

A large, leafy tree stands in the center of a field of white flowers. The background shows a clear blue sky and more trees on a hillside.

# Course Units Catalogue

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# METHODOLOGIES

## Scenario for delivering the content development course

### Offering the course

The aim of the course is to inspire teachers and their course participants to utilise a blended learning approach in the classroom. It is therefore useful to teach by example in this context and share your personal experiences of the benefits of different learning approaches.

Most of the course modules can be offered as online courses, face to face courses, or blended courses. It may be desirable to offer some of the modules en bloc e.g. several modules have familiar features and required competences like the Hot Potatoes modules. This enables you to provide tailor made courses catering to the varied learning styles and needs of professional client groups.

To achieve a manageable or worthwhile number of participants for each course it makes sense to offer a suite of modules so that individual participants can select their preferred modules while ensuring a basic register of participants for each module.

Modules may also be offered on the basis of the competencies that can be achieved by completing them e.g. the module "Creating Crossword Exercises" could be offered with the following description: "The course enables the participant to create crossword puzzles that can be made available online or can be printed out."

Course participants are immediately presented with a concrete example of the skills which they can gain, which is motivating and clear.

Additionally, share stories of educational/ classroom experiences which have inspired you to use the approach yourself and how your students have benefited e.g. how are you making use of mobile phones to make instruction videos and why a video is a useful instrument for the students. In other words, lead by example.

Most teachers have knowledge and understanding of the content which they wish to share and want more time to have individual contact with students. If you can assist them to see the timesaving benefits of these methods, that can be inspiring for the busy teacher. It is useful to focus on the practical benefits to be gained from investing time in learning these new methods, 'no pain no gain' as they say!

In order to deliver the course in suitable modules you need the following information from participants:

1. Do you know how to install a program?
2. Do you want to make your crossword puzzles online?
3. Do you know how to send files to a website?
4. Do you know how to resize graphics and save them in .jpg or .gif formats?

The course participants are then grouped according to the answers into:

- a) a fast lane
- b) a standard lane

If, for example, the standard lane participants have booked more than one of the "Hot Potatoes" units, then the first full session should be dedicated to the first unit only.

## **Pre-course activities**

For most of the modules it may be of benefit to set up a website area for presenting the participants' outputs so these can be presented to and commented on by other participants.

In the case of online or blended courses it's probably necessary to set up some sort of a communication platform for the groups e.g. First Class, Moodle, Fronter, or BlackBoard. A simple e-mail list may, however, serve the same purpose.

If it is intended to use a communication platform during the course then the participants will need some instruction in order to use the chosen platform, i.e. unless it has been decided only to use e-mail.

## **Course delivery**

The best delivery schedule is to have modules dealing with inspirational actual content development or content production like video, audio (e.g. inspiring music), graphics and hyperlinked text precede modules that deal with the development of exercises. Think of what would appeal to you on a wet January afternoon and you'll be on the right line.

## **Class courses**

Class courses based on manageable groups do not necessarily differ from any other taught course. Obviously the teacher needs to "know their stuff" and be reasonably experienced in delivering courses to other teachers.

The approach should not be a step by step instructional lesson, but should start with the group/class deciding what they would like to achieve and which competencies need to be mastered within that context e.g. a class teacher on a catering course with one computer in her classroom might wish to start with crossword exercises on food vocabulary which can be photocopied and supplied manually to students.

It is then necessary to explain that Hot Potatoes crosswords can help deliver the learning goals of their course. Based on the envisaged output the course can take a constructivist approach towards that goal with the course teacher/instructor assisting whenever the need occurs, i.e. "Just In Time Teaching".

## **Online courses**

Participants in online courses can sometimes feel isolated due to the lack of group interaction. It is therefore recommended that the participants write a short presentation of themselves with e-mail addresses. The presentations are shared either in an online forum or by e-mail. It is then possible for two or more participants to share their ideas and work together toward course goals. This provides an online support system while learning. It may be beneficial to get the participants to communicate with one another using voicemail, Skype, MS messenger, or via web cameras. This approach has been used by the British Open University for a number of years. Of course, some instruction on how to use these communication methods should be provided.

The course participants should be sent clear and transparent instructions, work tasks, and time schedules, so they know what is expected from them.

The teacher/instructor needs to understand the importance of providing timely feedback and comments to participants, i.e. taking a coaching approach. All over Europe this approach is being developed in eLearning. This is particularly important for those who respond well to verbal/visual information or are visual learners.

Experience has shown that the amount of time that should be given to the teacher per student for preparation and feedback exceeds the time used for classroom teaching by something like 50%. This may

seem like a bad bargain for the delivery institution, but the advantages of asynchronous teaching, not needing a physical classroom, no travelling etc. redress the balance. When dealing with computer assisted language learning, participants and teachers should experience online learning/teaching in order to fully appreciate the role of computer mediated communication (CMC).

Participants will benefit most from concrete examples from current practitioners relating to blended learning and from methods which get people excited. Some Pools participants in Spain launched a video making competition with a prize for the best being a video camera, very creative and great marketing for these methods.

### **Blended courses**

All of the above comments will already be sending you the message that the ideal structure for a successful blended course is to start and finish with a classroom session where participants get to meet, depending on the module content, with a few classroom lessons in between the online work.

This fits with the competency oriented approach described above. The use of a variety of styles helps meet the needs of learners with different learning styles and will therefore increase the chance of success of your courses, measurable by the degree to which the methods taught are later integrated into the live teaching programme. A follow up questionnaire can help test their effectiveness. In any case research shows that catering for a mix of learning styles is the most effective.

Helping the learner (professional) to inspire others can lead to lifelong learning and self motivated students, teachers and local groups with a much higher potential for spreading their inspiration to others through their local agencies. Enthusiasm is infectious. If people see how these methods can help them have more effective lessons and more individual coaching time with students, it can lead to a breakthrough in take up.

### **Completion**

All of us like a pat on the back, so don't forget to send a congratulatory note, a fun certificate or even an online gold star when participants have mastered a skill!

On line presentations of Good Practice to be commented on by other participants can be rewarding. If anyone has suggestions for ways to how to hold an online celebratory party, with cyberspace glasses of wine on offer please let the editor know...no seriously, we all like to have fun so let us work on that.

### **A Sample Course**

During the pilot phase of the POOLS project we delivered an online methodology course titled "Computer Assisted Language Teaching put into a Task Based context". The course was delivered using a web based platform and also through e-mail where all participants received "carbon copies". We put an emphasis on the value of having the participants give feedback to one another.

