
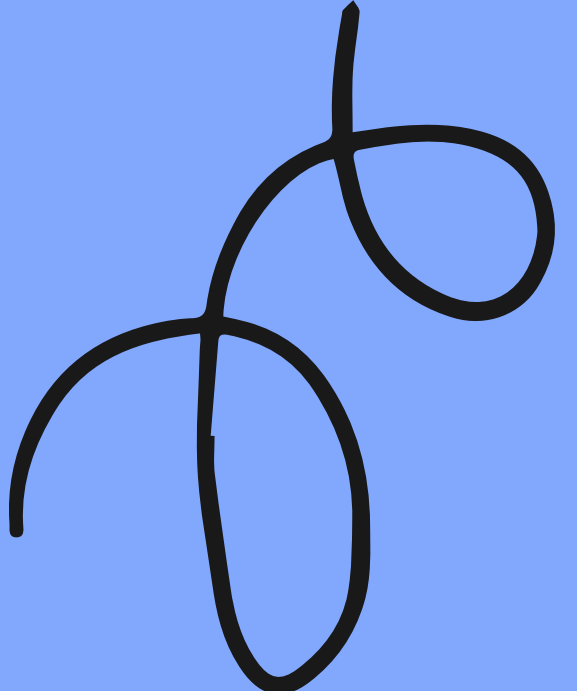


KREMS, 3RD OF MARCH 2023

 **LEARNING**
@CLARIN CAFÉ
ONLINE 

EXPLORING THE POTENTIAL OF DIGITAL TOOLS FOR LEARNING

ISABELL GRUNDSCHÖBER
ISABELLGRU.EU

TODAY'S PROGRAMME



1. What is eLearning? What are the different 'faces' of eLearning? + **activity**
2. What are the top eLearning tools at the moment? + **activity**
3. What is influencing the success of online learning?
4. How to plan online learning? + **activity**
5. What are the challenges of learning and how to overcome them? + **discussion**
6. Good practice examples of course implementation



ABOUT ME



isabellgru.eu

@isabellgru

NAME: ISABELL GRUNDSCHOBER

I am 34 years old and I am passionate about learning!

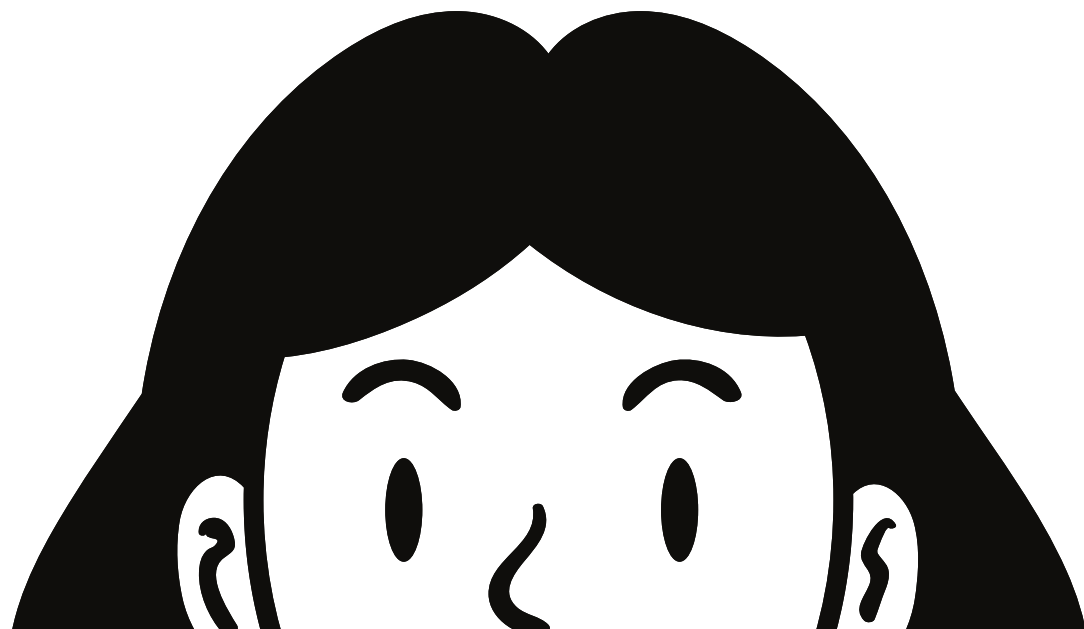
I am working at the university for continuing education. I am a researcher but also a trainer/coach.

MY JOB: RESEARCHER AND DEPUTY HEAD OF THE CENTRE FOR APPLIED RESEARCH IN LLL

I am working in research and development in learning design in adult education. I am focusing on learner-centered teaching and learning and innovative learning designs. I love to use ed-tech, especially social learning aspects of it.

WHEN I HEAR "E-LEARNING" I THINK OF...

...social learning, flexibility, freedom! And job, that I love. But I am also thinking of some "dark" sides of eLearning...





CLARIN Café: Welcome Wall

Getting to know you each other :) Please share a bit about yourself and your background regarding learning and teaching. Looking forward to meeting you online at the CLARIN Café "Exploring the Potential of Digital Tools for Learning" on the 3rd of March, 2pm.

ABOUT YOU...

Anonym s

Mietta Lennes

I work as a Project Planning Officer for Kielipankki – The Language Bank of Finland. I am involved in the technical and administrative process of making research data sets available via the Language Bank, but my job also includes teaching four online courses per year (both BA and MA level, usually in Finnish and in English in parallel), as well as various things related to user support and communications. However, even when I am teaching, I kind of see my role rather as a tutor or research support person, helping people to find their

Anonym s

Iulianna

Training and Education Officer at CLARIN ERIC, currently developing learning content (for teachers to use in the classroom) on research data repositories and use of standards. Similarly to Novella, I am also using Moodle and H5P. It was quite challenging to design and structure a new course from scratch, and create meaningful learning activities that encourage active learning and critical thinking. This is an area on which I would like to focus on and grow.

Before my job at CLARIN, I

Anonym 24h

Bilyana Todorova

I am an Associate Professor of Bulgarian language at South-West University, Blagoevgrad, Bulgaria. My teaching experience: I started teaching at the university in 2001 when I was a PhD student. My teaching goals: To be a competent and attractive lecturer and to be helpful to my students.

1

Universität für Weiterbi... 19h

Dear Bilyana, I really like your goal, it has a very learner-centred focus and also the workshop this Friday will be learner-centred! Looking

Anonym 6T.

Jurgita Vaičenonienė

Lecturer at the Department of Lithuanian Studies, Vytautas Magnus University.


My professional background is in Translation Studies and Corpus Linguistics.

Teaching experience: I have been teaching at university since 2004, so I have a rich experience in creating course and study programme curricula and developing teaching content for students and lecturers.

Teaching goals: to study content in and attractive

Anonym 6T.

Novella Tedesco



Ph.D. student at the University of Bologna Department of Interpretation

my Ph.D. year. I am g on cultural ng



**WHAT DO YOU
ASSOCIATE WITH E-
LEARNING?**



What do you associate with eLearning?

Innovation

high experimental and innovative potential

Less CO2, more time

a great opportunity to avoid unnecessary travel

New educational problems

School children who no longer know how to read and understand a long text...

Management: Personal & group

Time management

Vital tools for managing a remote crowd of students

classroom management opportunities

Student engagement difficult

difficulties in engaging students

engaging: it requires agency and involvement from the participants

Not always sure of student engagement.

