



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

Moving to an online teaching format – e-Learning techniques



Moving to an online teaching format – e-Learning techniques de Susana Henriques é disponibilizado sob a [Licença Creative Commons-Atribuição-NãoComercial-Compartilhalgal-4.0 Internacional](https://creativecommons.org/licenses/by-nc-sa/4.0/).



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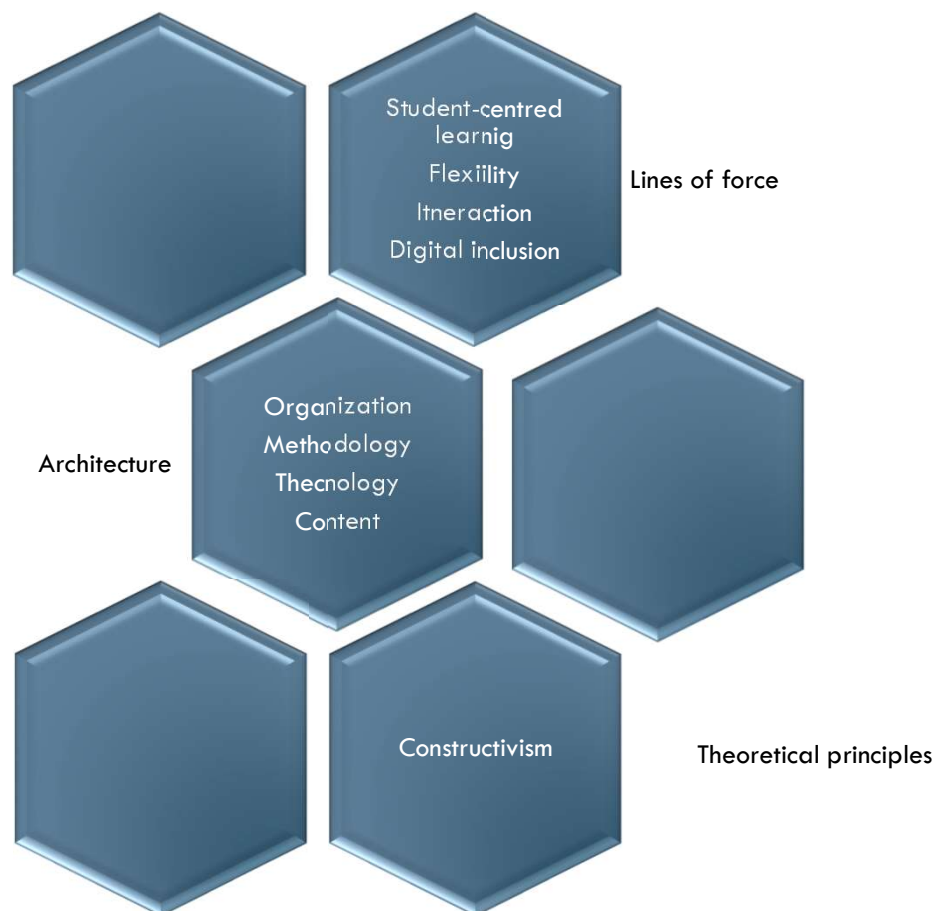
**Centro de Investigação
e Estudos de Sociologia**



MASSIVE CHANGES



VIRTUAL PEDAGOGICAL MODEL



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

E-TIVITIES

<i>Numbering and pacing and sequencing</i>	Number as follows: week. sequence of task. (e.g. 2.4 would be week 2, task 4)
Title	<ul style="list-style-type: none"> Enticement to open the invitation to take part. Very brief descriptor. Be inventive and creative but keep it very short.
Purpose	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 <i>spark to start a dialogue with others</i>.
Individual contribution	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Total calendar/elapsed time allowed for this e-tivity. Completion date, Estimate total study time required (e.g. 2 x 1 hour)
Next	<ul style="list-style-type: none"> 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/e-tivities.html>

TECHNOLOGY IN EDUCATION



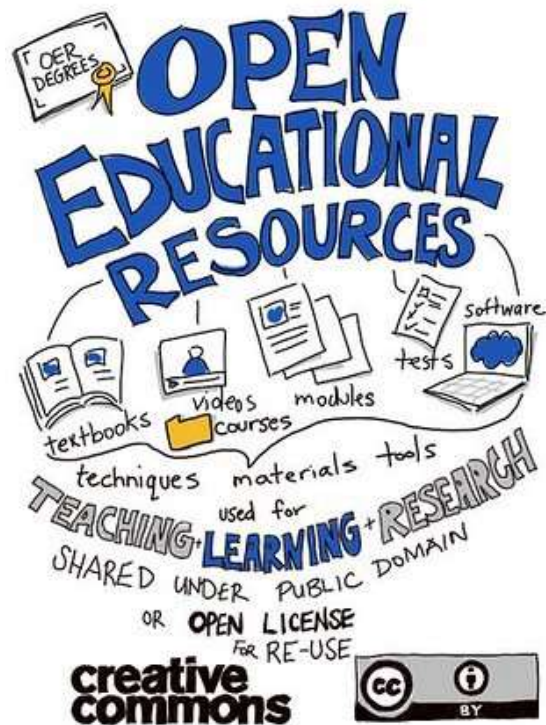
“The times they are a-changing” (Bob Dylan, 1963)

The uses of technology – What is your goal?