We prepared seven tasks for the course:

#### **Task 1**

Send in a presentation of yourself

#### **Task 2**

Read the chapter about task based learning and CALL

Deadline:

#### **Task 3**

Develop your own task based activity with a pre-task, the main task and language consciousness raising activities. It must be one that you can use with one of your classes. Send in your task activity.

Deadline:

#### **Task 4**

Read and comment on the input from the other participants in the course. Give them feedback on their

task activity.

Deadline:

**Task 5**

Try out the task activity in one of your classes.

Deadline:

**Task 6**

Send in a description of the students' reactions and evaluation of the task activity. Include also your own evaluation of the task.

Deadline: maximum two days after the task activity with a class.

**Task 7**

Read the evaluations of the other course participant and give feedback.

Deadline: Feedback must be given to each participant no later than a week after the respective evaluations have been submitted.

**Task 8**

Final evaluation and reflection.

How did you find the process of working with a new task activity?

Has it changed anything for you as a language teacher?

Deadline:

To see the results please visit <http://www.languages.dk/courses/call-tbl/index.html>

## METHODOLOGIES SOURCES

Title of item	Webquest
Short description	The course looks at the reasons why and how to use webquests in the teaching of foreign languages. This involves a discussion of the teacher role, learning goals and learning processes
Before starting the trainee must have the following competencies:	Ability to use a computer to: <ul style="list-style-type: none"> <li>• Access the Internet</li> <li>• Handle files and web texts</li> <li>• Handle pictures and illustrations</li> <li>• Give an introduction and instruction</li> </ul>
During the course you help the trainee acquire the following competencies:	How to prepare and reflect on the phases and learning goals of the a self-made or ready to use webquest (short term or long term): <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Task</li> <li>• Process</li> <li>• Sources of information</li> <li>• Evaluation</li> <li>• Conclusion</li> </ul>
Estimated learning time	6x45 minutes
To deliver this course you require:	A computer Access to the Internet Access to text and image processing programmes
You can deliver the course:	Face to face/online/blended
References:	<a href="http://www.webquest.org">www.webquest.org</a> <a href="http://www.bestwebquests.com">www.bestwebquests.com</a> <a href="http://www.languages.dk">www.languages.dk</a> <a href="http://instantprojects.org/webquest/main.php">http://instantprojects.org/webquest/main.php</a> <a href="http://webquest.sdsu.edu/webquest.html">http://webquest.sdsu.edu/webquest.html</a> <a href="http://www.kn.att.com/webquests.html">http://www.kn.att.com/webquests.html</a> <a href="http://www.bestwebquests.com/links.asp">http://www.bestwebquests.com/links.asp</a>

### Webquest Guidelines:

- Consider letting the course participants work with a webquest in the role of learners of a foreign language and let them identify the learning goals. Identifying learning goals is an important part of preparing a webquest.
- Make sure to discuss all phases of working with a webquest.
- It would be a very good idea to give participants time to find or create a webquest that they can try with their own students over a period of time, both long-term and short-term.
- Part of the course should include the evaluation, reflection and discussion of the course participants' use of the webquest in their own classes.
- If the course is run face to face, it would be a good idea to let the course participants work with each others' webquests and give feedback to each other.

Title of item	Task based learning/teaching with CALL
Short description	The course looks at how to use Task Based Learning as a teaching method supported by computers. This involves a discussion of the teacher role, learning goals and learning processes
Before starting the trainee must have the following competencies:	Ability to use a computer to: <ul style="list-style-type: none"> <li>• Access the Internet</li> <li>• Handle files and web text</li> <li>• Give an introduction and instruction</li> </ul>
During the course you help the trainee acquire the following competencies:	How to prepare and reflect on the phases of task based learning <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Tasks</li> <li>• Process</li> <li>• Sources of information</li> <li>• Evaluation</li> <li>• Conclusion</li> </ul>
Estimated learning time	6x45 minutes
To deliver this course you require:	A computer Access to the Internet Access to text and image processing programs
You can deliver the course:	Face to face/online/blended
References:	<a href="http://www.languages.dk/materials.html#Course_Book">http://www.languages.dk/materials.html#Course_Book</a> <a href="http://www.teachingenglish.org.uk/think/methodology/task_based.shtml">http://www.teachingenglish.org.uk/think/methodology/task_based.shtml</a> <a href="http://en.wikipedia.org/wiki/Task-based_language_learning">http://en.wikipedia.org/wiki/Task-based_language_learning</a>



Title of item	Using the mobile phone as a tool in class
Short description	Most mobile phones now offer the possibility to record sound and images. Why not ask the students to keep their mobiles turned on in class for a change, and use their functionality? Record conversations, music and role plays with the devices your students bring themselves.
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> <li>• confidence/ability to lead a class working in groups</li> <li>• ability to perform all the tasks outlined in the “Creating materials with a mobile phone” unit</li> </ul>
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> <li>• developing learning exercises using student-generated sound and image files</li> <li>• guiding students individually or in groups through exercises using a range of platforms</li> <li>• encouraging student-led activities (including audio and video recording) based on the range of mobile phone capacities etc.</li> <li>• motivating students to learn languages through music</li> </ul>
Estimated learning time:	4 x 45 minute sessions
To deliver this course you require:	Mobile phones with recording option (preferably different types) Fast processing pc’s Devices/cables to connect mobiles to pc
You can deliver the course:	Face to face/blended/online
References:	<a href="http://news.bbc.co.uk/1/hi/technology/6215532.stm">http://news.bbc.co.uk/1/hi/technology/6215532.stm</a> <a href="http://www.popullar.eu/">http://www.popullar.eu/</a> <a href="http://www.instagram.com">http://www.instagram.com</a>

Title of item	Group work – Collaborative work
Short description	Collaboration tools can include Web-based word processors, spreadsheets, presentations, forms, and data storage services that allow users to create and edit documents online while collaborating in real-time or offline with other users. A class design that includes collaborative group work and tasks directly impacts the learner's motivation to study
Before starting the trainee must have the following competencies:	Ability to use a computer to: <ul style="list-style-type: none"> <li>• Access the Internet</li> <li>• Set up a user account</li> <li>• Create documents, spreadsheets, presentations using appropriate applications</li> <li>• Handle files</li> </ul>
During the course you help the trainee acquire the following competencies:	The trainee will be able to: <ul style="list-style-type: none"> <li>• create, share and edit online documents, spreadsheets and presentations</li> <li>• facilitate group work by including collaborative documents, spreadsheets and presentations in the teaching process</li> </ul>
Estimated learning time:	4x45 minutes
To deliver this course you require:	A computer Access to the Internet
Face to face/blended/online	Face to face/blended/online
References:	<a href="http://www.google.com">http://www.google.com</a> <a href="http://www.dropbox.com">http://www.dropbox.com</a>