Hardware & Software Issues

A large variety of tools - not being aware of them

internet connection issues
internet connection issues



Accessible & inclusive



Flexible

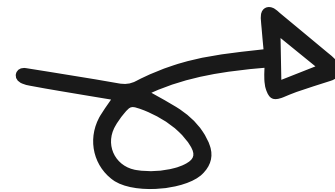


Difficulties for teachers



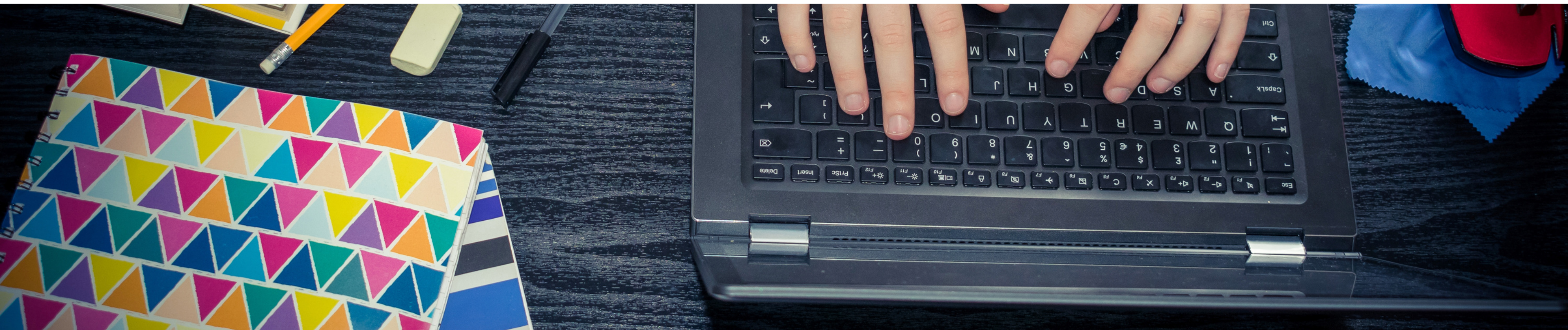
E-LEARNING

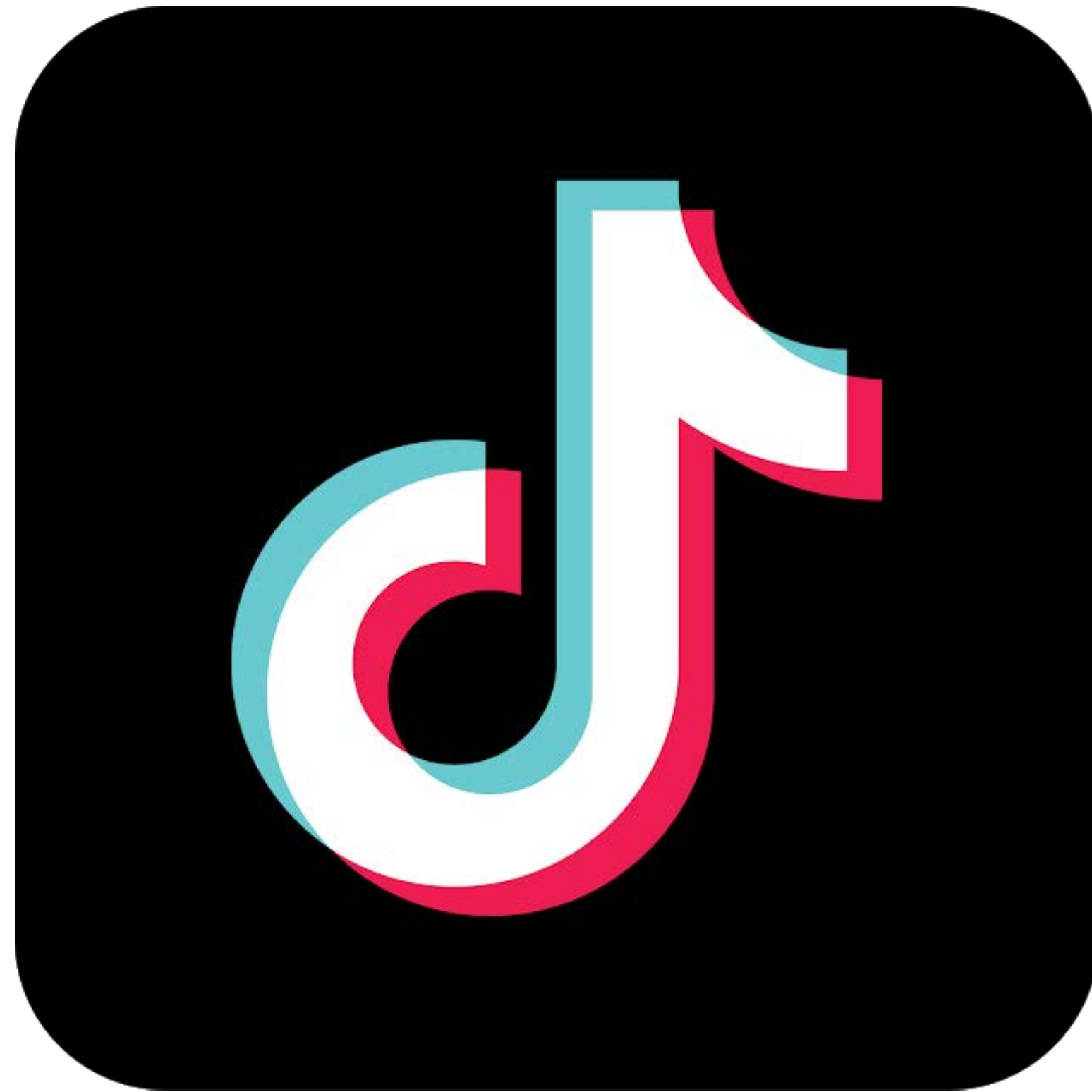
A DEFINITION



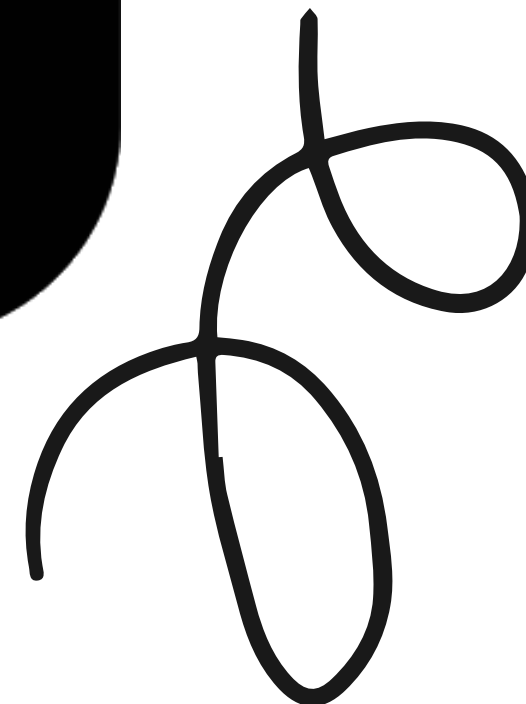
All forms of **learning**, that are **making use of digital media**. This includes

- **presenting & distributing learning resources** as well as
- **communication** between learners and/or teachers. (Kerres & Preußler 2012).



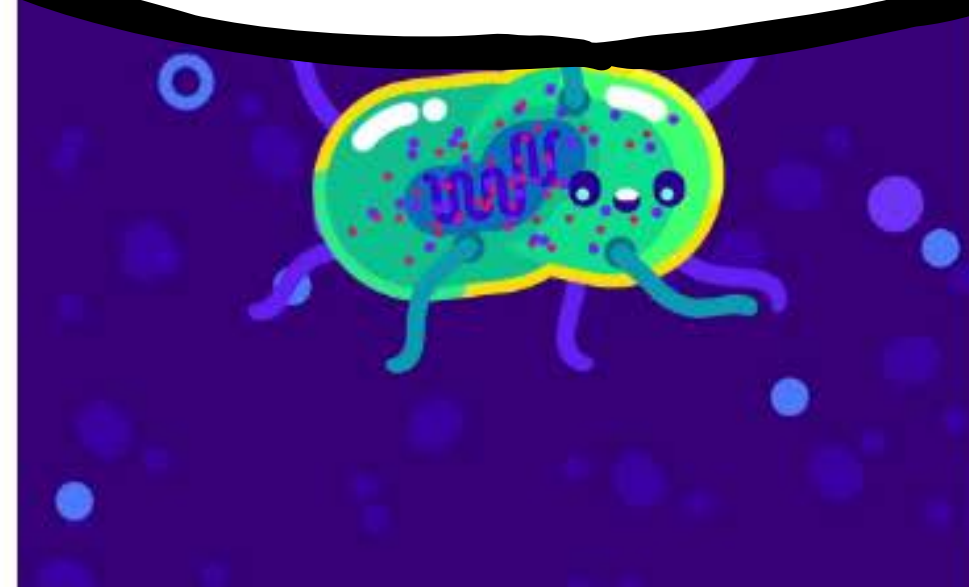


#EDUTIKTOK



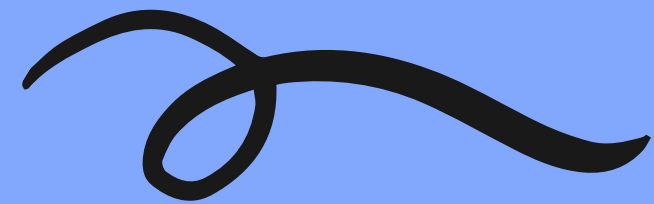


@KURZGESAGT



LEARNING MANAGEMENT SYSTEM

WHAT ARE THE TOP TOOLS FOR E-LEARNING?



**WHERE DID YOU
LEARN/TEACH LATELY
ONLINE?**



Which tools and platforms have you used for learning/teaching?

Content Management

youtube selected channels	Datacarpentry.org	online lexicographic environments (lexonomy)
CLARIN teaching resources	AOE.fi (Finnish platform for publishing open learning materials)	hugging face hub

Quizzes & polls

Felix quiz: online quiz generating tool	LearningApps (named 2x)	Duolingo
Kahoot	Wordwall	Mentimeter

Brainstorming

Mural	Padlet
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DARIAH campus	Moodle
Blackboard	edX
Coursera (named 2x)	FutureLearn (named 2x)

Learning Management Systems

Collaboration & sharing

Google drive	google docs: group tasks for students
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Social network

Stackoverflow (the website)

Web conferencing

Google Meet	zoom (named 3x)	Microsoft Teams (named 2x)	Whereby
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Udemy	LinkedIn Learning
eClass	Datacamp
websites specifically developed for self-learning	Jupyter Notebooks

ABOUT LEARNING MANAGEMENT SYSTEMS (LMS)



ADMINISTRATION

LEARNING ENVIRONMENT

AUTHORING

USER MANAGEMENT

COURSES

INTERFACE DESIGN

COURSE MANAGEMENT

COMMUNICATION (E.G. WEB
CONFERENCING, CHATTING, FORUM)

LEARNING CONTENT

MANAGEMENT OF QUALIFICATIONS

TOOLS (FOR COLLABORATION, FOR SHARING,
ETC.)

ASSIGNMENTS

FORMATIVE FEEDBACK (E.G. QUIZZES)

EVALUATION

INDIVIDUALIZATION (E.G.
PORTFOLIO, ADDING CONTENT OR
TASKS, LEARNING NUGGETS,...)

SUMMATIVE ASSESSMENT

TOP 200 LEARNING TOOLS

Jane Hart, Centre for Learning & Performing Technologies, identifies which digital tools for learning are most popular:

www.toptools4learning.com

- ↔ 01 Youtube
- ↑ 02 Powerpoint
- ↔ 03 Google Search
- ↔ 04 Microsoft Teams
- ↓ 05 Zoom
- ↔ 06 Google Docs & Drive
- ↔ 07 LinkedIn
- ↑ 08 Word
- ↑ 09 Canva
- ↓ 10 Wikipedia

