



Innovative ICT Education for Social-Economic Development (IESED)
574283-EPP-1-2016-1-LT-EPPKA2-CBHE-JP

TECHNOLOGY OF DISTANCE LEARNING

Minsk 2018

1. COURSE PLAN

Course code

Year of study	Semester	Academic Hours					Hours of course work	Credits.	Number of hours
		Total	Lecture	Lab	Practice/ seminar	Independent work			
2	3, 4	108	26	68	4	10		4	Full-time
2	3, 4	108	8	28		72		4	Part-time

2. COURSE GOALS

Organize training by means of distance technologies in the public administration, enterprises and organizations.

3. COURSE OUTCOMES

After studying this course, students will be able to:

- use pedagogical design (English Instructional Design, Instructional Systems Design, ISD) to prepare electronic teaching materials - to make pedagogical and technological scenarios of the electronic training course;
- apply e-learning technologies to prepare e-learning content, implement pedagogical and technological scenarios of the e-learning course;
- use technology to organize the learning process according to the pedagogical and technological scenarios of the electronic training course;
- work independently and in a team;
- analyze prospects and directions of development of information systems and technologies for distance learning.

4. COURSE CONTENT (FULL TIME)

№	Section number, topics, classes; list of issues to be studied	Number of academic hours			Independent work, hours	Form of knowledge control
		Lecture	Practical classes (seminar)	Lab.		
1	2	3	4	5	6	7
1	Introduction	2				
2	Distance learning	4	4	4	2	
2.1	Basic concepts of distance learning.		2			Group work "Online glossary creating"
2.2	Models of distance learning.		2		2	Group project "Mind map creating on the topic"
2.3	Components of distance learning.	2				
2.4	Technologies of distance learning	2		4		Group project "Selection of a learning management system"
3	Preparing the distance learning.	10		28	4	
3.1	The development of distance learning courses	8		20	2	Group work "Development of a distance course module"
3.2	Preparing the learning process.	2		8	2	Group work "Preparation of learning process according to the distance course module"
4	Support of distance learning process	8		24	2	
4.1	Management of the educational process using distance learning technologies.	4		6		
4.2	Tutoring to support stage of	4		18	2	Group project "Training on the

	the learning process.					developed distance course"
5	Analysis and correction of the distance learning process	2		12	2	
5.1	Analysis and evaluation of the quality of the distance learning course.			6		
5.2	Analysis, evaluation and correction of the distance learning process.	2		6	2	Group project "Analysis, evaluation and correction of quality of distance learning course"
	Total	26	4	68	10	

5. COURSE CONTENT (PART TIME)

№	Section number, topics, classes; list of issues to be studied	Number of academic hours			Independent work, hours	Form of knowledge control
		Lecture	Practical classes (seminar)	Lab.		
1	2	3	4	5	6	7
1	Introduction				2	
2	Distance learning	2		2	10	
2.1	Basic concepts of distance learning.				2	
2.2	Models of distance learning.				4	
2.3	Components of distance learning.				2	
2.4	Technologies of distance learning	2		2	2	Group project "Selection of a learning management system"
3	Preparing the distance learning.	2		16	24	
3.1	The development of distance learning courses	2		12	16	Group work "Development of a distance course module"
3.2	Preparing the learning process.			4	8	Group work "Preparation of the learning process according to the distance course module"
4	Support of distance learning process	2		6	26	
4.1	Management of the educational process using distance learning technologies.			2	8	
4.2	Tutoring to support stage of the learning process.	2		4	18	The group project "Training on the developed distance course"
5	Analysis and correction of the distance learning process	2		4	10	
5.1	Analysis and evaluation of the quality of the distance learning course.			2	4	
5.2	Analysis, evaluation and correction of the distance learning process.	2		2	6	Group project "Analysis, evaluation and correction of the quality of distance learning course"
	Total	8		28	72	