Title of item	Project Work
Short description	The project work allows students to select the information they find important to present a particular topic. The projects which include multimedia such as text, images, video or links to additional web resources related to the topic allow students to present themselves and their project creatively. For teachers it is a valuable and versatile tool that can be integrated in diverse areas including not only languages, but other curricular fields as well
Before starting the trainee must have the following competencies:	Ability to use a computer to: <ul style="list-style-type: none"> <li>• Access the Internet</li> <li>• Handle files and insert/embed links</li> </ul>
During the course you help the trainee acquire the following competencies:	The trainee will be able to: <ul style="list-style-type: none"> <li>• make use of various types of multimedia to create interactive images (glogs) for their students to use</li> <li>• guide students through the process of making an interactive multimedia images to present their project</li> </ul>
Estimated learning time:	4x45 minutes
To deliver this course you require:	A computer Access to the Internet
You can deliver the course:	Face to face/blended/online
References:	<a href="http://www.glogster.com/">http://www.glogster.com/</a> <a href="http://classroom-aid.com/2012/09/05/top-10-glogs-for-professional-development/">http://classroom-aid.com/2012/09/05/top-10-glogs-for-professional-development/</a> <a href="http://www.dropbox.com/">http://www.dropbox.com/</a>

Title of item	Using Video with Language Learners
Short description	An introduction, covering both the use of ready made video material and the creation of video material as a language learning process.
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> <li>• General computer competences as required for the Getting Started on Video Making unit</li> <li>• General video competences as acquired in the Getting Started on Video Making unit</li> <li>• confidence/ability to lead a class working in groups</li> </ul>
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> <li>• developing learning exercises (e.g. listening comprehension) using pre-prepared video material developed by students, teacher(s), or external parties</li> <li>• guiding students through the video production process in a range of genres, including interviews, short sketches and documentaries</li> <li>• encouraging student-led video production projects as a language learning activity</li> <li>• using video as a basic tool of language learning</li> <li>• creating a video guide to help students overcome obstacles in the learning process</li> </ul>
Estimated learning time:	6 lessons
To deliver this course you require:	video camera tripod access to a computer access to a simple editing programme
You can deliver the course:	Face to face/blended
References:	<a href="http://www.languages.dk/digital/">http://www.languages.dk/digital/</a> <a href="http://www.teachingenglish.org.uk/think/resources/video_young1.shtml">http://www.teachingenglish.org.uk/think/resources/video_young1.shtml</a> <a href="http://www.uiowa.edu/~pics/tips.html">http://www.uiowa.edu/~pics/tips.html</a> <a href="http://divisproject.eu/">http://divisproject.eu/</a> <a href="http://www.popullar.eu/video-guide.html">http://www.popullar.eu/video-guide.html</a> <a href="http://www.youtube.com/watch?v=edTmiB9i7JY&amp;feature=c4-overview&amp;list=UUCfJUoKjI5O4kswb4rRZZgw">http://www.youtube.com/watch?v=edTmiB9i7JY&amp;feature=c4-overview&amp;list=UUCfJUoKjI5O4kswb4rRZZgw</a>

Title of item	Using audio tools in the classroom
Short description	The rationale underlying the use of classroom audio resources is based on developing learners' listening and speaking skills. The opportunity to instantly record thoughts adds another output – sharing ideas with the community through your own voice. There are several audio editors that can be used to improve the sound if needed.
Before starting the trainee must have the following competencies:	Ability to use a computer to: <ul style="list-style-type: none"> <li>• Access the Internet</li> <li>• Use a microphone (external or internal one that is a part of every smartphone and laptop)</li> </ul>
During the course you help the trainee acquire the following competencies:	The trainee will be able to: <ul style="list-style-type: none"> <li>• Create personalized illustrated vocabulary entries and collect them in a class blog to create visual talking dictionaries</li> <li>• Comment on various events through recording</li> <li>• Practice speaking skills, vocabulary, pronunciation and ability to create and understand recorded messages</li> <li>• Share opinions, thoughts and observations using voice messages</li> <li>• Use alternative ways to make class presentations</li> <li>• Carry out task-based learning activities</li> </ul>
Estimated learning time:	4 x 45 minute sessions
To deliver this course you require:	A computer Access to the Internet
You can deliver the course:	Face to face/blended/online
References:	<a href="http://audioboo.fm/">http://audioboo.fm/</a> <a href="http://www.fotobabble.com/">http://www.fotobabble.com/</a> <a href="http://www.ipadio.com/">http://www.ipadio.com/</a> <a href="https://soundcloud.com/">https://soundcloud.com/</a>