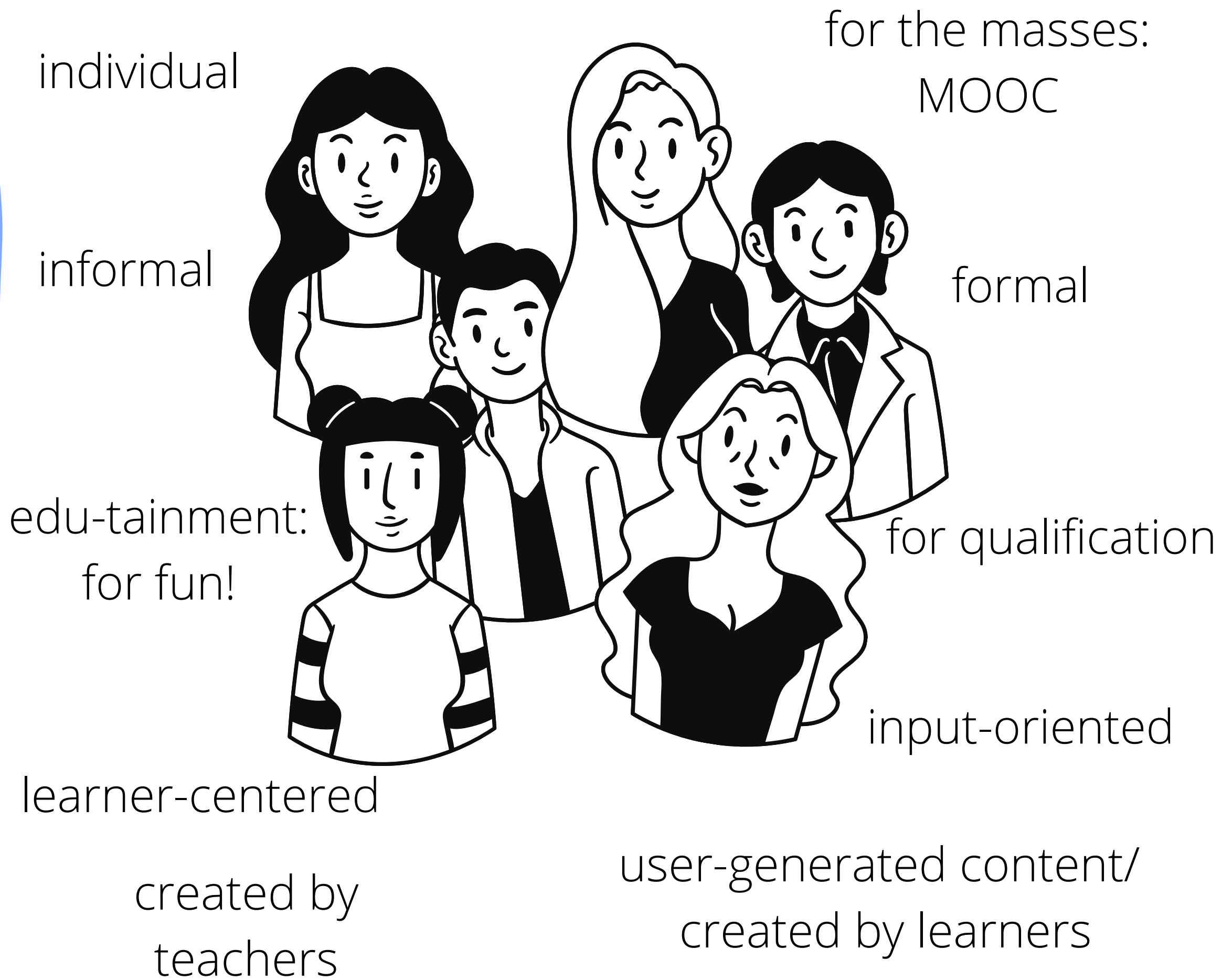


**1,788 VOTES FROM ALL OVER
THE WORLD:**

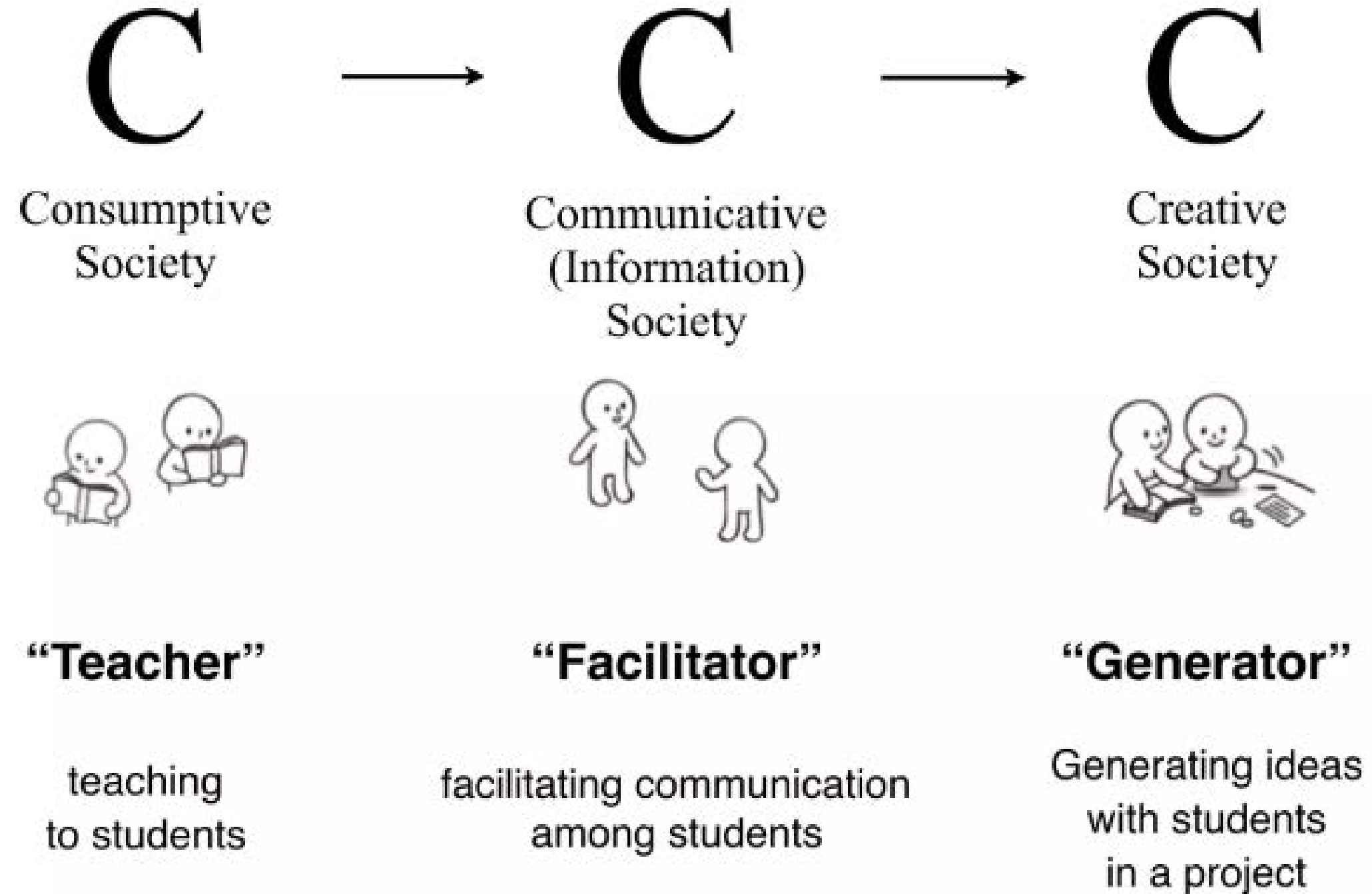
- EDUCATIONAL SECTOR
- COMPANIES
- NGOS

The many faces of eLearning

E-Learning is a very broad term. E-Learning can look very different and can have various goals. What is your goal?



Role of Educators - How to Support Learning



TYPICAL DELIVERY MODES

eLearning Classics

Digitally Supported F2F Learning

F2f on the campus, mostly synchronous communication, supported by edtech. Combined with non-tutored self-study outside of class.

Blended Learning

Online learning and f2f sessions, synchronous and asynchronous communication, tutored online learning

Fully Online Learning

No f2f session, synchronous and asynchronous communication, usually tutored

MORE AND MORE BLENDED!

Digitally Supported F2F Learning

F2f on the campus, mostly synchronous communication, supported by edtech. Combined with non-tutored self-study outside of class.

Blended Learning

Online learning and f2f sessions, synchronous and asynchronous communication, tutored online learning

Fully Online Learning

No f2f session, synchronous and asynchronous communication, usually tutored

WHAT IS BETTER? ONLINE OR F2F?

● E-LEARNING VS F2F

Digitally supported learning scenarios attain **the same good or bad results as traditional, f2f teaching** and learning scenarios.

● INSTRUCTIONAL DESIGN

The success of digitally supported learning scenarios depends on the **quality of their learning design**. Furthermore, success is connected to how well the learning scenario **addresses a certain "educational problem"**.

e.g. fast feedback
problem-based learning
self-efficacy
active learning
interactions with peers (Merril 2002)

● BEING EXPLICIT - FTW!

You need a **detailed plan** for your digitally supported learning scenario! Gut feeling is not enough in the digital world. This plan is called a **"learning design"** and it describes the learner activities (communicative, interactive, etc.) and which learning outcome can be shown after the learning phase.

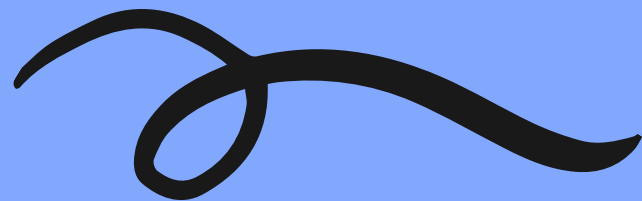
SUCCESS FACTORS OF E-LEARNING

- 1) Educational problem addressed**
- 2) Learning design aligned**
- 3) Specifics of digital media considered**

HOW TO PLAN E-LEARNING?



