.2 + 4.3.3 + 4.3.4 + 4.3.5)	<ul style="list-style-type: none"> Understand that applications are obtained from application stores. Identify common application stores for mobile devices. Search for a mobile device application in an application store. Recognise that there may be purchase, usage costs associated with an application. Install, uninstall an application on a mobile device. Update applications on a mobile device. 	<u>Reading:</u> Applications <u>Links</u> to different application stores <u>Tutorial:</u> How to install, uninstall and update an application. (Alternatively a reading with screenshots)	<u>Task:</u> Do it yourself! Install and uninstall an application. Install a communication application like Skype or Viper and keep it. If you do not have a smartphone, ask someone of your family and friend to try their phone.
Usage of applications Know how to use voice or video communication applications. Handle social media on mobile devices. Know how to use maps (or alternative) on mobile devices. (4.3.6)	<ul style="list-style-type: none"> Use different applications to communicate on a mobile device like: voice or video communication (Viper, Skype). Differences of social media on mobile devices. Applications for orientation. 	<u>Reading</u> with screenshots that show simple steps with apps.	<u>Task for groups:</u> Coordinate to communicate together over a mobile device (Hangouts, Skype, Viper, etc.). If a participant has no mobile device, he / she can use the PC version (e.g. Skype)
Synchronisation Understand the purpose of synchronising content. (4.4.1 + 4.4.2 + 4.4.3)	<ul style="list-style-type: none"> Purpose of synchronisation. Set up synchronisation settings. Synchronise mobile devices with mail, calendar, and other devices. 	<u>Reading:</u> Synchronisation of mobile devices (here a video tutorial might be helpful)	<u>Task:</u> What do you think about the synchronisation of your calendar and e-mails on your smartphone? Do you have concerns or arguments why synchronization is an advantage?
Closing of the section Self-evaluation of own acquired knowledge.	<ul style="list-style-type: none"> Questionnaire with 5 questions regarding the content of the section. 	<u>Self-evaluation questionnaire section 3</u> The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants only to evaluate their own learning progress.	<u>Questionnaire:</u> Answer all the questions in order to evaluate your learning progress.

Unit 1					Unit 2		Unit 3		
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	e-learning	Workshop	e-learning	F2F
Online Workshop 2: around 1 hour After Week 4 –Tool: Hangouts – Size: 2 to 3 groups – Aims: Motivation, answering open questions, learning to use the tool									
Time - schedule	Topic	Learning objectives	Approach / learning content		Material Usage	Remarks / Comments			
10 min.	Welcome and introduction to the agenda		<ul style="list-style-type: none"> Welcome of participants Presentation of the agenda Check the technology (important: can every participant hear and speak?) Do the participants agree to record the session? Start recording 		Plenum session No videos Presentation Start recording	Ask the participants to try out their technology before the meeting starts (e.g. make the Skype Sound Test Service).			
10 min.	Video function	Experience the video function of online meeting tools.	<ul style="list-style-type: none"> Trainers and participants turn on the video function Trainers explain the functions and symbols of the tool. Question: Which tool (Skype or Hangouts) do you like better so far? After some interaction the videos can be turned off again so that the connection stays stable and the participants follow the presentation. 		Plenum Video function				
10 min.	Trainers Feedback	Participants receive a short assessment of their progress	<ul style="list-style-type: none"> Trainers give feedback to groups Topics: conversation in forums, solving the assignments, work in groups 		Plenum session No videos Presentation	Keep balance between praise and criticism.			

20 min.	Topics	Participants can discuss relevant topics with each other.	<ul style="list-style-type: none"> • Discussion of relevant topics: data protection, different equipment in schools, should schools have WIFI? • Alternative: trainers explain content that became not clear during the last weeks. 	Plenum session No videos Presentation	Topics and questions of participants can be gathered before in a forum.
10 min.	Introduction to Unit 2	Participants get to know the content and structure of Unit 2	<ul style="list-style-type: none"> • Trainers introduce Unit 2 • Structure: 3 Weeks, last week is not mandatory • Learning aims 	Plenum session No videos Presentation	
5 min.	Farewell		<ul style="list-style-type: none"> • Trainers thank participants • Trainers remind participants that they can always reach them with questions 	Plenum session No videos Presentation	
5 min.	Farewell			Plenum session No video	
	Follow-up of online workshop		<ul style="list-style-type: none"> • Upload the recording to Moodle 	Moodle: Unit 1 – Week 4	