6. THEORETICAL CONTENT

№.	Theme	Content
1	Introduction	Influence of information and communication technologies on educational processes. Modern understanding of distance learning. Course subject. The importance of the course.
2.3	Components of distance learning	The concept of a training center that provides organizational support for distance learning. Information resources - training courses, reference, methodical and other materials, knowledge bases and other means of providing distance learning. Teachers as tutors.
2.4	Technologies of distance learning	Technologies of content delivery, organization of control, communication, management of the learning process. Learning Management Systems (LMS): concept, purpose, basic functions. Overview of modern learning management systems. Criteria for selecting LMS, compiling check-lists of requirements. Choosing a hosting for LMS.
3.1	The development of distance learning courses	The distance learning instructional scenario: analysis of the target audience, setting the goals and objectives of the training, design of the training and the tutor's supporting activities, control, selection and development of educational content. Overview of technologies for working out the educational content. Box systems and cloud service solutions: advantages and disadvantages. Shooting video lectures, capturing the screen. Technical implementation of the instructional scenario: composing a technological scenario for the distance learning course.
3.2	Preparing the learning process.	Preparation of the learning process according to the technological scenario. Selection of the training resources. Preparation of instructions for tutors and students. Preparation of a distance course.
4.1	Management of the educational process using distance learning technologies	Requirements for the organization and maintenance of the learning process in distance courses. Organizational and regulatory documentation. The main roles and functions of the participants of training in the distance environment.
4.2	Tutoring to support stage of the learning process	Tutor: concept, functions, tasks. Communication in a distance course, ethical rules of communication in a distance course. Recommendations on the use of services to accompany the training.
5.1	Analysis and evaluation of the quality of the distance learning course	Testing of the distance course. Expert evaluation of the distance course. Criteria for assessing the quality of the distance course.
5.2	Analysis, evaluation and correction of the distance learning process	Choice of the criteria of learning effectiveness. Data collection. Analysis, evaluation and development of measures to correct a training.

7. PRACTICAL CONTENT

№	Topic	Content
2.1	Basic concepts of distance learning	Basic concepts of distance learning. Characteristics of distance learning: flexibility, modularity, economic efficiency, a new role of the teacher, the use of technology and educational tools.
2.2	Models of distance learning	Models of distance learning. Basic forms of distance learning.

8. LABORATORY PRACTICE

№	Topic	Content
2.4	Technologies of distance learning	The concept of a learning management system. Purpose, basic functions. Review of existing systems of learning management. Selection of criteria for selecting LMS for specific needs.
3.1	The development of distance learning courses	Drawing up an instructional scenario for a distance course: analyzing the target audience, setting training goals and objectives, designing training and tutor activities, designing control, selecting and working out educational content. Technical implementation of an instructional scenario - a technological scenario for a distance course. Development of distance course modules.
3.2	Preparing the learning	Preparing the learning process according to the technological scenario. Tutoring at

	process.	the preparation stage of the learning process.
4.1	Management of the educational process using distance learning technologies	Organizational and regulatory documentation. Introduction activities aimed at preparing students to a distance course.
4.2	Tutoring to support stage of the learning process.	Communication in a distance course, and its ethical rules. Recommendations on using services to support the learning process.
5.1	Analysis and evaluation of the quality of the distance learning course	Testing a distance course. Expert evaluation of a distance course.
5.2	Analysis, evaluation and correction of the distance learning process.	Choosing criteria for learning effectiveness. Data collection. Analysis, evaluation and development of a training correction measures.

9. ASSIGNMENT FOR INDEPENDENT WORK

№	Name of task	Task
2.1	Group work "Formation an online glossary"	To create an online glossary of discipline by means of the forum.
2.2	Group project "Creating a mind map for the topic"	To create a mind map "Models of distance learning" by means of an online resource

	Cross-sectional group project "Organization of training by means of distance technologies"	The purpose of the group project: to organize training by means of distance technologies The project is carried out in stages, as the relevant topics are studied (see below)
2.4	Group project "Selection of a learning management system"	To choose the management system of training for organizing and conducting training
3.1	Group task "Development of a distance course module"	To develop a distance course module
3.2	Group work "Preparation of the learning process according to the distance course module"	To prepare the learning process using the remote distance module developed
4.2	Group project "Training on the developed distance course"	To conduct training on the developed distance course
5.2	Group project "Analysis, evaluation and correction of the quality of distance learning course"	To analyze and to evaluate the quality of distance learning conducted on the developed distance course, to form corrective measures

10. SYSTEM OF ASSESSMENT OF KNOWLEDGE AND SKILLS (ACCORDING TO THE NATIONAL REQUIREMENTS)

A ten-point scale, depending on the grade and the mark, includes the following criteria:

10 (ten) points, passed:

- systematized, deep and full knowledge on all sections of the curriculum of the institution of higher education in the academic discipline, as well as on major issues that go beyond its limits;
- accurate use of scientific terminology (including in a foreign language), competent, logically correct statement of the answer to questions;
- perfect mastering of the tools of the academic discipline, the ability to use it effectively in formulation and solution of scientific and professional problems;
- the expressed ability independently and creatively to solve complex problems in non-standard situations;
- complete and profound studying of basic, additional literature on the subject of the discipline;
- the ability to freely navigate in theories, concepts and directions on the discipline and give them an analytical assessment, use the scientific achievements of other disciplines;
- creative independent work on practical, laboratory classes, active creative participation in group discussions, high level of the culture of performance of tasks.