**SPOILER: IT HAS SOMETHING TO DO WITH THE
EDUCATIONAL PROBLEM & INSTRUCTIONAL DESIGN.**



MACRO

INSTITUTION/ORGANISATION

PROGRAMME/CURRICULUM

MESO

COURSE (EG. 4 ECTS-POINTS)

**LEARNING/TEACHING
SCENARIO (MINUTES- HOURS)**

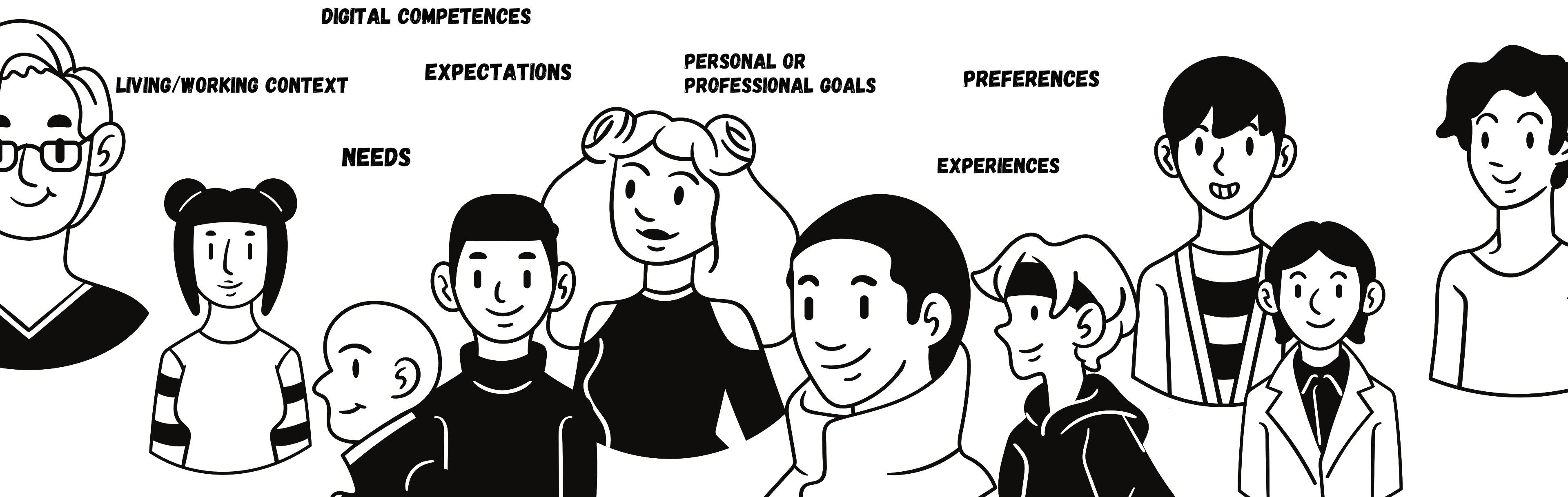
MICRO



**1) WHAT IS AN
EDUCATIONAL
"PROBLEM"?**

EDUCATIONAL PROBLEM? UNDERSTANDING THE TARGET GROUP!

**PERSONA APPROACH
EMPATHY MAPPING**





Wants to keep her business during Covid19

Demographical/Psychographical Information

Name	Susanne Huber
Country	Austria
Age	36
Gender	female
Family situation	Divorced, one daughter
Life goals	Having a meaningful job and earning enough for her family
Life values	It needs teamwork to create something great!

Professional Information

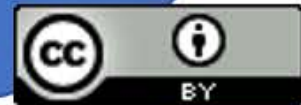
Job description	Head and owner of a small company (3 employees)
Years of experience	11 years
Company	Travel Agency
Sector	Tourism
Digital competences	High digital competences in daily life and work
Used devices	Does almost everything with smartphone and laptop
Professional goals and values	Wants to keep her company. <ul style="list-style-type: none"> • Staying in business means lifelong learning • Time is money! • It needs teamwork to stay in competition.
How is she/he staying up to date in professional development?	She receives the newsletter of tourism section of the economic chamber She reads news regarding tourism: Newspapers online and offline, she is taking part at the Austrian Tourism Association
Problems they will be able to solve after the LLL course	Due to Covid19, a lot of problems emerged and it is difficult to organize travels abroad. Also face-to-face contact to customers is not possible. She would like to get new ideas how to deal with this situation.

Learning Information

Highest level of education	Master of business administration
Where does she/he find information?	Website of the Economic Chamber, peers in the Sector followed on LinkedIn and Facebook, Tourism Association, newspapers, online and offline, female leaders network online, Ted talks, documentaries
Role of learning in life and for profession	Susan perceives herself as lifelong learner and active networker in the tourism community
Learning places	At home in the living room on the laptop,
Learning time	Flexible, she needs to take care of her daughter in the evenings
eLearning experiences	She once tried out a MOOC but dropped out after a few weeks
Learning interests	Digital customer relationships, new business models
Types of learning	Informally online and at work through colleagues and networking, non-formal courses at Volkshochschule and Wifi about digital working and online marketing

Too long and not relevant learning units, taking too much of my time, this is frustrating!

I want to keep my travel agency in this unstable times. This is my motivation.



COMPASS Online Summer School Personas

Share a persona for your LLL course in this padlet. Rate your colleagues personas (give 1-5 stars) and give feedback to your colleagues!

Ina Virlan

Persona created by: *Elena Iachim, TCUM*

LLL Course Title: Economic informatics

About Ina:

Demographics: 42 years old, woman. She lives in Kishinev, Moldova.

Professional information: Accounting at a firm, work experience 24 years. She usually works 40 hours per week.

Qualifications and professional development: Bachelor's degree in accounting.

Goals: She wants to know everything about accounting, to be always informed about the changes made in this field.

Hobbies: She likes room flowers, reading books.

Technology-Use: She is using computers.

Frustrations: lack of free time and she is nervous when she fails.

★ Bewerten



🗨️ Kommentar hinzufügen

Daniel Rotaru

Persona created by: Savciuc Oxana (AESM)

LLL Cours Title: Management Marketing

About Daniel: 35 years old, male, married, lives in Chişinău.

Professional information: works as a mid-level specialist in marketing, has experience in field.

Qualifications: bachelors degree in economics, training courses in marketing field.

Goals: He would like to complete hes knowledge in field and to be advanced or to find a new job.

Hobbies: he like reading books, travelling, he is very dynamic and open minded person.

Technology use: he is an advanced user in IT.

Frustrations: he is afraid of to much theory and hopes for many examples and practical exercises/ applications.

★★★★★ (1) Bewerten

🗨️ Kommentar hinzufügen

Maria Ciobanu

Andrei Punga

Persona created by: Svetlana Caterenciuc (TUM)

LLL Cours Title: *C1 Advanced English*

About Andrei: 44 years old, male, married, , lives in Chisinau.

Professional information: doctor.

Qualifications: PhD in medicine.
Goals: He would like to improve his communication abilities in English as he has to teach in English foreign students at the university of medicine.

Hobbies: he likes reading books, travelling.

Technology use: he is an advanced user in IT.

Frustrations: lack of time, does not like being assessed when not properly prepared.

★★★★★ (3) Bewerten

🗨️ Kommentar hinzufügen

would like to receive knowledge in the field of educational management in physical education and sports.

★ Bewerten



Cerlat Alexandr



Persona created by Artur Leşcu (SUPES, Chişinău)

LLL Course Title: Educational Management

About Alexandr: 31 years old, male, single, lives in Chişinău.

Professional information: designer.

Qualification: licensed in management.

Goals: wants to learn something relevant for his daily job.

Hobbies: he likes working in his yard, travelling.

Technology use: he is an

Angela Lisnic

Persona created by Tatiana Chiriac (IPSU)

Course title: Application of Web Services in Teaching-Learning of Socio-Human Disciplines

About Angela:

- Demographics:** female, 53 years old, living in a flat in the center of Chisinau, has a house in Soroca.

- Professional information:** associate professor, author and coordinator of a Master degree study program. She is usually working around 50h per week.

- Qualifications:** PhD in History.

- Goals:** She would like to improve the digital competences of teachers of socio-human disciplines in the context of continuous formation courses.

- Hobbies:** She likes to read, watch and analyse historical books and movies. She likes also to prepare food, especially eggplant delicious. She is a very dynamic, curious

Giju Stela

Persona created by: Teleman Angela
UPSC

LLL Cours Title: Investigative learning

About Stela

- Demographics:** 49 years old, woman, married, 2 children. She lives in Chişinău.

- Professional information:** She has been an associate professor for more than 20

years. She usually works around 30 hours a week

- Qualifications:** Bachelor's degree in Biological Sciences

- Goals:** She would like to complete her knowledge of learning through investigation. How to apply this type of learning in the context of the new curriculum for preschoolers and primary school students.

- Professional motivations:** achievements at work, career creation, reward.

- Hobbies:** She is interested in

Helen Babara



Persona created by *Aurelia Betivu, USARB*

LLL Cours Title: *Pedagogy of emotional culture*

Demographic details

AGE: 35 years old

GENDER: female

STATUS: married, mother of three children

LOCATION: Drochia, RM

Professional

OCCUPATION: primary school teacher

QUALIFICATION: Bachelor' s degree in Educational Sciences

GOALS & TASKS:

- to grow in professional career;
- to archive the highest degree;
- to avoid teacher burnout;
- to create an online class;

Spends her work time on:

- classroom instruction;

**WHAT IS THE
EDUCATIONAL
PROBLEM?**



What is the educational "problem" you want to address?

Integrating transversal skills and competences in the curriculum

- What is really important for their future work - communication skills, language skills, responsibility, acceptance, etc.**
- Encourage the integration of research infrastructures in the curriculum.**
- communication needs which are vital for young adults living in a post-globalised world**
- Meta-skills: Students learn to take responsibility of their own learning and progress (first-year course in university)**

Combine transversal skills actively with disciplinary knowledge (e.g. project-work, problem-based learning).
 Make transversal skills visible through separate learning outcomes, so students can perceive themselves as capable and can further elaborate their transversal skills.

in fact, the problem is disinterest and disengagement with education!

A target group and context analysis can help to understand how to spark interest and engagement

Obtain the mandatory credits

In this case, the assessment is the curriculum for students. Constructive alignment is key.

Specific requirements in job offers

Pretty motivating for students, usually. Addressing this in the learning outcomes is important.

What should students be able to do after the learning phase? Is it applying? Or is it a bit more than that? Analyzing, evaluating, creating?

Sounds like students should apply skills

- By solving small practical research questions with simple-enough tools, start learning how the scientific research process works in practice**
- Learn how corpus research tools work and discover how they can be used in order to study & solve small research questions in linguistics or related fields**
- aiming at providing with skills to improve academic writing individually, after finishing the course**
- consciousness about the importance of cultural diversity and how to develop an intercultural competence**
- Get some experience in peer reviewing the work of fellow students**

What should students be able to do after a learning phase? "Awareness" is a bit vague, also "overview"
 "Use of" sounds like "applying"

Sounds like students should remember and/or understand

- Overview of models, strategies and tools that they can / should adopt for creating digital language resources for their projects**
- Awareness of and use of EOSC services and resources in research**

**2) WHAT IS A GOOD
"LEARNING DESIGN"?
AND HOW TO CHOOSE DIGITAL TOOLS WISELY**

INSTRUCTIONAL DESIGN

The goal of instructional design (learning design) is to improve learning and teaching through the use of media.