Title of item	E-Portfolios
Short description	Student/ learner E-portfolios may be showcased in Moodle by defining individual pieces of work as resources within a Moodle <b>course</b> . These resources appear as links to various types of documents, including <b>pdf</b> (Adobe Acrobat), <b>html</b> (Browser), <b>swf</b> (Flash) and <b>ppt</b> (Powerpoint) files
Before starting the trainee must have the following competencies:	Ability to use a computer to: <ul style="list-style-type: none"> <li>• access the internet and use email</li> <li>• create documents using appropriate applications e.g word</li> </ul>
During the course you help the trainee acquire the following competencies:	<p><b>Personal Attributes</b></p> <ul style="list-style-type: none"> <li>• Reflective practice</li> <li>• Self-appraisal</li> <li>• Self-awareness</li> <li>• Motivation / adaptability</li> </ul> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Self-directed learning</li> <li>• Collecting &amp; processing information</li> <li>• Writing skills</li> <li>• Presentation skills</li> </ul> <p><b>Technology in Communication</b></p> <ul style="list-style-type: none"> <li>• Use online bibliographic search facilities</li> <li>• Use a virtual learning environment (e.g. Moodle)</li> <li>• Develop interactive learning materials e.g. Quizzes on Moodle</li> <li>• Use ICT tools to create innovative and engaging presentations and on-line e-portfolios</li> </ul>
Estimated learning time:	16 lessons
To deliver this course you require:	Access to the internet and a server running the Moodle Virtual Learning environment package
You can deliver the course:	Face-to-face/blended delivery
References:	<a href="http://kn.open.ac.uk/public/getfile.cfm?documentfileid=9744">http://kn.open.ac.uk/public/getfile.cfm?documentfileid=9744</a> <a href="http://www.eportfolios.ac.uk/">http://www.eportfolios.ac.uk/</a> <a href="http://prezi.com/">http://prezi.com/</a> <a href="http://www.scoop.it/">http://www.scoop.it/</a> Handouts for the course: <a href="http://www.languages.dk/archive/Methodology_Course/ePortfolio/Creating a course to be used as a student eportfolio.doc">http://www.languages.dk/archive/Methodology_Course/ePortfolio/Creating a course to be used as a student eportfolio.doc</a> <a href="http://www.languages.dk/archive/Methodology_Course/ePortfolio/Creating a Topic Summary.doc">http://www.languages.dk/archive/Methodology_Course/ePortfolio/Creating a Topic Summary.doc</a> <a href="http://www.languages.dk/archive/Methodology_Course/ePortfolio/Creating an resource.doc">http://www.languages.dk/archive/Methodology_Course/ePortfolio/Creating an resource.doc</a> <a href="http://www.languages.dk/archive/Methodology_Course/ePortfolio/How to upload an e-portfolio file.doc">http://www.languages.dk/archive/Methodology_Course/ePortfolio/How to upload an e-portfolio file.doc</a>

Title of item	Subtitling as a task
Short description	The participants learn how to make use of subtitling as a task in language teaching
Before starting the trainee must have the following competencies:	<p>N.B. this module is definitely not suitable for ICT “novices”</p> <ul style="list-style-type: none"> <li>• Skills and competencies equivalent to having been through the content development module” Making subtitles for video”.</li> <li>• If the goal for the students is to prepare subtitles for DVD then the participant needs to know the software Adobe Encore 2.0 (or similar)</li> </ul>
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> <li>• Pedagogical meta-consideration regarding the use of a complex task such as letting a class work with subtitling video materials</li> </ul>
Estimated learning time:	<p>8 lessons:</p> <ul style="list-style-type: none"> <li>• Instruction and demonstration (4 lessons)</li> <li>• Own time in classes (unknown time;-)</li> <li>• Evaluation, experience sharing, and meta-consideration regarding the task (4 lessons)</li> </ul>
To deliver this course you require:	<ul style="list-style-type: none"> <li>• a computer</li> <li>• projector</li> <li>• internet access</li> <li>• Divxland Media Subtitler</li> <li>• Adobe Encore 2.0</li> <li>• VobSub “filter”</li> </ul>
You can deliver the course:	Face to face/blended/online
References:	<p><a href="http://www.youtube.com/">http://www.youtube.com/</a> The YouTube “community”  Divxland Media Subtitler <a href="http://www.divxland.org/">http://www.divxland.org/</a> which allows the user to prepare subtitles for videos. The software is free. The site also contains tutorials. “VobSub” can be downloaded from:  <a href="http://www.softpedia.com/get/Multimedia/Video/Codec-Packs-Video-Codex/VobSub.shtml">http://www.softpedia.com/get/Multimedia/Video/Codec-Packs-Video-Codex/VobSub.shtml</a> (This site also contains tutorials)</p>

Title of item	Classes with no or few computers
Short description	The course is meant to enable teachers with limited resources (a computer at home or in the work environment/educational institution, but not in the classroom or only one or a few in the classroom) to use ICT based materials in teaching and learning contexts.
Before starting the trainee must have the following competencies:	Basic computer skills, working with graphics and tables, Internet access.
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> <li>• To plan and produce lessons based on digital materials for classes/ activities in learning environments without any computers available.</li> <li>• To develop flexible, creative, up-to-date, relevant materials to assist the teacher in meeting individual/group expectations of the students.</li> <li>• To develop a network of like-minded, creative teachers who use ICT in the educational process.</li> </ul>
Estimated learning time:	4-6 sessions of 3-4 hours per session over a period of six months.
To deliver this course you require:	Access to a computer, a printer, Internet connection
You can deliver the course:	Face to face/blended.
References:	Romanian experiences and guidelines for “Classes with One Computer”: <a href="http://www.languages.dk/archive/Methodology_Course/Classes_with_One_Computer.pdf">http://www.languages.dk/archive/Methodology_Course/Classes_with_One_Computer.pdf</a> <a href="http://www.schoolhousetech.com">http://www.schoolhousetech.com</a> <a href="http://www.sitesforteachers.com">http://www.sitesforteachers.com</a> <a href="http://www.schoolexpress.com">http://www.schoolexpress.com</a> <a href="http://www.teacherplanet.com">http://www.teacherplanet.com</a> <a href="http://www.topenglishteaching.com">http://www.topenglishteaching.com</a> <a href="http://www2.gsu.edu/~eslmlm/onecomputer2.html">http://www2.gsu.edu/~eslmlm/onecomputer2.html</a> <a href="http://www.everythingesl.net/inservices/internet_resources.php">http://www.everythingesl.net/inservices/internet_resources.php</a> <a href="http://www.soundsofenglish.org/Presentations/tesol2000new2/hand-outTESOL2000.htm">http://www.soundsofenglish.org/Presentations/tesol2000new2/hand-outTESOL2000.htm</a> <a href="http://evogaming.wikispaces.com/AdaptingOnlineComputerGamesforthe-Classroom">http://evogaming.wikispaces.com/AdaptingOnlineComputerGamesforthe-Classroom</a>