Communicative, asynchronous and rich

Interaction and relationships

OPEN EDUCATIONAL RESOURCES - OER

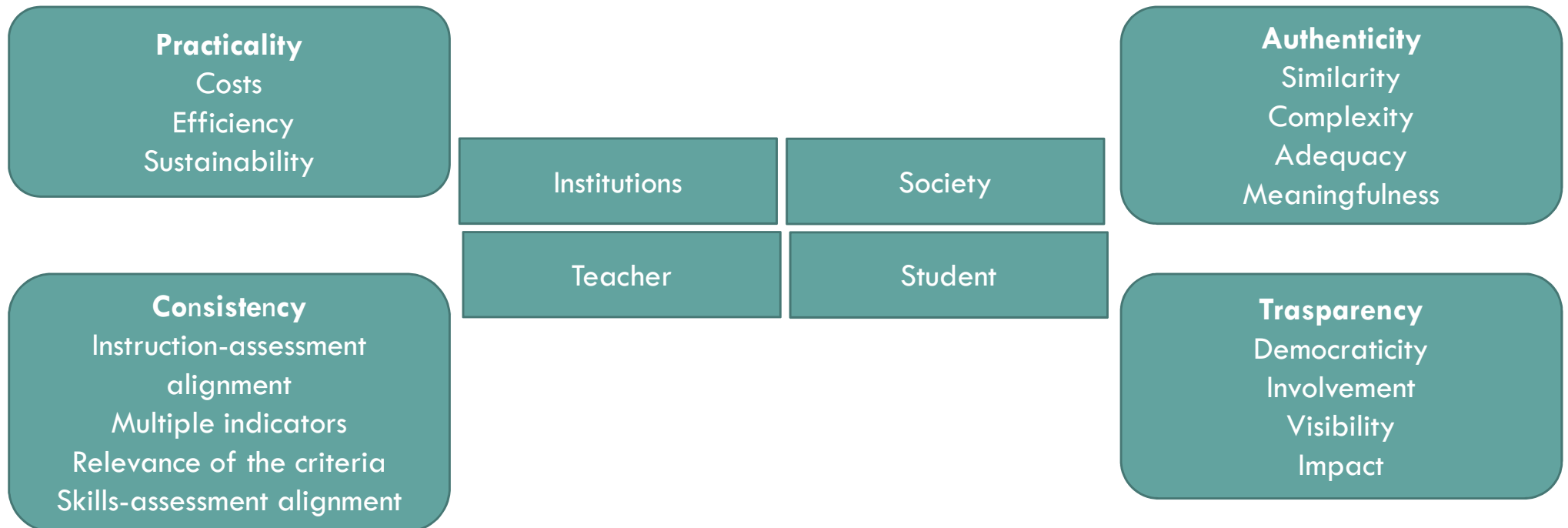


Educational movement

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



Amante & Oliveira (2019)

MAINTAIN QUALITY IN TEACHING IN A RAPIDLY CHANGING LEARNING ENVIRONMENT

Day 1: Ethics



S. Adams E-mail: SCOTTADAMS@AOL.COM

DO I OWE MY EMPLOYER EIGHT PRODUCTIVE HOURS, OR DO I ONLY NEED TO MATCH THE TWO PRODUCTIVE HOURS I WOULD HAVE IN THE OFFICE?

A cartoon panel showing the man in a suit sitting at a desk with a computer, looking thoughtful.