9 (nine) points, passed:

- systematized, deep and full knowledge on all sections of the curriculum of the institution of higher education on the academic discipline;
- accurate use of scientific terminology (including in a foreign language), competent, logically correct statement of the answer to questions;
- mastering of the tools of the academic discipline, the ability to use it effectively in formulation and solution of scientific and professional problems;
- ability independently and creatively to solve complex problems in non-standard situations within the curriculum of the institution of higher education on the academic discipline;
- complete studying of basic, additional literature on the subject of the discipline, recommended by the curriculum of the institution of higher education on the discipline;
- the ability to navigate in theories, concepts and directions on the discipline and give them an analytical assessment;
- Systematic, active independent work on practical, laboratory classes, active creative participation in group discussions, high level of the culture of performance of tasks.

8 (eight) points, passed:

- systematized, deep and full knowledge on all sections of the curriculum of the institution of higher education in the academic discipline in the volume of the curriculum of the institution of higher education on the discipline;
- use of scientific terminology (including in a foreign language), competent, logically correct statement of the answer to questions, the ability to make sound conclusions and generalizations;
- mastering of the tools of the academic discipline (methods of complex analysis, information technology), the ability to use it effectively in formulation and solution of scientific and professional problems;
- ability independently to solve complex problems within the curriculum of the institution of higher education on the academic discipline;
- studying of basic, additional literature, recommended by the curriculum of the institution of higher education on the discipline;
- the ability to navigate in theories, concepts and directions on the discipline and give them an analytical assessment;
- active independent work on practical, laboratory classes, systematic participation in group discussions, high level of the culture of performance of tasks.

7 (seven) points, passed:

- systematized, deep and full knowledge on all sections of the curriculum of the institution of higher education on the academic discipline;
- use of scientific terminology (including in a foreign language), competent, logically correct statement of the answer to questions, the ability to make sound conclusions and generalizations;
- mastering of the tools of the academic discipline, the ability to use it effectively in formulation and solution of scientific and professional problems;
- free possession of generic solutions within the curriculum of the institution of higher education on the academic discipline;
- studying of basic, additional literature, recommended by the curriculum of the institution of higher education on the discipline;
- the ability to navigate in basic theories, concepts and directions on the discipline and give them an analytical assessment;
- independent work on practical, laboratory classes, participation in group discussions, high level of the culture of performance of tasks.

6 (six) points, passed:

- sufficiently full and systematized knowledge in the volume of the curriculum of the institution of higher education on the discipline;

- use of the necessary scientific terminology, competent, logically correct statement of the answer to questions, the ability to make sound conclusions and generalizations;
- mastering of the tools of the academic discipline, the ability to use it effectively in solution of scientific and professional problems;
- ability independently to apply generic solutions within the curriculum of the institution of higher education on the academic discipline;
- studying of basic literature, recommended by the curriculum of the institution of higher education on the discipline;
- the ability to navigate in basic theories, concepts and directions on the discipline and give them a comparative assessment;
- active independent work on practical, laboratory classes, periodic participation in group discussions, high level of the culture of performance of tasks.

5 (five) points, passed:

- sufficient knowledge in the volume of the curriculum of the institution of higher education on the discipline;
- use of scientific terminology, competent, logically correct statement of the answer to questions, the ability to make sound conclusions;
- mastering of the tools of the academic discipline, the ability to use it in solution of scientific and professional problems;
- ability independently to apply generic solutions within the curriculum of the institution of higher education on the academic discipline;
- studying of basic literature, recommended by the curriculum of the institution of higher education on the discipline;
- the ability to navigate in basic theories, concepts and directions on the discipline and give them a comparative assessment;
- active independent work on practical, laboratory classes, periodic participation in group discussions, high level of the culture of performance of tasks;
- independent work on practical, laboratory classes, periodic participation in group discussions, sufficient level of the culture of performance of tasks.