## HOW TO PRODUCE MATERIALS

Title of item	Getting started with a digital portfolio
Short description	A digital portfolio enables you to share and store work through the internet. Work when and where you like, keep your desk and cupboards empty, while building up an impressive and accessible database
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> <li>• familiar with the basic concepts of IT</li> <li>• can use the computer and manage files (ECDL 1 + 2)</li> </ul>
During the course you help the trainee acquire the following competencies:	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> <li>• distinguish 3 types of portfolios</li> <li>• name at least 5 advantages of a digital portfolio</li> <li>• name structural criteria</li> <li>• name technological criteria</li> <li>• create categories</li> <li>• create a portfolio</li> <li>• add / change / delete maps and files</li> <li>• judge a portfolio on the basis of 10 criteria</li> <li>• use slide hosting services to upload presentations and share them</li> </ul>
Estimated learning time:	4 lessons
To deliver this course you require:	Computer Internet / intranet
You can deliver the course:	Face to face
References:	<a href="http://inet.dpb.dpu.dk/infodok/sprogforum/spr11/caudery.html">http://inet.dpb.dpu.dk/infodok/sprogforum/spr11/caudery.html</a> <a href="http://www.confolio.org/wiki/Introduction/Main">http://www.confolio.org/wiki/Introduction/Main</a> <a href="http://www.coe.iup.edu/pttut/Portfolios.html">http://www.coe.iup.edu/pttut/Portfolios.html</a> <a href="http://reta.nmsu.edu/lessons/digital/">http://reta.nmsu.edu/lessons/digital/</a> <a href="http://www.peda.net/veraja/jyu/ac/all/portfolio/english">http://www.peda.net/veraja/jyu/ac/all/portfolio/english</a> <a href="http://www.scoop.it/">http://www.scoop.it/</a> <a href="http://www.slideshare.net/">http://www.slideshare.net/</a> <a href="http://wordpress.com/">http://wordpress.com/</a>

Title of item	How to set up and use (We)Blogs
Short description	Weblogs or blogs are communication platforms with a number of interesting features that make them a versatile tool for language teaching. They can link with virtually all kinds of computer-assisted teaching.
Before starting the trainee must have the following competencies:	<p>Skills and competencies equivalent to ECDL:</p> <ul style="list-style-type: none"> <li>• Module 1 - Concepts of Information Technology (IT)</li> <li>• Module 2 - Using the Computer and Managing Files</li> <li>• Module 3 - Word Processing</li> <li>• Module 6 - Presentation</li> <li>• Module 7 - Information and Communication.</li> <li>• Creativity in making use of online teaching devices.</li> </ul>
During the course you help the trainee acquire the following competencies:	<p>How to create a more or less complex blog.  How to make use of a blog.  How to maintain a blog.  How to advertise a blog.</p>
Estimated learning time:	4 x 45 minutes over a period of 2 weeks
To deliver this course you require:	Standard computers with fast Internet connection for trainer and trainees
You can deliver the course:	Face to face/blended/online
References:	<p><a href="http://en.wikipedia.org/wiki/Blog">http://en.wikipedia.org/wiki/Blog</a>  <a href="http://www.blogger.com">www.blogger.com</a>  <a href="http://www.blog.com">www.blog.com</a>  <a href="http://int.blog.com">http://int.blog.com</a>  <a href="http://www.blogspot.com">www.blogspot.com</a>  <a href="http://www.googleblog.blogspot.com">www.googleblog.blogspot.com</a>  <a href="http://wordpress.com">http://wordpress.com</a></p>

Title of item	Getting started on video making
Short description	How to get started on making simple videos for use in teaching
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> <li>• knowledge of the basics of computing, for example, European Computer Driving Licence (ECDL)</li> </ul>
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> <li>• use a video camera in general</li> <li>• avoid common disasters</li> <li>• organise filming for simple shooting</li> <li>• plan and organise content</li> <li>• get started on editing</li> </ul>
Estimated learning time:	10 lessons over a period of several days i.e. one and a half days split into three.
To deliver this course you require:	<ul style="list-style-type: none"> <li>• video camera</li> <li>• tripod</li> <li>• access to a computer</li> <li>• access to a simple editing programme</li> </ul>
You can deliver the course:	Face to face/blended
References:	<a href="http://audacity.sourceforge.net/">http://audacity.sourceforge.net/</a> <a href="http://www.popullar.eu">http://www.popullar.eu</a>

Title of item	How to set up and use Facebook
Short description	A Facebook page is a communication platform with members of a community that share similar interests. They can link with virtually all kinds of computer-assisted teaching.
Before starting the trainee must have the following competencies:	<p>Skills and competencies equivalent to ECDL:</p> <ul style="list-style-type: none"> <li>• Module 1 - Concepts of Information Technology (IT)</li> <li>• Module 2 - Using the Computer and Managing Files</li> <li>• Module 3 - Word Processing</li> <li>• Module 6 - Presentation</li> <li>• Module 7 - Information and Communication.</li> <li>• Creativity in making use of online teaching devices.</li> </ul>
During the course you help the trainee acquire the following competencies:	<p>How to create a Facebook group page.  How to make use of Facebook.  How to maintain a Facebook page active.  How to advertise a Facebook page.  How to use Facebook:</p> <ul style="list-style-type: none"> <li>• to share work (blog entries, projects, articles, presentations)</li> <li>• to get to know useful online tools</li> <li>• to track professional events and opportunities (conferences, publishing opportunities)</li> <li>• to engage with educators all over the world</li> <li>• to keep your knowledge up-to-date</li> <li>• to increase personal professional development</li> </ul>
Estimated learning time:	4 x 45 minutes over a period of 2 weeks
To deliver this course you require:	Standard computers with fast Internet connection for trainer and trainees
You can deliver the course:	Face to face/blended/online
References:	<a href="http://pt.wikipedia.org/wiki/Facebook">http://pt.wikipedia.org/wiki/Facebook</a> <a href="http://mashable.com/category/facebook/">http://mashable.com/category/facebook/</a> <a href="http://aplanet-project.eu/">http://aplanet-project.eu/</a>

Title of item	Recording and preparing Audio for Online Exercises
Short description	The unit enables course participants to record audio using a microphone and to transfer recording from media like cassette tapes to a computer. The unit also deals with different audio formats
Before starting the trainee must have the following competencies:	Skills and competencies equivalent to the ECDL / ICDL: <ul style="list-style-type: none"> <li>• Module 1 - Concepts of Information Technology (IT)</li> <li>• Module 2 - Using the Computer and Managing Files</li> <li>• Module 3 - Word Processing</li> <li>• Module 7 - Information and Communication</li> </ul>
During the course you help the trainee acquire the following competencies:	The trainee will be able to: <ul style="list-style-type: none"> <li>• connect and set up recording devices like microphones and cassette recorders to a computer.</li> <li>• record from microphones or cassette recorders using software</li> <li>• edit recording with Audacity software or similar</li> <li>• choose proper audio format (mp3, .wav, .wma etc.) for website and computer delivery / playback</li> </ul>
Estimated learning time:	4 lessons
To deliver this course you require:	Computers Audacity software (free) Internet access cassette recorders connection cables USB microphone or similar
You can deliver the course:	Face to face/blended/online
References:	<a href="http://www.microsoft.com/windows/windowsmedia/knowledgecenter/howto/FromCassettetoComputer_StepByStep.aspx">http://www.microsoft.com/windows/windowsmedia/knowledgecenter/howto/FromCassettetoComputer_StepByStep.aspx</a> <a href="http://www.andybrain.com/archive/convert-cassette-to-cd-digital.htm">http://www.andybrain.com/archive/convert-cassette-to-cd-digital.htm</a>