(Kerres 1999)



ROADMAP TO SUCCESS

Target group analysis

Learning outcomes

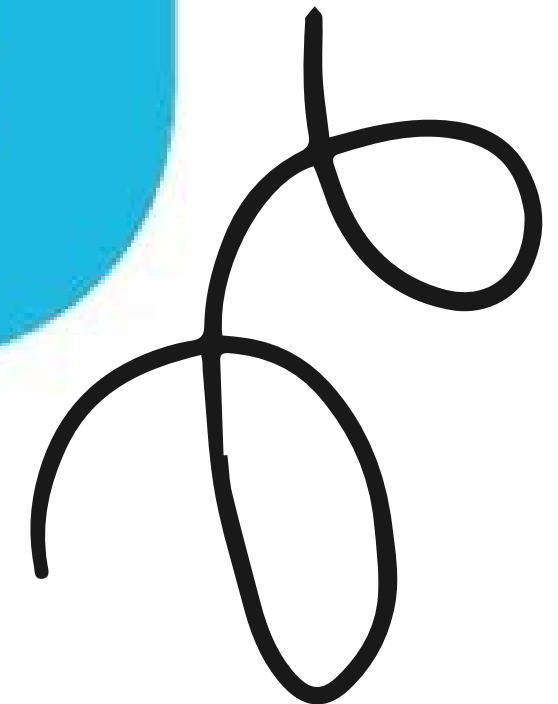
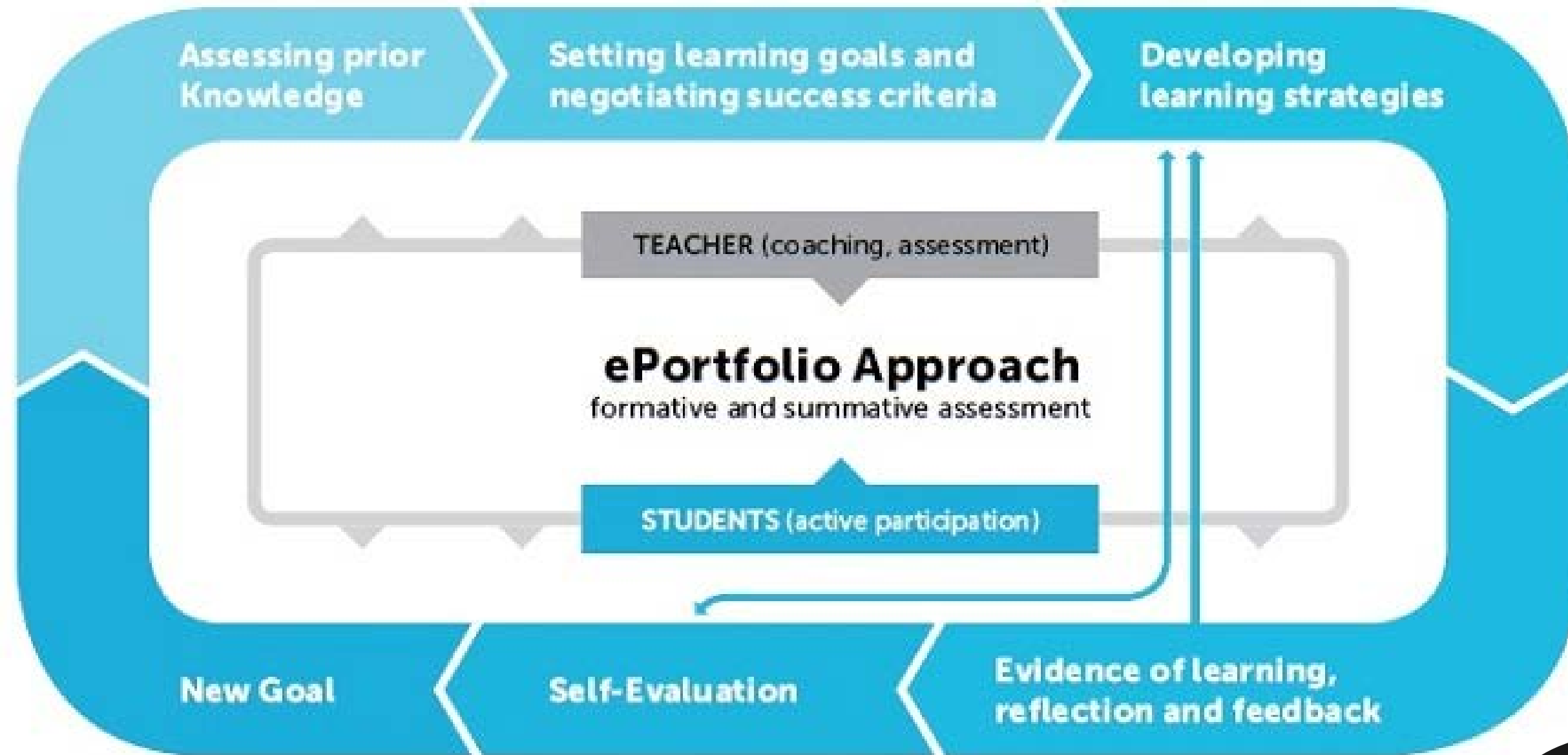
Learning activities
& tools

Assessment activities
& Tools




(Biggs & Tang, 2011)



A LEARNER-CENTRED PERSPECTIVE

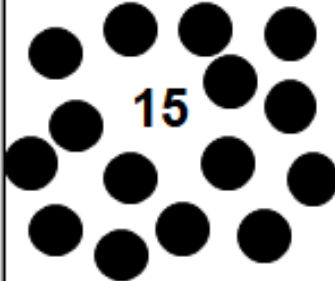

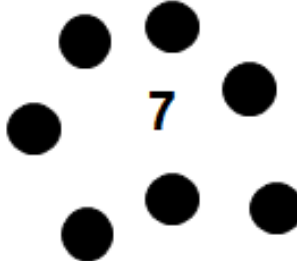
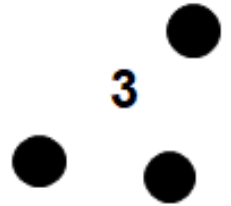

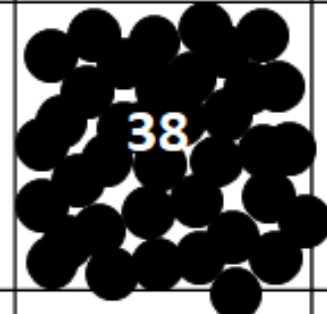

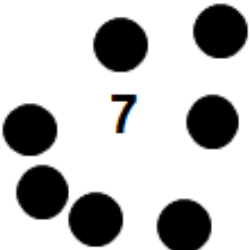


TAXONOMY OF COGNITIVE PROCESSES

REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
Knowledge		Skills		Competence	
					
Teacher/lecturer		Facilitator/tutor		Generator/coach	

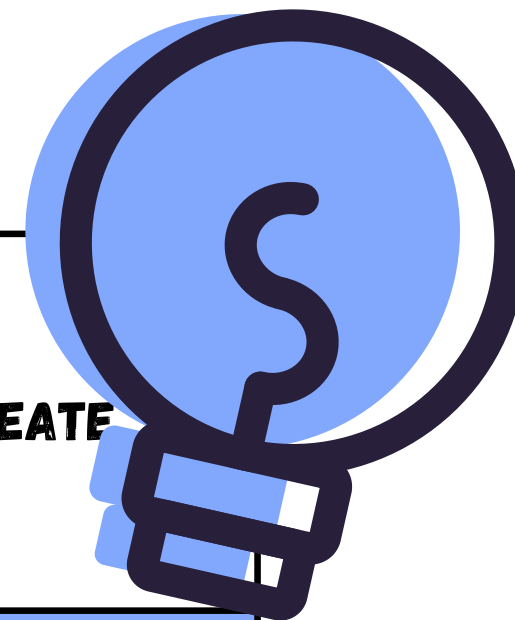
(based on Baumgartner 2016 as well as Anderson & Krathwohl 2002)

EVALUATING A COMPETENCE FRAMEWORK FOR DIGITAL COMPETENCE

Know-ledge	Cognitive Processes					
	Remember (1)	Under-stand (2)	Apply (3)	Analyze (4)	Evaluate (5)	Create (6)
Facts (A)	 15					
Concepts (B)		 7	 3			
Proce-dures (C)			 38			 7
Meta-cognitive (D)						

Vgl. Peter Baumgartner (2017): [Module3 Presentation Slides](#). For the VALERU Project.

WHICH COGNITIVE PROCESSES DOES YOUR EDUCATIONAL PROBLEM ADDRESS?



REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
Knowledge		Skills		Competence	
<p>Learn how corpus research tools work and discover how they can be used in order to study & solve small research questions in linguistics or related fields</p>		<p>Overview of models, strategies and tools that they can / should adopt for creating digital language resources for their projects</p>			
Teacher/lecturer		Facilitator/tutor		Generator/coach	

THINKING ABOUT LEARNING & ASSESSMENT ACTIVITIES

REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
	Multiple Choice		Written Examination Oral Examination	Project	Essay Oral defensio

(based on Baumgartner 2016 as well as Anderson & Krathwohl 2002)

THINKING ABOUT LEARNING & ASSESSMENT ACTIVITIES

REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
	Multiple Choice		Written Examination Oral Examination		
				Essay Oral defensio	

(e) Portfolio

(based on Baumgartner 2016 as well as Anderson & Krathwohl 2002)

THINKING ABOUT LEARNING & ASSESSMENT ACTIVITIES

REMEMBER	UNDERSTAND	APPLY	ANALYSE		
	Multiple Choice	(e)Portfolio	Written Oral Ex	Project	Self-reflection

"They will learn what they think they will be assessed on, not what may be on the curriculum or even what has been covered in lectures!"

(Kennedy 2006)



INSTRUCTIONAL DESIGN AND EDTECH



MOST EFFECTIVE WHEN ALIGNED

Based on a learning design we can identify the requirements of digital resources, tools and platforms. But it could also be the other way around...



QUICK REMINDER

Which tools and platforms have you used for learning/teaching?