4 (four) points, passed:

- sufficient knowledge within the educational standard of higher education;
- studying of basic literature, recommended by the curriculum of the institution of higher education on the discipline;
- use of scientific terminology, logical statement of the answer to questions, the ability to make sound conclusions;
- ability to draw conclusions without essential errors;
- mastering of the tools of the academic discipline, the ability to use it in solution of standard (typical) tasks;
- ability to solve standard (typical) tasks under the guidance of a teacher;
- ability to navigate in basic theories, concepts and directions on the discipline and give them an assessment;
- work under the guidance of a teacher on practical, laboratory classes, the permissible level of the culture of performance of tasks.

3 (three) points, failed:

- insufficient knowledge within the educational standard of higher education;
- studying of basic literature, recommended by the curriculum of the institution of higher education on the discipline;
- knowledge of a part of the basic literature, recommended by the curriculum of the institution of higher education on the discipline;
- use of scientific terminology, presentation of answers to questions with significant, logical errors;
- weak possession of the tools of the academic discipline, incompetence in solving standard (typical) tasks;

- inability to navigate in basic theories, concepts and directions on the discipline;
- work under the guidance of a teacher on practical, laboratory classes, the permissible level of the culture of performance of tasks.
- passivity on practical, laboratory classes, low level of the culture of performance of tasks.

2 (two) points, failed:

- fragmented knowledge within the educational standard of higher education;
- knowledge of individual literary sources, recommended by the curriculum of the institution of higher education on the discipline;
- inability to use scientific terminology of the academic discipline, the presence in the answer rude, logical errors;
- passivity on practical, laboratory classes, low level of the culture of performance of tasks.

1 (one) point, failed:

- lack of knowledge and (competences) within the educational standard of higher education, failure to answer, failure to appear for attestation without good cause.

11. TOOLS – MINIMUM REQUIREMENTS, WHICH SHOULD BE FIXED

The training will be conducted using interactive methods (round tables, project method) and distance learning technologies, implemented by means of the training portal (eLearning Server). The students will be provided with electronic presentations of lectures, electronic and printed versions of handouts for practical classes.

On full-time laboratory and practical classes, students will learn the discipline directly in the computer lab.

The following tools and technologies were used in the preparation of training, teaching and methodological materials:

- MS Office;
- iSpring;
- Internet services (LearningApps, etc.);
- Programs for recording and editing video;
- Programs for data visualization (Infogr.am, etc.);
- Specialized software.

12. RESOURCES

Basic literature

1. Назаренко А.Л. Информационно-коммуникационные технологии в лингводидактике: дистанционное обучение. – М: Изд-во Моск. Ун-та, 2013.
2. Основы деятельности тьютора в системе дистанционного образования. – М: Дрофа, 2006.
3. Полат Е.С. Метод проектов на уроках иностранного языка. – М., <http://distant.ioso.ru/library/publication/iaproj.htm>
4. Сакоян А. MOOC – революция в мире образования. – М., 2013 <http://edtechfrontier.com/2013/05/11/the-pedagogy-ofmoocs/>
5. Модели дистанционного обучения (Полат Е.С.) <http://www.hr-portal.ru/article/modeli-distancionnogo-obucheniya-polat-es>
6. Моисеева М.В., Полат Е.С., Бухаркина М.Ю., Нежурина М.И. Интернет-обучение: Технологии педагогического дизайна. - М: Изд. Дом «Камерон», 2004.
7. Формы и методы эвристического обучения. - М. [Электронный ресурс] / [Режим доступа]: <http://paidagogos.com/?p=124>

Additional literature

1. The pedagogy of the Massive Open Online Course (MOOC): the UK view [Электронный ресурс] / [Режим доступа] https://www.heacademy.ac.uk/resources/detail/elt/the_pedagogy_of_the_MOOC_UK_view , 2014.
2. Rovai, A. Building Sense of Community
3. J.C.Richards, T.S.Rodgers Approaches and Methods in Language Teaching. - London, New York: OUP, 2007.
4. Pat Gannon-Lear, Elsa Fontainh Communities of Practice and virtual learning communities: benefits, barriers and successfactor / [Электронный ресурс] / [Режим доступа]: <http://www.elearningeuropa.info/files/media/media13563.pdf>
5. Pickett A. A Series of Unfortunate Online Events and How to Avoid Them [Электронный ресурс] / [Режим доступа]: <http://www.slideshare.net/alexandrapickett/a-series-ofunfortunateonlineevents>