Title of item	Catering for the needs of deaf and blind students regarding audio-visual materials and web page accessibility
Short description	The unit enables course participants to prepare audio-visual materials for students with special needs, i.e. for hearing impaired and deaf students as well as for visually impaired and blind students.
Before starting the trainee must have the following competencies:	<p>Basic competencies and skills for the preparation of audio-visual materials for online and classroom exercises for deaf and blind students.</p> <p>Skills and competencies equivalent to the ECDL / ICDL:</p> <ul style="list-style-type: none"> <li>• Module 1 - Concepts of Information Technology (IT)</li> <li>• Module 2 - Using the Computer and Managing Files</li> <li>• Module 3 - Word Processing</li> <li>• Module 6 - Presentation</li> <li>• Module 7 - Information and Communication</li> </ul>
During the course you help the trainee acquire the following competencies:	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> <li>• set up a web page that caters for screen readers, see <a href="http://www.bobby.org">http://www.bobby.org</a></li> <li>• transcribe spoken text into subtitles for videos to be presented to students with hearing disabilities</li> <li>• decide whether full or partial transcription is required</li> <li>• decide whether the language teaching videos should be subtitled in the target language or also in the mother tongue</li> <li>• describe pictures and films acoustically (audio-description) for blind students</li> <li>• save subtitles or audio-descriptions on separate tracks (so that the materials can be used by both average students and students with special needs)</li> <li>• familiarize participants with user-friendly software for subtitling</li> <li>• practice meaningful and concise audio-descriptions in standard language</li> <li>• record audio-descriptions and blend them with the actual video</li> </ul>
Est. learning time:	One week
To deliver this course you require:	Computers, subtitling software, voice recording software, software for editing materials, Internet access, cassette recorders, connection cables, USB microphone or similar.
You can deliver the course:	Face to face/blended
References:	<a href="http://www.signalproject.com/">http://www.signalproject.com/</a> <a href="http://www.hoerfilm.de/">http://www.hoerfilm.de/</a> <a href="http://www.deafblind.com/">http://www.deafblind.com/</a> <a href="http://www.watchfire.com/products/webxm/siteusability.aspx">http://www.watchfire.com/products/webxm/siteusability.aspx</a> <a href="http://www.bbc.co.uk/seehear/">http://www.bbc.co.uk/seehear/</a>

<b>Title of item</b>	<b>Making a webpage, with optional audio and video, with all words linked to online dictionaries.</b>
Short description	The course enables you to embed a video-clip into an internet text page, add any text (or transcription) to the text page, link all the words of the text to an online dictionary, and link to other electronic practice exercises, such as Hot Potatoes
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> <li>• able to use different Internet browsers</li> <li>• able to copy and paste text</li> <li>• familiar with copyright issues</li> </ul>
During the course you help the trainee acquire the following competencies:	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> <li>• find relevant online resources (text and media)</li> <li>• embed a video-clip into an internet text page</li> <li>• add a text (or transcription) to the text page</li> <li>• link all the words of the text to online dictionaries in +100 languages</li> </ul>
Estimated learning time:	8 lessons
To deliver this course you require:	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet</li> </ul>
You can deliver the course:	<ul style="list-style-type: none"> <li>• Face to face support in combination with online instructions (see: <a href="http://www.languages.dk">www.languages.dk</a>)</li> </ul>
References:	<a href="http://multidict.net/">http://multidict.net/</a> <a href="http://www.languages.dk/tools/index.htm">http://www.languages.dk/tools/index.htm</a> <a href="http://www.languages.dk/tools/index.htm#Tools_videos">http://www.languages.dk/tools/index.htm#Tools_videos</a> <a href="http://www.languages.dk/tools/index.htm#Tools_manuals_and_guides">http://www.languages.dk/tools/index.htm#Tools_manuals_and_guides</a>

Title of item	Making subtitles for video
Short description	The participants learn to prepare subtitles for video, how to use software that time codes the subtitles, and finally how to put the subtitles onto a web video or DVD
Before starting the trainee must have the following competencies:	<p>Skills and competencies equivalent to the ECDL / ICDL:</p> <ul style="list-style-type: none"> <li>• Module 2 - Using the Computer and Managing Files</li> <li>• Module 3 - Word Processing</li> <li>• Module 7 - Information and Communication</li> </ul> <p>If the goal for a participant is to prepare subtitles for DVD then the participant needs to know the software Adobe Encore 2.0 (or similar)</p>
During the course you help the trainee acquire the following competencies:	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> <li>• prepare and transcribe video for subtitling</li> <li>• Knows what to include in subtitles that are to assist deaf students</li> <li>• time code subtitles</li> <li>• add subtitle tracks to DVD projects</li> <li>• set up a “filter” to enable media players to play back video with subtitles</li> </ul>
Estimated learning time:	<p>8 lessons:</p> <ul style="list-style-type: none"> <li>• instruction</li> <li>• making your own exercises</li> </ul>
To deliver this course you require:	<ul style="list-style-type: none"> <li>• a computer</li> <li>• projector</li> <li>• internet access</li> <li>• Divxland Media Subtitler</li> <li>• Adobe Encore 2.0</li> <li>• VobSub “filter”</li> </ul>
You can deliver the course:	<ul style="list-style-type: none"> <li>• Face to face/blended/online</li> </ul>
References:	<ul style="list-style-type: none"> <li>• Divxland Media Subtitler <a href="http://www.divxland.org/">http://www.divxland.org/</a> which allows the user to prepare subtitles for videos, the software is free. The site also contains tutorials.</li> <li>• “VobSub” can be downloaded from: <a href="http://www.softpedia.com/get/Multimedia/Video/Codec-Packs-Video-Codex/VobSub.shtml">http://www.softpedia.com/get/Multimedia/Video/Codec-Packs-Video-Codex/VobSub.shtml</a> The site also contains tutorials.</li> </ul>



