

STEAME TEACHER FACILITATORS ACADEMY

www.steame-academy.eu

REFERENCE NUMBER: 101102619

WP3: MANAGEMENT OF THE STEAME LEARNING SPACE/ENVIRONMENT

Silvia Alcaraz-Dominguez 26th of September, 2024





Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Content

- 1. Virtual Learning Environment (VLE)
- 2. Learning Management Systems (LMS)
- 3. Ways to organise the STEAME learning environment in LMS
- 4. Activity in small groups
- 5. Closing







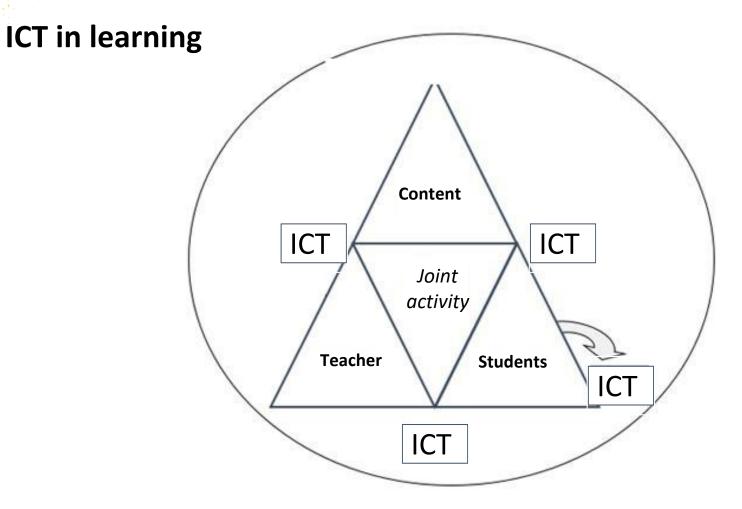
What is a Virtual Learning Environment?

A learning environment with no physical location and in which the instructors and students are separated by space

Source: <u>https://onlife.uken.krakow.pl/wp-content/uploads/sites/82/2023/08/IO2-</u> ONLIFE-Learning-Environment-1.pdf



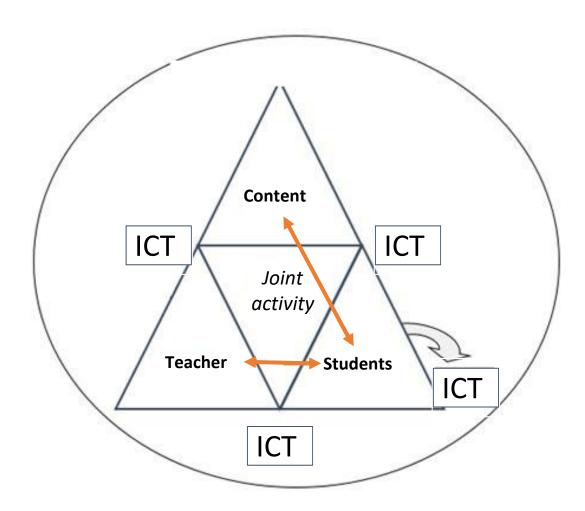




Adapted from: Coll (2011)







Adapted from: Coll (2011)



VLE



Pedagogical guidelines

Consistency with the school's educational approach

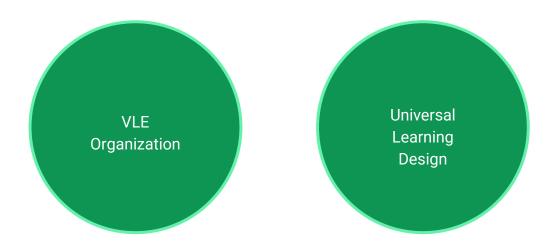






Pedagogical guidelines

Consistency with the school's educational approach



Adapted from: https://educacio.gencat.cat/web/.content/home/departament/publicacions/collecc ions/pla-educacio-digital/orientacions-entorn-virtual-aprenentatge/orientacionsentorn-virtual-aprenentatge.pdf







By grades By subjects By departments Other





Universal Learning Design

1. Engagement

- a. Ignite interest
- b. Maintain effort and persistence
- c. Self-regulation

2. Representation

- a. Perception
- b. Language and symbols
- c. Understanding

3. Action and expression

- a. Physical action
- b. Expression and communication
- c. Executive functions

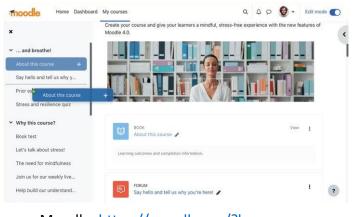


Learning Management System (LMS)

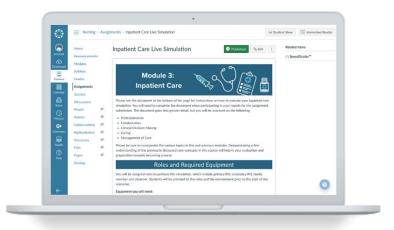




Google Classroom: https://classroom.google.com/



Moodle: <u>https://moodle.org/?lang=en_us</u>



CANVAS: <u>https://canvas.instructure.com/login/canvas</u>



ClassDojo: https://www.classdojo.com/





Learning Management System (LMS)

- Synchronous
- Asynchronous
- Mix of both synchronous and asynchronous

Sources:

Mehrolia, S., Alagarsamy, S., & Sabari, M.I. (2021). Moderating effects of academic involvement in web-based learning management system success: A multigroup analysis. Helyion 7(2021), e07000.
Ryan, T. G., Toye, M., Charron, K. & Park, G. (2012). Learning management system migration: An analysis of stakeholder perspectives. The International Review of Research in Open and Distance Learning, 13(1), 220-237.
Yueh, H.P. & Hsu, S. (2008). Designing a learning management system to support instruction. Communications of the ACM, April 2008, vol. 51(4).