Unit 1				Unit 2					Unit 3	
Orientation	F2F	e-learning	Workshop	e-learn 1	e-learn 2	Workshop	e-learn 3	Workshop	e-learning	F2F
<p>Unit 2 – e-learning section 1: Create learning material Time schedule: 1 week - Start date: xx.xx.xxxx End date: xx.xx.xxxx Objective: Participants get to know how to prepare school lessons with online collaboration tools.</p>										
Learning objectives		Learning content			Methods / Tools			Tasks / Assignments		
<p>Starting the section Get overview of Learning objectives, time investment, assignments and deadlines.</p>		<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 			<p><u>Reading:</u> All Information about the Section <u>Forum:</u> Section 1 – Create learning material</p>					
<p>Influence Understand how online collaboration tools will influence your work as a teacher regarding preparation of lessons.</p>		<ul style="list-style-type: none"> • Influence of digital media in education. • Self-reflection of how online collaboration tools can and will influence preparation of lessons. 			<p><u>Reading:</u> Influence of digital media in education. <u>Forum:</u> Self-reflection – preparing lessons</p>			<p><u>Task:</u> Think about how online collaboration tools have and will influence your work as a teacher regarding the preparation of lessons (e.g. research and find material and information). Post your experiences and expectations in the forum “self-reflection”.</p>		
<p>Software and Applications Understand how to apply online collaboration tools when preparing for lessons.</p>		<ul style="list-style-type: none"> • Reflection of learned tools and their usage. • Connecting tools to preparation for lessons. • Identify when online collaboration tools offer benefits – for teachers, for schools. 			<p><u>Reading:</u> List of online collaboration tools and their usage.</p>			<p><u>Task:</u> Choose an online collaboration tool which you would work with and set up in the forum its advantages and tasks you would deal with.</p>		
<p>Finding material Learn how to find online qualitative learning material that can be used in lessons. Get to know different platforms that provide learning material or</p>		<ul style="list-style-type: none"> • Ways of researching online learning material. • How to assess the quality of the source and the material when found online. 			<p><u>Reading:</u> Research for your lessons. <u>Link list:</u> platforms and websites with learning material. <u>Reading:</u> Quality of source and material</p>			<p><u>Task:</u> Share links in the forum, which help you to find interesting learning material.</p>		

space for exchange and know what they offer.			
Open Educational Resources Know about OER and CC licences and how to apply them.	<ul style="list-style-type: none"> • Introduction to OER • How to use CC licences? 	<u>Reading:</u> What is OER? <u>Reading or link:</u> The different CC licences.	<u>Task:</u> Create a learning sheet for students about OER and CC licences with important information and assignments. Choose an online collaboration tool to share the sheet with your group and the trainer. Further find an online platform to put your material signed with the cc license. <u>For groups:</u> Use also an online collaboration tool to create the sheet together.
Risks Recognise the risks that may occur associated with learning material that was found or created online.	<ul style="list-style-type: none"> • Copyright criteria • Download with caution. 	<u>Link:</u> Copyright criteria <u>Reading:</u> What to download and what not to download.	<u>Task:</u> Search online for examples of materials which are adaptable or not and post the link in the forum by describing the criterions for using it.
Collaboration with colleagues Learn what opportunities online collaboration tools offer for your school and how to implement collaboration.	<ul style="list-style-type: none"> • Examples for collaboration among colleagues: benefits and opportunities. • How to implement collaborative work in schools. • Learn to design a plan for your school's online collaboration roadmap. 	<u>Reading:</u> Collaboration among colleagues: benefits, implementation and examples. <u>Reading:</u> Plan an online collaboration roadmap.	<u>Task:</u> Research best practices of schools who have an intranet.
Restrictions in schools Learn what restrictions may occur when using online collaboration tools in school (policy of the schools).	<ul style="list-style-type: none"> • What restrictions exist in school policies? (depending on country, state and school) • Restrictions independent from schools. • Ways to find out what policies apply to the teacher's School. 	<u>Reading:</u> Different restrictions in schools and how to find out about them.	<u>Task:</u> Find out about the restrictions in your school. Develop a plan to implement online collaboration in your school respecting the restrictions.
Closing of the section	<ul style="list-style-type: none"> • Questionnaire with 5 questions regarding 	<u>Self-evaluation questionnaire section 3</u>	<u>Questionnaire:</u> Answer all the questions in