Title of item	Hot Potatoes primer (software for writing online exercises)
Short description	The participants will learn how to set up and adapt the software Hot Potatoes. The course also deals with how to save and upload finished exercises
Before starting the trainee must have the following competencies:	<p>Knowledge and skills equivalent to ECDL/ICDL:</p> <ul style="list-style-type: none"> <li>• Module 1: Concept of Information technology</li> <li>• Module 2: Using the Computer and Managing Files</li> <li>• Module 3: Word Processing</li> <li>• Module 6: Presentation</li> <li>• Module 7: Information and Communication</li> </ul>
During the course you help the trainee acquire the following competencies:	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> <li>• download and install the programme Hot Potatoes</li> <li>• configure the output options (prepare the button captions, instructions, feedback and other features)</li> <li>• Prepare pictures for use in Hot Potatoes</li> <li>• save and print work through the File menu</li> <li>• export the work to HTML or web page format</li> </ul>
Estimated learning time:	<ul style="list-style-type: none"> <li>• 8 lessons x 45 minutes</li> </ul>
To deliver this course you require:	<ul style="list-style-type: none"> <li>• Computers (for each trainee and a trainer)</li> <li>• Internet access</li> <li>• Projector (for instructing)</li> <li>• CD or USB pen for storing ready made product (if there is no access to the trainee's computer/files)</li> </ul>
You can deliver the course:	<ul style="list-style-type: none"> <li>• Face to face/blended/online</li> </ul>
References:	<p> <a href="http://www.languages.dk/materials.html#Do_It_Yourself_videos_">http://www.languages.dk/materials.html#Do_It_Yourself_videos_</a>  <a href="http://hotpot.uvic.ca/">http://hotpot.uvic.ca/</a>  <a href="http://hotpot.uvic.ca/wintutor6/index.htm">http://hotpot.uvic.ca/wintutor6/index.htm</a>  <a href="http://www.chompchomp.com/hotpotatoes/">http://www.chompchomp.com/hotpotatoes/</a> </p>

Title of item	Creating Matching Words with Definitions exercises
Short description	The participants will learn how to create Matching Words with Definitions exercises for language teaching/learning using the software Hot Potatoes
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> <li>• Have completed Hot Potatoes primer course</li> </ul>
The trainee will acquire the following competencies at the end:	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> <li>• enter data (words, answers, etc.)</li> <li>• design the output: instructions, feedback and other features</li> <li>• export the work to HTML or web page format</li> </ul>
Learning time:	<ul style="list-style-type: none"> <li>• 2 lessons</li> </ul>
Technical requirements:	<ul style="list-style-type: none"> <li>• Computers (for each trainee and a trainer)</li> <li>• Internet access</li> <li>• Projector (for instructing)</li> <li>• Printers</li> <li>• CD or USB pen for storing ready made product (if there is no access to the trainee's computer/files)</li> </ul>
You can deliver the course:	<ul style="list-style-type: none"> <li>• Face to face/blended/online</li> </ul>
References:	<p> <a href="http://www.languages.dk/materials.html#Do_It_Yourself_videos_">http://www.languages.dk/materials.html#Do_It_Yourself_videos_</a>  <a href="http://hotpot.uvic.ca/">http://hotpot.uvic.ca/</a>  <a href="http://hotpot.uvic.ca/wintutor6/index.htm">http://hotpot.uvic.ca/wintutor6/index.htm</a>  <a href="http://www.chompchomp.com/hotpotatoes">http://www.chompchomp.com/hotpotatoes</a> </p>

Title of item	Creating Matching Graphics/photos to text exercises
Short description	Course participants learn how to use Hot Potatoes in order to match words, sentences and pictures
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> <li>• Have completed Hot Potatoes primer course</li> </ul>
During the course you help the trainee acquire the following competencies:	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Write and save texts, download and save pictures</li> <li>• Use the Hot Potatoes software in order to create matching exercises</li> <li>• Create materials that can be used to teach vocabulary, morphology and syntax patterns</li> </ul>
Estimated learning time:	<ul style="list-style-type: none"> <li>• 4 lessons</li> </ul>
To deliver this course you require:	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Internet access or</li> <li>• Hot Potatoes software</li> <li>• Access to a simple graphics / photo editing program</li> </ul>
You can deliver the course:	<ul style="list-style-type: none"> <li>• Face to face/blended/online</li> </ul>
References:	<p> <a href="http://www.languages.dk/materials.html#Do_It_Yourself_videos_">http://www.languages.dk/materials.html#Do_It_Yourself_videos_</a>  <a href="http://hotpot.uvic.ca/">http://hotpot.uvic.ca/</a>  <a href="http://hotpot.uvic.ca/wintutor6/index.htm">http://hotpot.uvic.ca/wintutor6/index.htm</a>  <a href="http://www.chompchomp.com/hotpotatoes/">http://www.chompchomp.com/hotpotatoes/</a>  <a href="http://www.worth1000.com">www.worth1000.com</a> </p>

Title of item	Creating Jumbled Sequence Exercises
Short description	The participants will learn how to create Find the Right Sequence exercises for language teaching/learning using the software Hot Potatoes
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> <li>• Have completed Hot Potatoes primer course</li> </ul>
The trainee will acquire the following competencies at the end:	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> <li>• enter data (words, answers, etc.)</li> <li>• obtain the output: instructions, feedback and other features</li> <li>• export the work to HTML or web page format</li> </ul>
Learning time:	<ul style="list-style-type: none"> <li>• 2 lessons</li> </ul>
Technical requirements:	<ul style="list-style-type: none"> <li>• Computers (for each trainee and a trainer)</li> <li>• Internet access</li> <li>• Projector (for instructing)</li> <li>• Printers</li> <li>• CD or USB pen for storing ready made product (if there is no access to the trainee's computer/files)</li> </ul>
You can deliver the course:	<ul style="list-style-type: none"> <li>• Face to face/blended/online</li> </ul>
References:	<p> <a href="http://www.languages.dk/materials.html#Do_It_Yourself_videos_">http://www.languages.dk/materials.html#Do_It_Yourself_videos_</a>  <a href="http://hotpot.uvic.ca/">http://hotpot.uvic.ca/</a>  <a href="http://hotpot.uvic.ca/wintutor6/index.htm">http://hotpot.uvic.ca/wintutor6/index.htm</a>  <a href="http://www.chompchomp.com/hotpotatoes/">http://www.chompchomp.com/hotpotatoes/</a>  <a href="http://www.chompchomp.com/hotpotatoes/">http://www.chompchomp.com/hotpotatoes/</a> </p>

