**Training Fiche**

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| Title | Optimizing digital VET - ​Digital tools and resources - Platforms and Learning Objectives | |
| Ref. DigCompEdu | Transversal | |
| Keywords (meta tag) | LMS (Learning Management System), Learning objectives, Digital Learning Environment, Web-based, Wide variety, Management, Stakeholders. | |
| Language | English | |
| Objectives / Goals / Learning outcomes | At the end of the training the user will be able to:  Know what an LMS is and choose the platform​  Know what learning objectives are and why they are important | |
| Description | A Learning Management System (LMS) is a digital platform that facilitates the delivery and organization of educational content. It is typically web-based and can include features such as e-portfolios, quizzes, assessment tools, and course management tools. Learning objectives are important as they provide a clear outline of what the learner should be able to do after completing a course. The digital learning environment includes all digital tools used by students, including computers, smartphones, software, and virtual reality. When choosing an LMS, it is important to consider the needs of the learners, the stakeholders affected by the decision, and the specific learning objectives and goals. Digital tools can be used to track student progress and provide feedback, which can help improve student outcomes. | |
| Contents arranged in 3 levels | Optimizing digital VET - ​Digital tools and resources   1. Choosing platform    1. What is a digital learning platform (LMS)? ​    2. Features of a digital learning platform​    3. Different types of learning management systems    4. Stakeholders - Understand who to involve 2. Learning Objectives    1. Digital tools and learning objectives    2. Chose the right tool    3. Make it personal | |
| Self-evaluation (multiple choice queries and answers) | **Choosing platform**   * **What is a Digital Learning Environment ?**   + - Classroom with computers     - Every digital tool the students use     - Website learning content * **What does LMS stand for?**   + - Learning Management System     - Learn more stuff     - Large memory system * **What are the Three main components in a typical LMS?**   + - Admin console, course content, users     - Hardware, software, content     - Students, computers, wifi * **How do you identify the stakeholders?**   + - Who can affect and who is affected by the decision?     - Who are the learners and their preferred operation system?     - Who are the managers and other faculty members?   **Learning objectives**   * **Why are learning objectives important?**   + - The learning platform need them as content.     - Learning objectives determine how much homework students must do.     - They provide a clear, measurable goal for students to work towards. * **What are the Four C’s in 21st century skills ?**   + - Change, Culture, Chaos, Clear mindset     - Communication, Collaboration, Critical thinking, Creativity     - Common sense, Care, Control, Computers     - Courses, Compassion, Cities, Competences * **The choice of digital tools should be based on..**   + - The learning objectives     - Gender of the students     - The duration of the education * **Why split the learning objectives?**   + - Management can track the course progress     - Students will be less likely to get frustrated     - Teachers know where to start and end   **Final summary test 1-2**   * **What is a Digital Learning Environment ?**   + - Classroom with computers     - Every digital tool the students use     - Website learning content * **What are the Three main components in a typical LMS?**   + - Admin console, course content, users     - Hardware, software, content     - Students, computers, wifi * **Why are learning objectives important?**   + - The learning platform need them as content.     - Learning objectives determine how much homework students must do.     - They provide a clear, measurable goal for students to work towards * **The choice of digital tools should be based on..**   + - The learning objectives     - Gender of the students     - The duration of the education   **Final summary test 1-2**   * **What are the Four C’s in 21st century skills ?**   + - Change, Culture, Chaos, Clear mindset     - Communication, Collaboration, Critical thinking, Creativity     - Common sense, Care, Control, Computers     - Courses, Compassion, Cities, Competences * **Why split the learning objectives?**   + - Management can track the course progress     - Students will be less likely to get frustrated   Teachers know where to start and end | |
| Toolkit (guidelines, best practices, checklist, lessons learned…) | Name | Get ready to ‘moodle’ |
| Description | Easy to use guideline to get started on Moodle. Moodle is a free, open-source Learning Management System (LMS) that is widely used for creating and managing online educational content. It allows educators to create, manage, and deliver educational content and activities, such as quizzes, assignments, and discussion forums, to students. Moodle is designed to be flexible and customizable, so it can be used in a variety of settings, including schools, universities, and businesses. It can be accessed via a web browser and supports a wide range of features, including course management tools, assessment tools, and e-portfolios. Moodle is also known for its ability to integrate with other educational technology tools and its active user community, which provides support and resources for users. |
| File name | RESET\_PR3\_AH\_TOOL\_Digital tools and resources\_EN |
| Resources (videos, reference link) | (Harasim, 2017; Hiim & Hippe, 2012),(Garreta-Domingo et al., 2018), (*Moodle.Org*, n.d.), (Deci & Ryan, 2000), (Marsh & Rajaram, 2019), (Henriksen & Richardson, 2017)  Deci, E. L., & Ryan, R. M. (2000). The ‘What’ and ‘Why’ of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, *11*(4), 227–268. https://doi.org/10.1207/S15327965PLI1104\_01  Garreta-Domingo, M., Hernández-Leo, D., & Sloep, P. B. (2018). Education, Technology and Design: A Much Needed Interdisciplinary Collaboration. In E. Kapros & M. Koutsombogera (Eds.), *Designing for the User Experience in Learning Systems* (pp. 17–39). Springer International Publishing. https://doi.org/10.1007/978-3-319-94794-5\_2  Harasim, L. M. (2017). *Learning theory and online technologies* (Second edition). Routledge, Taylor & Francis Group.  Henriksen, D., & Richardson, C. (2017). Teachers are designers: Addressing problems of practice in education. *Phi Delta Kappan*, *99*(2), 60–64. https://doi.org/10.1177/0031721717734192  Hiim, H., & Hippe, E. (2012). *Undervisningsplanlægning for faglærere* (2. udgave, 7. oplag). Gyldendal.  Marsh, E. J., & Rajaram, S. (2019). The digital expansion of the mind: Implications of internet usage for memory and cognition. *Journal of Applied Research in Memory and Cognition*, *8*(1), 1–14. https://doi.org/10.1016/j.jarmac.2018.11.001  *Moodle.org*. (n.d.). Retrieved 20 December 2022, from https://moodle.org/ | |
| Related material |  | |
| Related PPT | RESET\_PR3\_AH\_Optimizing digital VET - Platforms and Learning Objectives\_ppt\_EN | |
| Bibliography |  | |
| Provided by | Aalborg Handelsskole | |