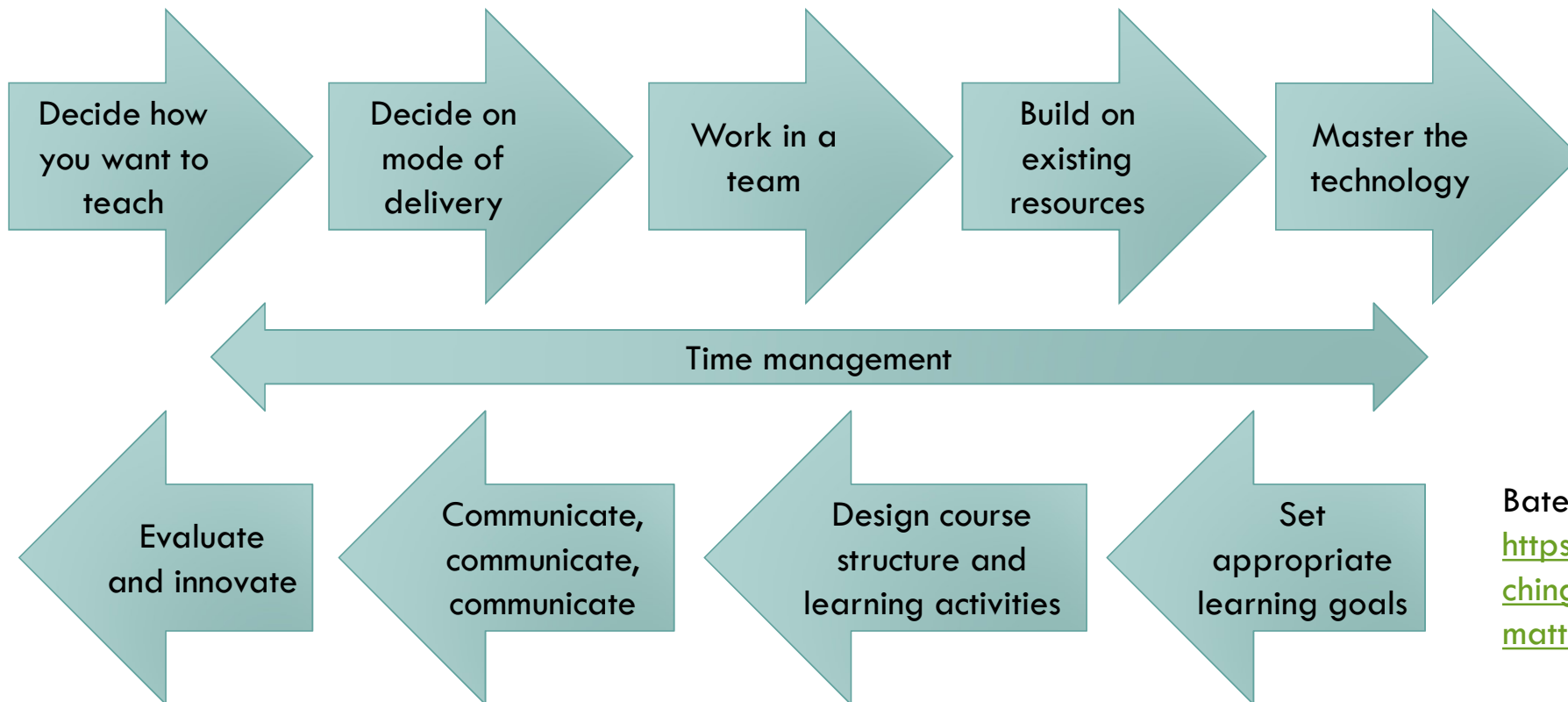
© 1995 United Feature Syndicate, Inc. (NYC)

WELL, WHEN YOU FACTOR IN HOW YOU'RE SAVING THE PLANET BY NOT DRIVING, YOU ONLY OWE ONE HOUR.

A cartoon panel showing Dogbert sitting at the desk, talking to the man in a suit who is standing next to him.

AND THIS MEETING COUNTS.

MAINTAIN QUALITY IN TEACHING IN A RAPIDLY CHANGING LEARNING ENVIRONMENT



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

QUALITY STANDARDS



Standards and Guidelines for Quality Assurance
in the European Higher Education Area



CONSIDERATIONS FOR QUALITY ASSURANCE OF E-LEARNING PROVISION

ESTHER HUERTAS, IVAN BISCAN, CHARLOTTE EJSING,
LINDSEY KERBER, LIZA KOZLOWSKA, SANDRA MARCOS ORTEGA,
LIJA LAURI, MONIKA RISSE, KERSTIN SCHORG, GEORG SEPPMANN



ICS > 03 > 03.100 > 03.100.30

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



**CURSO DE ESPECIALIZAÇÃO
EM PREVENÇÃO DE DEPENDÊNCIAS**

Henriques, Burkhardt, Miovsky, (2019)

THANK YOU

OBRIGADA!

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AAVV (2015). Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Belgium: European Association for Quality Assurance in Higher Education (ENQA)

Amante, L., Oliveira, I. (2019), Avaliação e feedback, desafios atuais. Lisboa, UAb, <http://hdl.handle.net/10400.2/8419>

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Henriques, S., Burkhart, G., Miovsky, M. (2019). The first university e-learning study programme based on the adaption of the EUPC: Portuguese implementation study. *Addictology Journal* 19(1), 35-42, DOI: 10.35198/01-2019-001-0004

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

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

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