Self-evaluation of own acquired knowledge.	the content of the section.	The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants only to evaluate their own learning progress.	order to evaluate your learning progress.
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Unit 1				Unit 2					Unit 3	
Orientation	F2F	e-learning	Workshop	e-learn 1	e-learn 2	Workshop	e-learn 3	Workshop	e-learning	F2F
Unit 2 – e-learning section 2: Integration in daily lessons and collaboration with students Time schedule: 1 week - Start date: xx.xx.xxxx End date: xx.xx.xxxx Objective: Participants get to know how to teach with online collaboration tools.										
Learning objectives		Learning content			Methods / Tools			Tasks / Assignments		
Starting the section Get an overview of Learning objectives, time investment, assignments and deadlines.		<ul style="list-style-type: none"> Learning objectives Time investment Assignments Deadlines 			<u>Reading:</u> All Information about the Section <u>Forum:</u> Section 2 – Integration of tools					
Influence Understand how online collaboration tools (OCT) will influence your work as a teacher regarding collaboration with students.		<ul style="list-style-type: none"> Self-reflection on how online collaboration tools will influence the teacher’s work with students. 			<u>Reading:</u> link to reading of section 1 <u>Forum:</u> Self-reflection – working with students			<u>Task:</u> Think about how online collaboration tools have and will influence your work as a teacher regarding the collaboration with students (e.g. use online storage to collect homework). Post your experiences and expectations in the forum “self-reflection”.		
Teaching with OCT Understand the difference between teaching with and teaching about online collaboration tools. Get familiar with teaching with online collaboration tools.		<ul style="list-style-type: none"> Difference between teaching with and teaching about online collaboration tools. Possibilities and opportunities of teaching with online collaboration tools. 			<u>Reading:</u> Teaching with online collaboration tools.			<u>Optional task:</u> Write in the forum: why would you include online collaboration tools in lessons?		
OCT for teaching students Recognise useful tools for teaching.		<ul style="list-style-type: none"> Presentation of online collaboration tools that can be used to collaborate with students. 			<u>Reading:</u> List of tools for lessons. <u>Forum:</u> Which online collaboration tools could enrich your lessons?			<u>Task:</u> Answer the questions which online collaboration tools could enrich your lessons in the forum. Think about what		

	<ul style="list-style-type: none"> • Pros and Cons of tools. • Some application examples. 		tools already exist in your school or area.
Collaborate with students Get to know how those tools can support your teaching.	<ul style="list-style-type: none"> • Homework facilitation • Absence (e.g. sickness) 	<u>Reading:</u> Examples of application	<u>Task:</u> Think about a specific situation for online collaboration with students. Develop a concept that includes everything you and the students have to keep in mind. The concept might be for a specific task or else.
Project work Learn how to improve project work with online collaboration tools.	<ul style="list-style-type: none"> • Online collaboration tools promote long term group work and project work among students. • Online collaboration tools enable teachers to supervise project work of students' independent from time and space. 	<u>Reading:</u> Project work with online collaboration tools.	<u>Task:</u> Think about a task for students that they can solve as a project work with online collaboration tools. If you have already a project work in mind, see how students can solve it with online tools.
Risks Realise risks of working online with students.	<ul style="list-style-type: none"> • What is to consider when working with students online? Restrictions, digital identities, approval of parents. • Provisions for trouble-free online collaboration. 	<u>Reading:</u> Risks of online collaboration with students. <u>Forum:</u> Risks of using online collaboration tools with students.	<u>Task:</u> Where do you see risks and how would you prevent them? Are there risks that make the work with online collaborations tools complicated? Please state your answer in the forum.
Availability of tools and devices Learn how to identify which tools and devices are needed and available. (Learn techniques to acquire tools and devices for your school.)	<ul style="list-style-type: none"> • Importance of checking which devices and tools are available before planning activities. • Check if it is allowed for students to bring own devices. 	<u>Reading:</u> Availability of tools and devices	<u>Task:</u> Check what devices and tools your school has available and make a list. Reflect about tools which your school probably needs to initiate online collaboration between teachers and students.
ECDL Assessment Test Become familiar with the questions and structure of the test.	<ul style="list-style-type: none"> • All participants do the ECDL assessment test in order to become familiar with the test structure and the questions. 	<u>Link</u> and access details to the test.	<u>Task:</u> Do the ECDL assessment test. It will help you pass the exam at the end of the course.
Closing of the section	<ul style="list-style-type: none"> • Questionnaire with 5 questions regarding 	<u>Self-evaluation questionnaire section 3</u>	<u>Questionnaire:</u> Answer all the questions in

