ICUDDR FIRST VIRTUAL CONFERENCE: EDUCATING AND PROMOTING ADDICTION SCIENCE IN A VIRTUAL WORLD

Moving to an online teaching format – e-Learning techniques
MASSIVE CHANGES
VIRTUAL PEDAGOGICAL MODEL

Student-centred learning
Flexibility
Interaction
Digital inclusion

Organization
Methodology
Theology
Content

Architecture

Constructivism

Lines of force

Theoretical principles
COMMUNICATION AND INTERACTION IN DIGITAL NETWORK EDUCATION SCENARIOS

Use clear language that allows students to understand the information and guidelines regarding the activities they have to perform.

Use a friendly, positive and closeness tone, creating an auspicious environment for students learning.

Plan the communication moments so that they reach students in time - ex. a message announcing the start of the weekly activities.

Suggestive spaces for asynchronous collaborative communication - guide, mediate and direct debates towards learning objectives and contribute to the construction of the sharing of knowledge and experiences.

Establish communication and participation rules for different spaces.

Being an online teacher doesn’t mean being always online.
<table>
<thead>
<tr>
<th><strong>Numbering and pacing</strong></th>
<th>Number as follows: week, sequence of task. (e.g. 2.4 would be week 2, task 4)</th>
</tr>
</thead>
</table>
| **Title**                | - Enticement to open the invitation to take part.  
                            - Very brief descriptor.  
                            - Be inventive and creative but keep it very short. |
| **Purpose**              | - Explain. If you complete this activity you will be able to...  
                            - You will understand better how to...  
                            - You will find it essential for assignment X...  
                            - Use verbs!  
                            - Link directly with your outcomes and/or objectives for the unit, module, course, and programme. |
| **Brief summary of overall task** | - If you find you have more than one major activity or question, divide into more e-tivities.  
                                         - Clear brief instructions on how to take part and what to do.  
                                         - One question or task per message.  
                                         - When you have written this part, check that the task is self-contained. |
| **Spark**                | - Spark to light the fire for the topic, interesting little intervention.  
                            - Directly link with topic for this week.  
                            - Opportunity to expose "content" but with the purpose of a spark to start a dialogue with others. |
| **Individual contribution** | - Give clear instructions to the individual participant as to what he or she should do in response to the spark.  
                                    - Specify exactly what you are expecting the participant to do and in what media (e.g. Wiki, discussion board, audio file etc.) and by when (i.e. the day and date). Tell them the length of contribution expected.  
                                    - Create a link from this part of the invitation to the location for posting. |
| **Dialogue begins**      | - Request response from an individual to others, what kind of response, how long, where and by when.  
                            - Key point: students come online to see if others have read and responded. Make this happen.  
                            - Create a link from this part of the invitation to the location for posting the response to others. |
| **E-moderator interventions** | - Clearly indicate what the e-moderator will do and when.  
                                    - Explain that the e-moderator will summarise, give feedback and teaching points and close the e-tivity, and when this will happen. |
| **Schedule and time**    | - Total calendar elapsed time allowed for this e-tivity.  
                            - Completion date.  
                            - Estimate total study time required (e.g. 2 x 1 hour) |
| **Next**                 | - Link to next e-tivity.  
                            - You can suggest additional resources to help with the task - indicate whether they are required or optional, place the links at the end of the invitation. |

Salmon,  
https://www.gillysalmon.com/etivities.html
“The times they are a-changing” (Bob Dylan, 1963)

The uses of technology – What is your goal?

Communicative, asynchronous and rich

Interaction and relationships
OPEN EDUCATIONAL RESOURCES - OER

Educational movement

Are freely available, openly licensed resources - textbooks, media, videos, articles, and more - that are useful for teaching, learning, and assessing as well as for research purposes.
E-ASSESSMENT

PrACT Model

Practicality
- Costs
- Efficiency
- Sustainability

Consistency
- Instruction-assessment alignment
- Multiple indicators
- Relevance of the criteria
- Skills-assessment alignment

Institutions

Society

Teacher

Student

Authenticity
- Similarity
- Complexity
- Adequacy
- Meaningfulness

Trasparency
- Democraticity
- Involvement
- Visibility
- Impact

Amante & Oliveira (2019)
MAINTAIN QUALITY IN TEACHING IN A RAPIDLY CHANGING LEARNING ENVIRONMENT
MAINTAIN QUALITY IN TEACHING IN A RAPIDLY CHANGING LEARNING ENVIRONMENT

- Decide how you want to teach
- Decide on mode of delivery
- Work in a team
- Build on existing resources
- Master the technology

Time management

- Evaluate and innovate
- Communicate, communicate, communicate
- Design course structure and learning activities
- Set appropriate learning goals

QUALITY STANDARDS

ISO/IEC 40180:2017
Information technology — Quality for learning, education and training — Fundamentals and reference framework
OPPORTUNITIES - I

Henriques, Van Hout, Teixeira, (2019)
OPPORTUNITIES - II

SPECIALIZED TRAINING IN ADDICTIONS PREVENTION

Henriques, Burkhart, Miovsky, (2019)
THANK YOU

OBRIGADA!

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REFERENCES


Bates, T. https://opentextbc.ca/teachinginadigitalage/front-matter/introduction/


REFERENCES


ISO 9000:2015, Quality management systems — Fundamentals and vocabulary


Salmon, G. https://www.gillysalmon.com/e-tivities.html