Content Management

youtube selected channels	Datacarpentry.org	online lexicographic environments (lexonomy)
CLARIN teaching resources	AOE.fi (Finnish platform for publishing open learning materials)	hugging face hub

Quizzes & polls

Felix quizz: online quizz generating tool	LearningApps (named 2x)	Duolingo
Kahoot	Wordwall	Mentimeter

Brainstorming

Mural	Padlet
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Collaboration & sharing

Google drive	google docs: group tasks for students
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Social network

Stackoverflow (the website)

Web conferencing

Google Meet	zoom (named 3x)	Microsoft Teams (named 2x)	Whereby
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DARIAH campus	Moodle
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Blackboard	edX
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Coursera (named 2x)	Future Learn (named 2x)
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Learning Management Systems

Udemy	LinkedIn Learning
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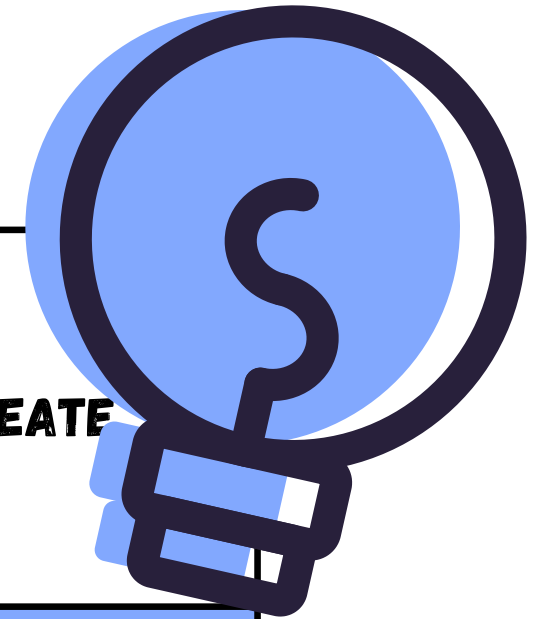
eClass	Datacamp
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websites specifically developed for self-learning	Jupyter Notebooks
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WHICH DIGITAL TOOLS TO CHOOSE FOR SUPPORTING THE DESIRED COGNITIVE PROCESS?



Depends on what you are actually doing with the tools!



REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
Knowledge		Skills		Competence	
Teacher/lecturer		Facilitator/tutor		Generator/coach	

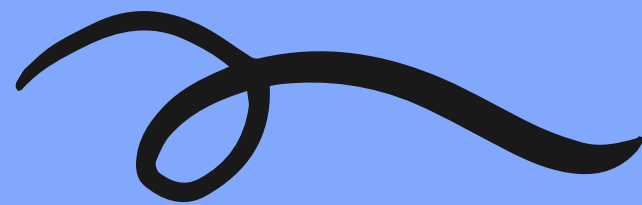
Quizzes & polls		
Felix quiz: online quiz generating tool	LearningApps (named 2x)	Duolingo
Kahoot	Wordwall	Mentimeter

Web conferencing			
Google Meet	zoom (named 3x)	Microsoft Teams (named 2x)	Whereby

CHALLENGES OF DESIGNING FOR ONLINE LEARNING

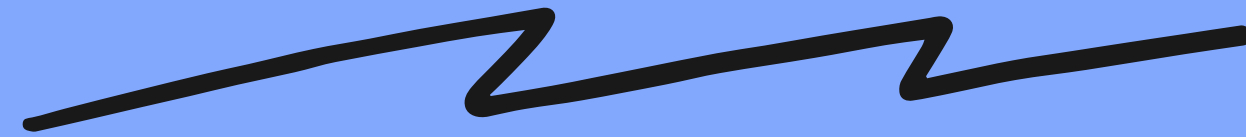


...and suggestions how to tackle them!

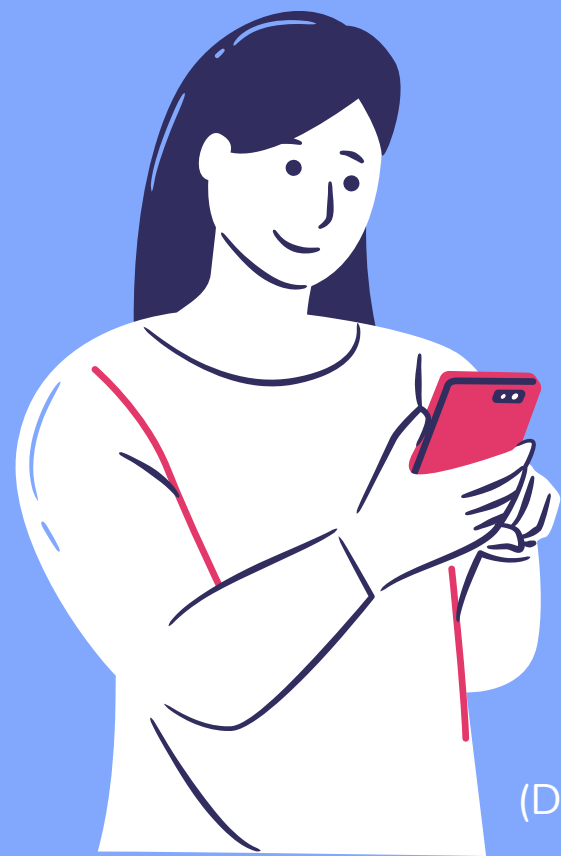


MEDIA APPROPRIATION

How are media appropriated for communication processes?
Are the chosen media fit for the communication purpose?



**"I FEEL UNCOMFORTABLE IN
SOCIAL NETWORKS."**



"THIS WEB-MEETING SHOULD HAVE BEEN AN E-MAIL!"

"I PREFER TEXT-MESSAGES OVER RECORDED AUDIO-MESSAGES"

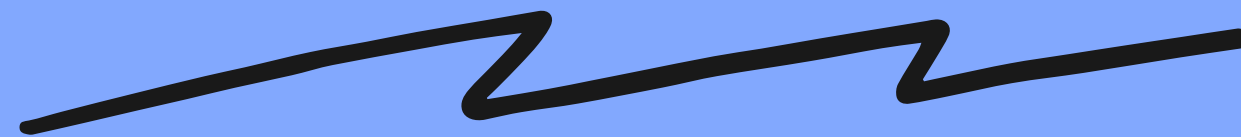
"I HATE PHONE CALLS."

**"ALL MY FRIENDS USE
SNAPCHAP"**



TACIT KNOWLEDGE OF TEACHERS AND LEARNERS

Traditional learning designs + Zoom = Learning success?



ZOOM FATIGUE



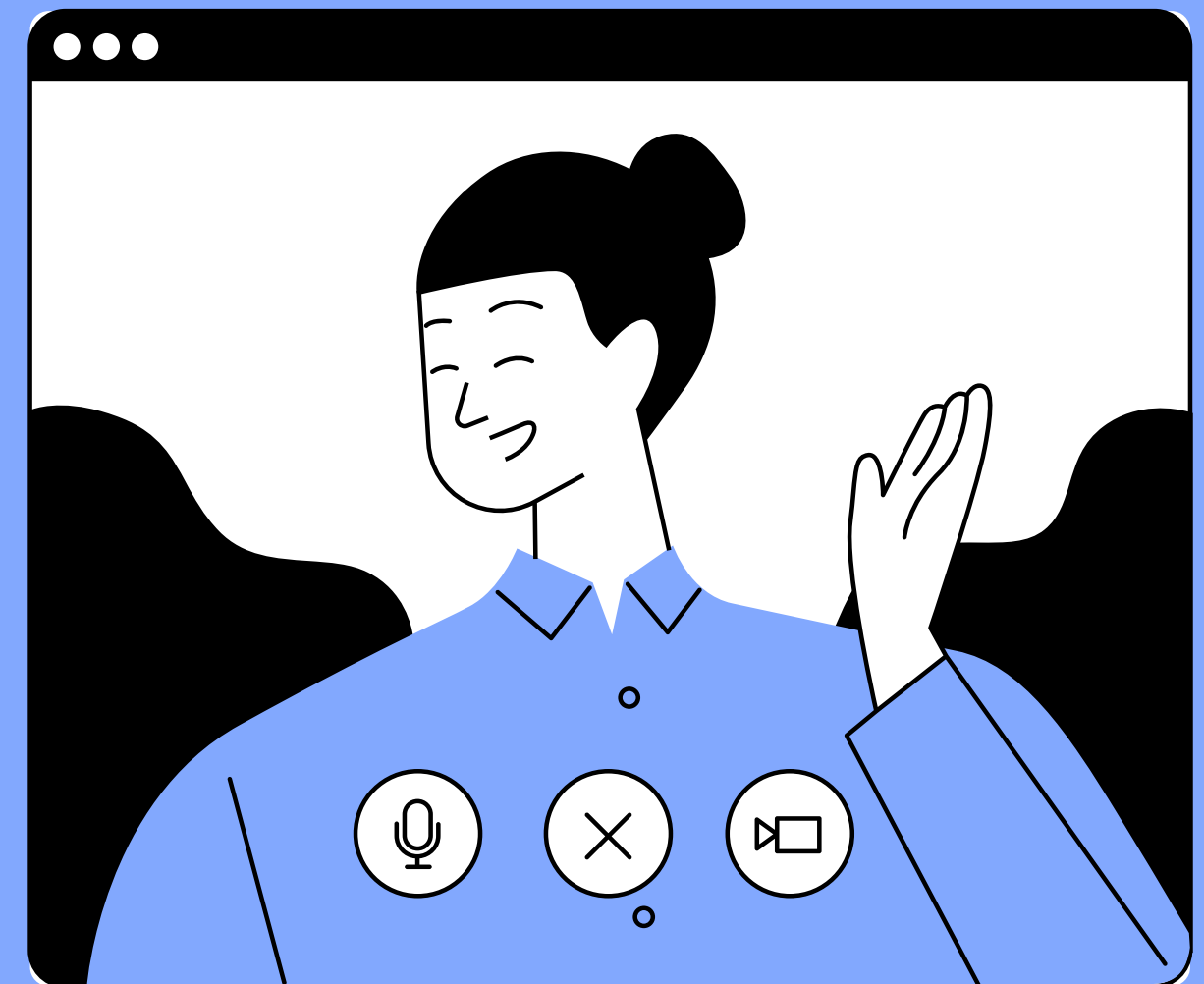
Tired of learning.