Self-evaluation of own acquired knowledge.	the content of the section.	The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants only to evaluate their own learning progress.	order to evaluate your learning progress.
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Unit 1				Unit 2				Unit 3	
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	e-learning	Workshop	e-learning	F2F
Online Workshop 3: about 1 hour									
During Week 2 – Tool: Skype, Hangouts or Adobe Connect – Size: 2 to 3 groups at once - Aims: Motivation, discussion, and introduction to ECDL assessment test									
Time - schedule	Topic	Learning objectives	Approach / learning content			Methods	Tools		
10 min.	Welcome and introduction to the agenda		<ul style="list-style-type: none"> Welcome of participants Presentation of the agenda Check the technology (important: can every participant hear and speak?) Do the participants agree to record the session? Start recording 			Plenum session No videos Presentation (shared screen) Start recording	Ask the participants to try out their technology before the meeting starts (e.g. make the Skype Sound Test Service).		
15 min.	Influence and benefits	Evaluate how online collaboration tools (OCT) will influence your work as a teacher.	<ul style="list-style-type: none"> Participants are asked to evaluate after the before learned how they can benefit from online collaboration tools and where are they influenced by them. Participants are asked to assess where and how they will implement online collaboration tools. 			Plenum session No videos			
15 min.	Problems, risks and reservations	Evaluate what problems, risks and reservations.	<ul style="list-style-type: none"> Participants are asked to evaluate where they see problems, risks and reservations against the application of online collaboration tools. What did they experience? 			Plenum session No videos			
15 min.	Introduction to the ECDL assessment test	Participants learn about the assessment test	<ul style="list-style-type: none"> Trainers explain the ECDL assessment test and its purpose. Access to the test is provided. 			Plenum session No videos	Access to assessment test should be provided by the trainers.		

5 min.	Farewell		<ul style="list-style-type: none">• Trainers thank participants• Trainers remind participants that they can always reach them with questions	Plenum session No video	
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Unit 1				Unit 2				Unit 3		
Orientation	F2F	e-learning	Workshop	e-learn 1	e-learn 2	Workshop	e-learn 3	Workshop	e-learning	F2F
<p>Unit 2 – e-learning section 3: Enable students for own use (optional) <u>Time schedule:</u> 1 week - Start date: xx.xx.xxxx End date: xx.xx.xxxx <u>Objective:</u> Participants get to know ways to teach about online collaboration tools.</p>										
Learning objectives		Learning content		Methods / Tools		Tasks / Assignments				
<p>Starting the section Get overview of Learning objectives, time investment, assignments and deadlines.</p>		<ul style="list-style-type: none"> Learning objectives Time investment Assignments Deadlines 		<p><u>Reading:</u> All Information about the Section <u>Forum:</u> Section 3 – Enable students for own use</p>						
<p>Influence Understand how online collaboration tools will influence your work as a teacher regarding teaching about digital media.</p>		<ul style="list-style-type: none"> Self-reflection on how online collaboration tools will influence the teacher’s work regarding teaching about online collaboration tools: time investment, application, etc. 		<p><u>Reading:</u> link to reading of section 1 <u>Forum:</u> Self-reflection – teaching about online collaboration tools.</p>		<p><u>Task:</u> Think about how online collaboration tools have and will influence your work as a teacher regarding the collaboration with students (e.g. use online storage to collect homework). Post your experiences and expectations in the forum “self-reflection”.</p>				
<p>Teaching about OCT Understand the difference between teaching with and teaching about online collaboration tools. Learn teaching about online collaboration tools.</p>		<ul style="list-style-type: none"> Difference between teaching with and teaching about online collaboration tools. Focus on teaching about online collaboration tools. 		<p><u>Reading:</u> Teaching about online collaboration tools.</p>		<p><u>Optional task:</u> Write in the forum: Why would you teach about online collaboration tools?</p>				
<p>Content Understand what teaching about</p>		<ul style="list-style-type: none"> What students must learn about online collaboration tools: 		<p><u>Reading:</u> Content for lessons about online collaboration tools.</p>		<p><u>Task:</u> Identify one online collaboration tool that you would like to teach students and</p>				