Title of item	Creating Crossword Exercises
Short description	This is a common variety of word puzzle, which can also be created on the computer using the Hot Potatoes software. This kind of activity improves educational learning by having fun.
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> <li>• Have completed Hot Potatoes primer course</li> </ul>
During the course you help the trainee acquire the following competencies:	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Create online crossword puzzles that can be made in less than 30 minutes</li> <li>• Create printable crossword puzzles for classes without access to computers</li> <li>• Make use of graphics and photos as clues in Crossword puzzles</li> </ul>
Estimated learning time:	<ul style="list-style-type: none"> <li>• 4 x 45 minutes</li> </ul>
To deliver this course you require:	<ul style="list-style-type: none"> <li>• A good computer</li> <li>• Internet access</li> </ul>
You can deliver the course:	<ul style="list-style-type: none"> <li>• Face to face/blended/online</li> </ul>
References:	<p> <a href="http://www.crucigrama.net/lavkryds/">www.crucigrama.net/lavkryds/</a>  <a href="http://www.tuttogratis.es/gratis/como">www.tuttogratis.es/gratis/como</a>  <a href="http://www.languages.dk/materials.html#Do_It_Yourself_videos_">http://www.languages.dk/materials.html#Do_It_Yourself_videos_</a>  <a href="http://hotpot.uvic.ca/">http://hotpot.uvic.ca/</a>  <a href="http://hotpot.uvic.ca/wintutor6/index.htm">http://hotpot.uvic.ca/wintutor6/index.htm</a>  <a href="http://www.chompchomp.com/hotpotatoes/">http://www.chompchomp.com/hotpotatoes/</a> </p>

Title of item	Creating Fill in the Blank Exercises
Short description	The participants learn how to create Fill in the blanks exercises based on the Hot Potatoes Software. They will learn how easy and fast it is to create an exercise for language teaching purposes.
Before starting the trainee must have the following competencies:	Have completed Hot Potatoes primer course
During the course you help the trainee acquire the following competencies:	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> <li>• select a piece of text and make it ready for using in a Fill in the Blanks exercise.</li> <li>• save and link the exercise to other exercises</li> </ul>
Estimated learning time	<ul style="list-style-type: none"> <li>• Two modules of 45 minutes</li> </ul>
To deliver this course you require:	<ul style="list-style-type: none"> <li>• a computer</li> <li>• projector</li> <li>• internet access</li> </ul>
You can deliver the course:	<ul style="list-style-type: none"> <li>• Face to face/blended/online</li> </ul>
References:	<p> <a href="http://www.languages.dk/materials.html#Do_It_Yourself_videos_">http://www.languages.dk/materials.html#Do_It_Yourself_videos_</a>  <a href="http://hotpot.uvic.ca/">http://hotpot.uvic.ca/</a>  <a href="http://hotpot.uvic.ca/wintutor6/index.htm">http://hotpot.uvic.ca/wintutor6/index.htm</a>  <a href="http://www.chompchomp.com/hotpotatoes/">http://www.chompchomp.com/hotpotatoes/</a> </p>

Title of item	Creating Multiple Choice Exercises
Short description	The participants will learn how to create Multiple Choice exercises for language teaching/learning using the software Hot Potatoes
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> <li>• Hot Potatoes primer course</li> </ul>
During the course you help the trainee acquire the following competencies:	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> <li>• enter data (questions, answers, etc.)</li> <li>• configure the output/quiz (prepare the button captions, instructions, feedback and other features) save and print work through the File menu</li> <li>• export the work to HTML or web page format</li> </ul>
Estimated learning time:	<ul style="list-style-type: none"> <li>• 2 lessons x 45 minutes</li> </ul>
To deliver this course you require:	<ul style="list-style-type: none"> <li>• Computers (for each trainee and a trainer)</li> <li>• Internet access</li> <li>• Projector (for instructing)</li> <li>• CD or USB pen for storing ready made product (if there is no access to the trainee's computer/files)</li> </ul>
You can deliver the course:	<ul style="list-style-type: none"> <li>• Face to face/blended/online</li> </ul>
References:	<p> <a href="http://www.languages.dk">www.languages.dk</a>  <a href="http://hotpot.uvic.ca/">http://hotpot.uvic.ca/</a>  <a href="http://hotpot.uvic.ca/wintutor6/index.htm">http://hotpot.uvic.ca/wintutor6/index.htm</a>  <a href="http://www.chompchomp.com/hotpotatoes/">http://www.chompchomp.com/hotpotatoes/</a> </p>

Title of item	Webquest
Short description	The unit enables course participants to design webquests by answering/ compiling information mostly found on the internet.
Before starting the trainee must have the following competencies:	<p>Skills and competencies equivalent to the ECDL / ICDL:</p> <ul style="list-style-type: none"> <li>• Module 1 - Concepts of Information Technology (IT)</li> <li>• Module 2 - Using the Computer and Managing Files</li> <li>• Module 3 - Word Processing</li> <li>• Module 6 - Presentation</li> <li>• Module 7 - Information and Communication</li> <li>• Creativity in making use of online teaching devices</li> </ul>
During the course you help the trainee acquire the following competencies:	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Navigate the internet and select the desired information.</li> <li>• Copy the information into word / image files and classify them according to the given task.</li> <li>• Compile the information located for presentation in various formats.</li> <li>• Create a link database</li> <li>• Design different thematic webquests</li> </ul>
Estimated learning time:	<p>8 lessons:</p> <ul style="list-style-type: none"> <li>• instruction</li> <li>• making your own exercises</li> </ul>
To deliver this course you require:	<ul style="list-style-type: none"> <li>• Computer(s)</li> <li>• Internet access</li> <li>• Text and image processing software and Internet navigating programmes: Microsoft Office, Picture manager, Internet explorer, or similar.</li> </ul>
You can deliver the course:	<ul style="list-style-type: none"> <li>• Face to face/blended/online</li> </ul>
References:	<p> <a href="http://instantprojects.org/webquest/main.php">http://instantprojects.org/webquest/main.php</a>  <a href="http://webquest.sdsu.edu/webquest.html">http://webquest.sdsu.edu/webquest.html</a>  <a href="http://webquest.org/">http://webquest.org/</a>  <a href="http://bestwebquests.com/">http://bestwebquests.com/</a>  <a href="http://www.bestwebquests.com/links.asp">www.bestwebquests.com/links.asp</a> </p>