8 HOURS OF ZOOM?

ANALYSE SYNCHRONICITY

Which communication activities should be synchronous, which should be asynchronous?



bit.ly/mediasynchronicity



Technologiestütztes Lernen mittels Media-Synchronicity-Theory | Stefan Oppl, Isabell Grundschober

Share

digiPH #3

**Informierte
Werkzeug-Auswahl
für technologie-
gestütztes Lernen
mittels der Media-
Synchronicity-
Theory**

Stefan Oppl & Isabell Grundschober

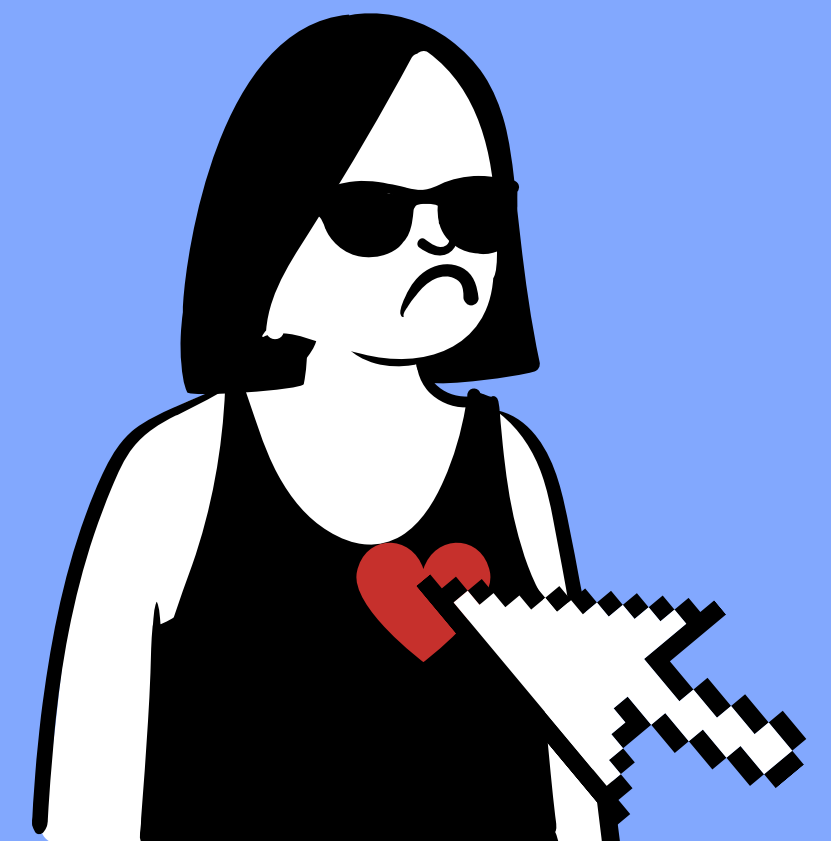
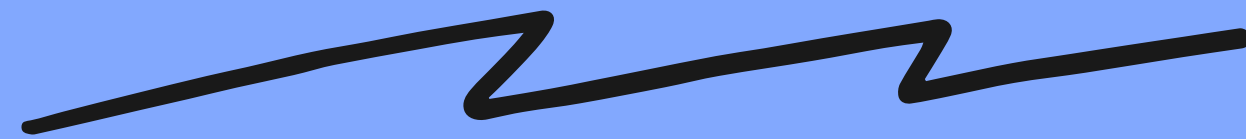
Watch on YouTube

(c) Foto: Andrea Reischer

(c) Foto: Florian Schulte

FEELING DISCONNECTED

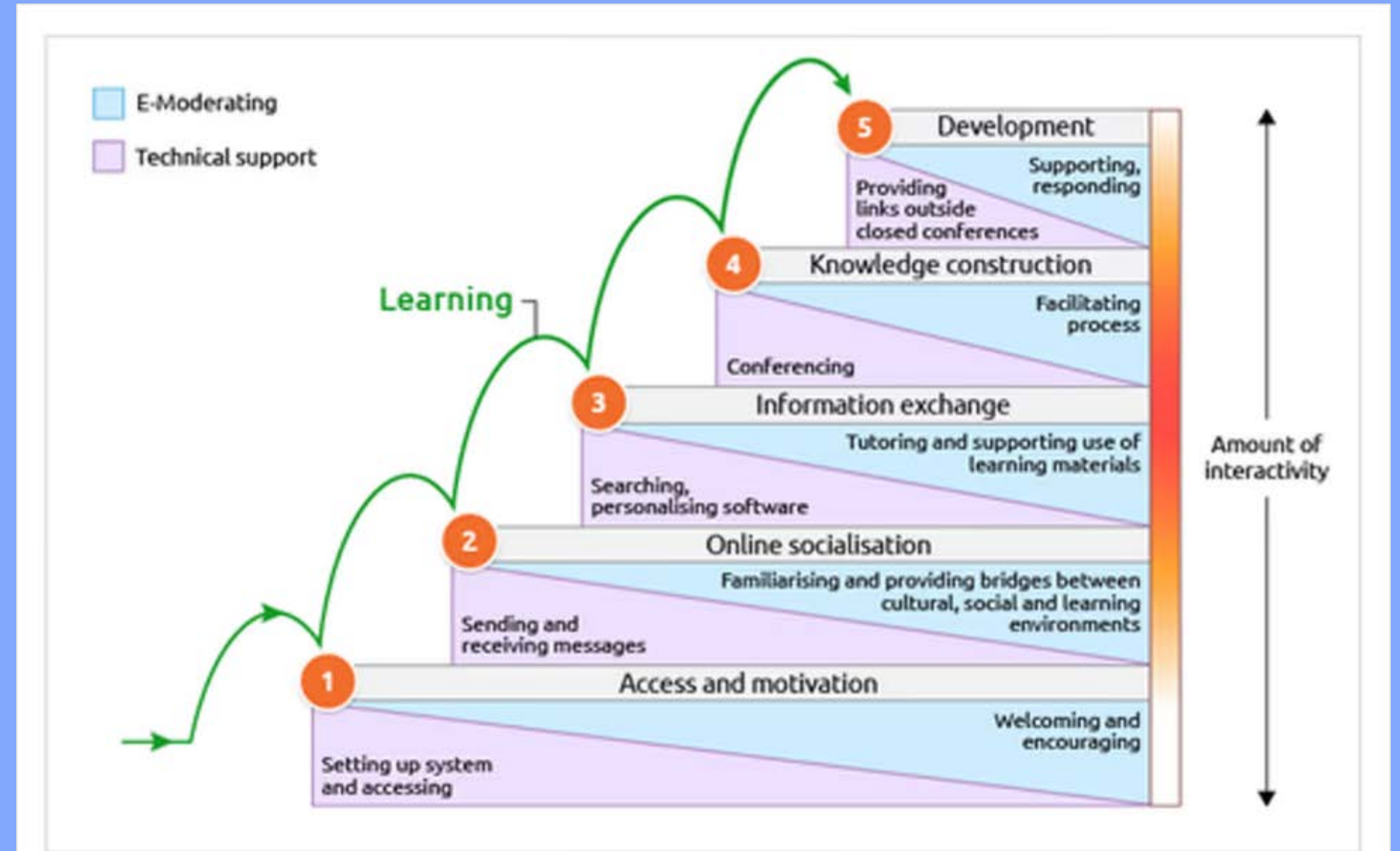
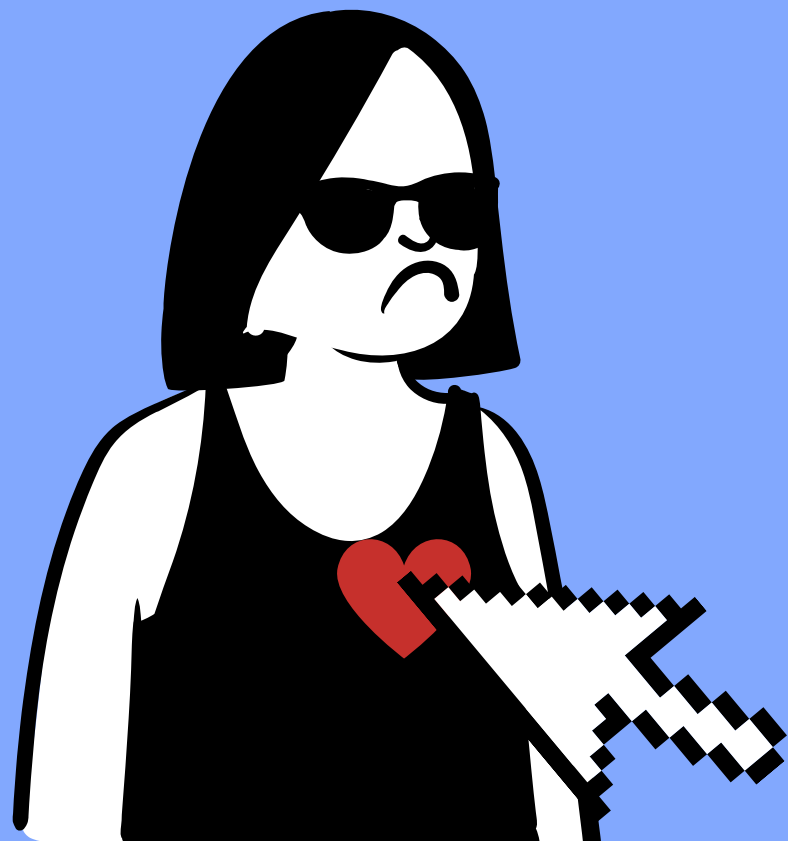
Building relationships online? Is that possible?



ONLINE SOCIALIZATION

Gilly Salmon's 5 Stages Model

Improve skills in written, audio and video communication



Five Stage Model

Update video for the 5 stage model for 2022 and beyond. [Click here.](#)

 Gilly Salmon

KREMS, 3RD OF MARCH

LEARNING @CLARIN CAFÉ ONLINE

EXPLORING THE POTENTIAL OF DIGITAL TOOLS FOR LEARNING

ISABELL GRUNDSCHÖBER
ISABELLGRU.EU

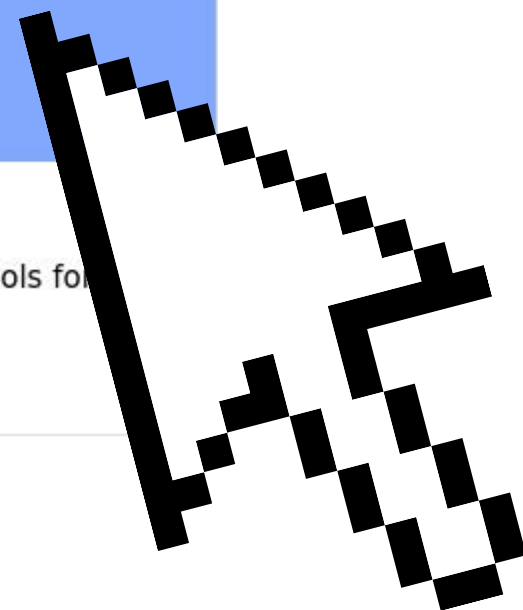
CLARIN Café EdTech Tools

A link collection for all the tools used during the CLARIN Café "Exploring the Potential of Digital Tools for Learning" on the 3rd of March.