online collaboration tools should include.	<ul style="list-style-type: none"> ▪ What tools exists ▪ The handling of the tools ▪ Opportunities ▪ Risks 		create a concept for one lesson. What content would you teach and how? Give reasons for your choice.
Pedagogical approaches Learn pedagogical ways to teach about online collaboration tools.	<ul style="list-style-type: none"> • Considerations for teaching about online collaboration tools: time-investment, access to Internet for all students, motivation. • “Traditional” teaching vs. group work – when does what work better. • Examples 	<u>Reading:</u> Pedagogical approaches	<u>Task:</u> Identify one online collaboration tool that you would like to teach students and create a concept for one lesson. Would you use group work or traditional teaching? Give a reason for your choice.
Learning material Learn how to compile and identify qualitative learning material for this topic.	<ul style="list-style-type: none"> • Ways to research different learning materials for this topic: tutorials, sheets, online learning sections. • Ways to create own learning material for this topic: tutorials, sheets, online learning sections. 	<u>Reading:</u> Learning material	<u>Task:</u> Select adequate learning material / sources which you would use in your lessons, e.g. working sheets, links.
Create assignments Become familiar with tasks and assignment for students that enables them in their own responsible usage of online collaborative tools.	<ul style="list-style-type: none"> • Examples for teaching about tools with tools. • Learning material created by students for students. 	<u>Reading:</u> Create assignments	<u>Task:</u> Research ways (podcast, video, text, wiki, etc.) for students to submit assignments and create a task for three different ways.
Problems, risks and reservations Evaluate what problems, risks and reservations might arise when involving online collaboration tools in education.	<ul style="list-style-type: none"> • Problems when teaching about online collaboration tools: students think they know more, technique is not sufficient or doesn't work; • Risks: personal data of students is gathered on an extern server, etc. • Reservations of other teachers, of the school or parents; 	<u>Reading:</u> Problems, risks and reservations	<u>Task:</u> Participants are asked to evaluate where they see problems, risks and reservations against the application of online collaboration tools. What did they experience?

<p>Closing of the section Self-evaluation of own acquired knowledge.</p>	<ul style="list-style-type: none"> • Questionnaire with 5 questions regarding the content of the section. 	<p><u>Self-evaluation questionnaire section 3</u> The questionnaire can be filled in as much as the participants want. It will not be graded but serves the participants only to evaluate their own learning progress.</p>	<p><u>Questionnaire:</u> Answer all the questions in order to evaluate your learning progress.</p>
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Unit 1				Unit 2				Unit 3	
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	e-learning	Workshop	e-learning	F2F
Online Workshop 4: about 1 hour After Week 3 –Tool: Skype, Hangouts or Adobe Connect – Size: 2 to 3 groups at once – Aim: Preparation for Unit 3									
Time - schedule	Topic	Learning objectives	Approach / learning content			Methods	Remarks / Comments		
10 min.	Welcome and introduction to the agenda		<ul style="list-style-type: none"> Welcome of participants Presentation of the agenda Check the technology (important: can every participant hear and speak?) Do the participants agree to record the session? Start recording 			Plenum session No videos Presentation Start recording	Ask the participants to try out their technology before the meeting starts (e.g. make the Skype Sound Test Service).		
20 min.	Experience of the ECDL assessment test	Participants learn more about the structure of the final exam.	<ul style="list-style-type: none"> Participants discuss their experience with the test. Participants can ask questions about the final exam. 			Plenum session No videos	Participants should have done the test up to the fourth online workshop (deadline).		
20 min.	Introduction to Unit 3	Structure and task of Unit 3	<ul style="list-style-type: none"> Trainer explains the structure and task of the project work of unit 3. Checking if all groups are arranged and willing to work together on this. All questions will be clarified so that participants can start into group work. Trainers assure support during the time. 			Plenum session No videos			
5 min.	Farewell		<ul style="list-style-type: none"> Trainers thank participants Trainers remind participants that they can always reach them with questions 			Plenum session No video			