 Wakelet

PRACTICAL EXAMPLES

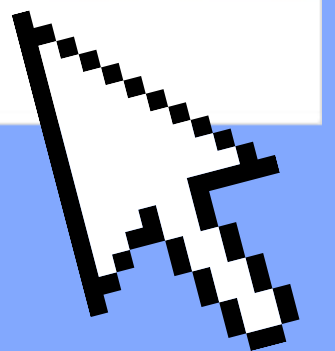
A list of practical examples on
wakelet



LEARNING SNACKS

"How to choose digital tools?"

A brief summary of what we did in this workshop and a practical example of a tool to support the cognitive processes "remember" and "understand" through microlearning.



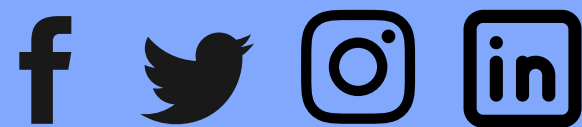
**Isabell Grundschober,
BSc, BEd, MA**

Deputy head of the Centre for Applied
Research and Innovation in LLL at the
University for Continuing Education Krems

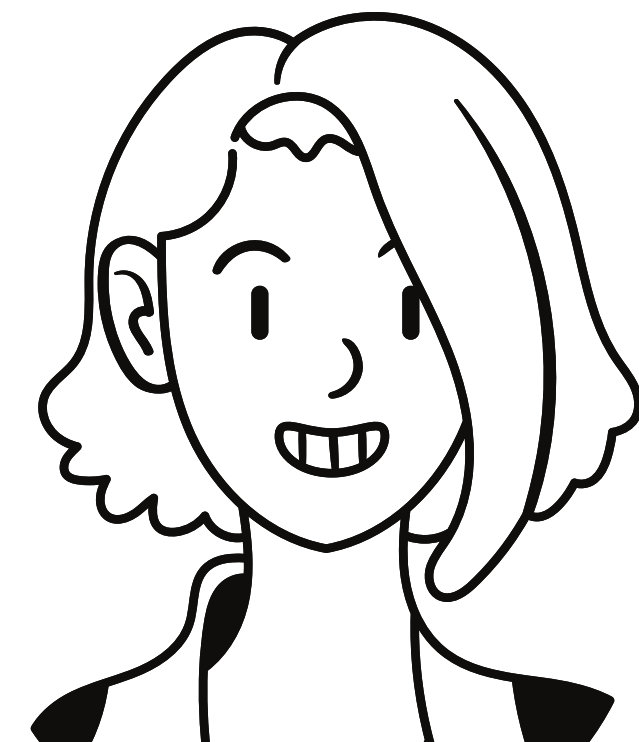
isabell.grundschober@donau-uni.ac.at

isabellgru.eu

[@isabellgru](https://www.instagram.com/isabellgru)



**THANK
YOU!**



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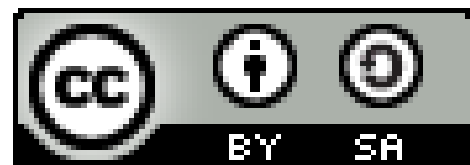
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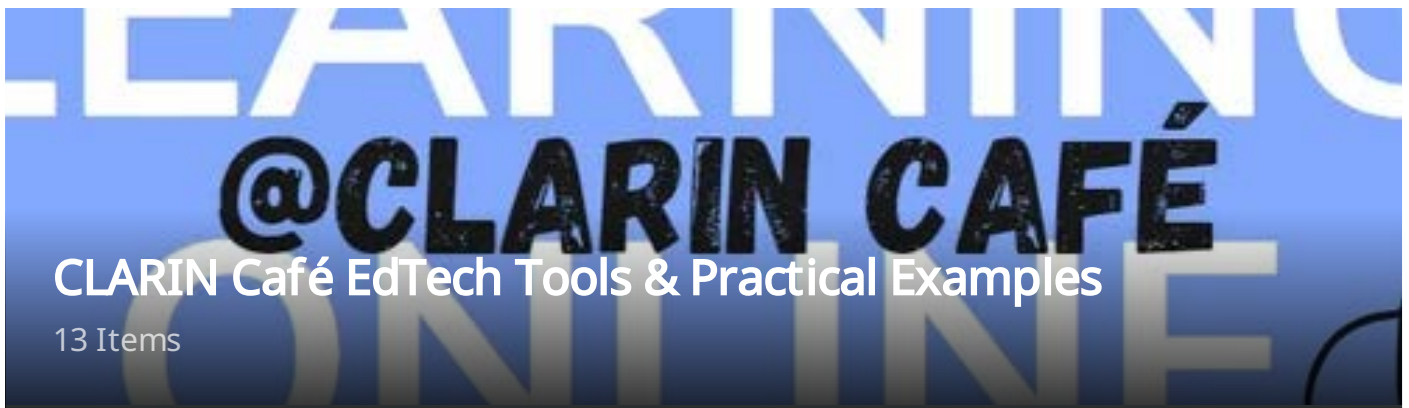
<https://wissensdialoge.de/zoom-fatigue-drei-erklaerungsansaetze-warum-videokonferenzen-so-anstrengend-sind/>.

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A link collection for all the tools used during the CLARIN Café "Exploring the Potential of Digital Tools for Learning" on the 3rd of March.



Practical example: Microlearning on "Learning Snacks", topic: "How to choose digital tools!"

learningsnacks.de

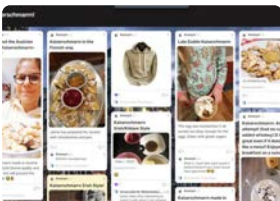
This is an example for microlearning on "Learning Snacks", supporting cognitive processes "remember" and "understand".



Learning Snacks

learningsnacks.de

Microlearning to support cognitive processes "remember", "understand" and "apply". Depending on the task, you might also reach higher cognitive processes.




Practical example: Using Padlet for Establishing Connections and Relationships online

 padlet.org

Padlet is easy to use and perfect to show a piece of yourself, but without feeling very uncomfortable. I created a task for a project meeting that should have taken place in Krems, Austria. I shared a traditional Austrian



Practical Example: Using padlet as a showcase room/ showcase portfolio for students' artefacts

 padlet.org

When students are working on a project or a problem for a while, give them an online room where they can present their findings and be proud of what they have achieved. Padlet is easy and useful for this.



Padlet: Digital Board

 padlet.com

Great to include different kinds of media, easy to use. I love to use it e.g. for introductions for workshop participants or students, but also it is very useful as a showcase room for students' learning artefacts.

Practical Example: A Moodle Course for an Online Summer School for Moldovan Lecturers,

see youtube link below.

I worked with colleagues at the University of Barcelona and we created interactive booklets in Articulate Rise and integrated them in the Moodle course. There were no synchronous sessions, except for the feedback session on the students' final assignments. The workload was rather low, I recall no more than 25 hours all in all for the whole course. There were a lot of communication and exchange tasks. The course was for Moldovan lectures from approx. 10 universities in Moldova.



My courses > COMPASS Online Summer School



Welcome to the COMPASS Online Summer School

A warm welcome to the COMPASS Online Summer School! As a response to COVID-19, we are now providing the COMPASS training sessions online. During the Online Summer School, we will guide and advise you to develop your own lifelong learning course design. Each COMPASS partner university will pilot a minimum of 2 LLL courses until the end of the COMPASS project.

Navigation

- Dashboard
- Site home
- Site pages
- My courses
 - COMPASS Online Summer School

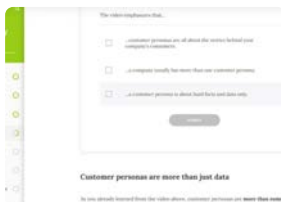
Watch on YouTube

SCREENCASTOMATIC

Starting the COMPASS Online Summer School

YouTube

For the COMPASS project, an Erasmus+ project, I have created, together with my colleagues from the university of Barcelona, an Online Summer School as a respon...



Practical example: DigiCULTS Learning Platform

digicults.eu

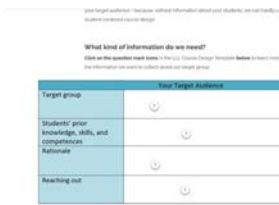
A Learning Platform for small and medium-sized companies in Europe: openly licensed, no registration necessary, free, flexible, self-paced, no cohort-learning but still supporting exchange among learners in



Google Jamboard: collaborative digital board, easy for starters

Google

Free use with google account, students don't need a google account to work with it, easy to use (limited functions), good for groups when digital competence is not clear and you have only a limited time with them (e.g.




Practical Example: Course Authoring with Articulate Rise

 articulate.com

This is an example of a course in the "COMPASS Online Summer School", where we created interactive booklets with Articulate Rise.



Rise 360: Content Authoring

 articulate.com

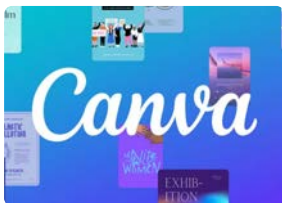
Rise 360 supports you to create fully-responsive interactive booklets (or courses) right in your web browser. Rise 360 is included in Articulate 360 subscriptions. I use the tool for fast course authoring. It combines all



Practical Examples: Presentation slides on Canva

 Canva

Here you can find the workshop slides as an example how to work with Canva. Canva provides many icons and pictures (freely licenced) and allows to embed links.



Canva: Simple Graphic Design Software

 Canva

Very nice templates, interactive, embedding possible. Simpler than PPT if you want to create interactive and appealing presentations or videos. Freemium version is enough to create nice content.