Unit 1				Unit 2		Unit 3	
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	e-learning	F2F
Unit 3 – Apply acquired knowledge practically Time schedule: 4 weeks Start date: xx.xx.xxxx End date: xx.xx.xxxx							
Learning objectives		Learning content		Methods / Tools		Tasks / Assignments	
Starting the section Get overview of Learning objectives, time investment, assignments and deadlines.		<ul style="list-style-type: none"> • Learning objectives • Time investment • Assignments • Deadlines 		<u>Reading:</u> All Information about the Section <u>Forum:</u> Section 1 – Collaboration Concepts			
Project work Application of acquired knowledge in group work. Animate colleagues to implement and apply online collaboration concept.		Create workshop concept Participants are asked to develop a concept for a workshop for their schools that teaches and animates their colleagues to use online collaboration tools. The concept has to include a timeline, Learning objectives, learning content and material such as a presentation and material. To realise the project work, participants must organise the work in the group. Create an online text tool where they can work together and meet at least once online to coordinate the work.		<u>Reading:</u> terms and conditions of group work. <u>Forum:</u> Communication during project work. Group has to find a way to develop the concept while using online collaboration tools.		<u>Group task:</u> Please develop a concept for a workshop for your schools that teaches and animates your colleagues to use online collaboration tools. The concept has to include a timeline, Learning objectives, learning content and material such as a presentation and material. To realise the project work, you must organise the work in the group and meet at least once online to coordinate the work. Create an online text tool where you can work together on the concept and use the calendar for deadlines.	
Presentation of project work Sharing developed concepts with the group.				<u>Creating:</u> Groups will develop files which serve to present their concept during the closure training and will upload them.		<u>Task:</u> Upload all files which will represent your concept you developed within your group e.g. video, ppt, word. Share the files with all participants and the trainer.	

<p>ECDL Online Collaboration certification test Understand what the ECDL Online Collaboration certification test is and how the p. should be prepared.</p>	<ul style="list-style-type: none">• Format of the ECDL Online Collaboration certification test• Preparation advices for participants		
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Unit 1				Unit 2		Unit 3	
Orientation	F2F	e-learning	Workshop	e-learning	Workshop	e-learning	F2F
Closure training: in total 3 to 4 hours Aim of the day: presentation of concepts and absolving the ECDL exam							
Time - schedule	Topic	Learning objectives / promoted competencies	Approach / learning content			Material usage	Remarks / Comments
15 min.	Welcome		Welcome and introduction round <ul style="list-style-type: none"> Welcome of the participants Introduction of participants in groups: groups introduce themselves, the group name, and how many members. Trainer asks one or two questions to every group in order to involve the participants early. 			Plenum PPT	
10 min.	Introduction of agenda	P. familiarise with the agenda of the day	<ul style="list-style-type: none"> Presentation of agenda for this day Organising coffee breaks 			Plenum PPT	Participants can state questions or if anything is missing.
75 min.	Presentation of project results	Groups present their results.	<ul style="list-style-type: none"> 5 groups present results: every group has 15 Min. 			Plenum PPT	
15 min.	Feedback	P. learn how the trainers evaluate the result.	<ul style="list-style-type: none"> Trainers provide a more overall feedback 			Plenum	
60 min.	ECDL Online Collaboration certification test	Understand what the ECDL Online Collaboration certification test is and how the p. should be prepared.	<ul style="list-style-type: none"> Format of the ECDL Online Collaboration certification test Preparation advices for participants 			Plenum	

10 min.	Farewell				
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