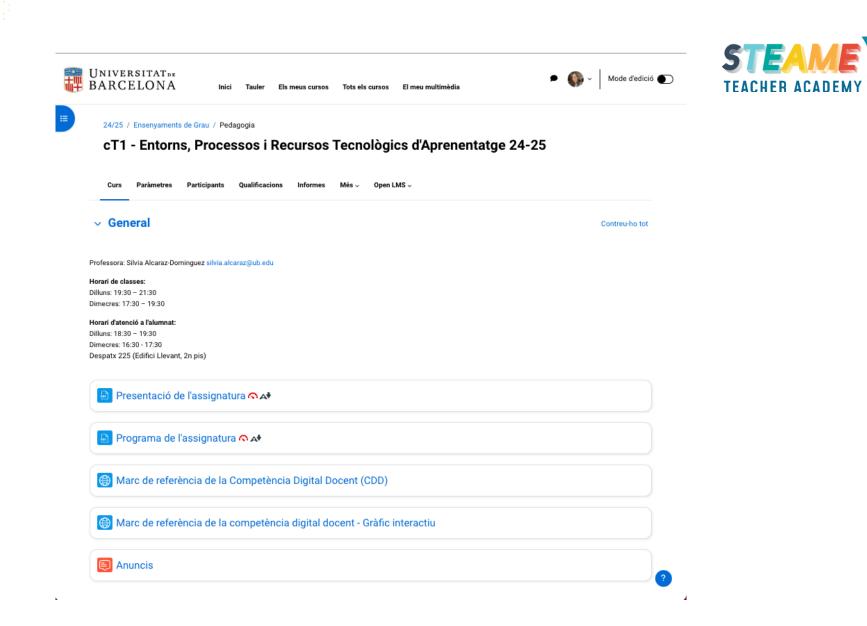




Learning management system (LMS) common features:

- Areas of information deposit for the learner's engagement
- Instructional tools:
 - Assignment submission
 - Evaluation areas
 - Grade interface
 - Bulletin board discussions
 - Chat
 - Small group areas
 - In-course private mail









Lliurament de l'exercici d'aprofundiment

Lliurament dinàmica per als companys/es sobre el tema assignat © Ocult per als estudiants

Material: Fases en la creación de un entorno digital educativo Coult per als estudiants

Evidències d'aprenentatge

Evidències 1 i 2

Descripció evidència 1 A A
Descripció evidència 2 A A
Assistència
Quit per als estudiants







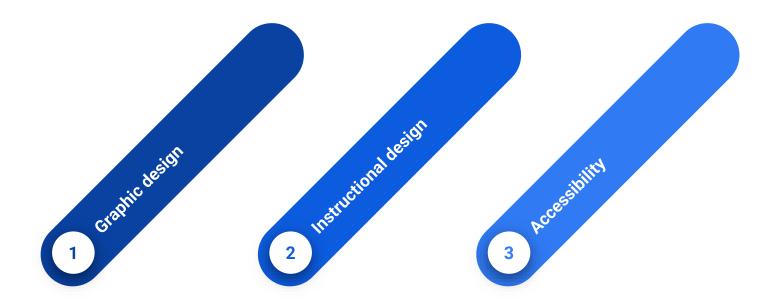
Learning management system (LMS) additional features:

- Plug-in for social learning resources such as video conferencing
- Gamification features
- Resource library
- E-signature capabilities
- Mobile app availability





Design aspects

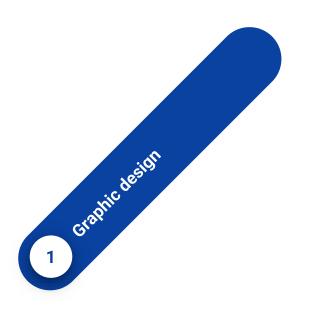


Adapted from: https://educacio.gencat.cat/web/.content/home/departament/publicacions/collecc ions/pla-educacio-digital/orientacions-entorn-virtual-aprenentatge/orientacionsentorn-virtual-aprenentatge.pdf





Design aspects (I)

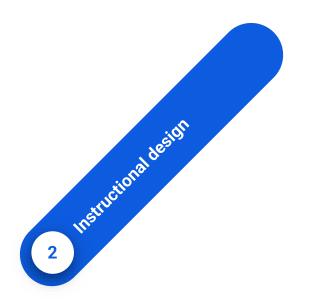


- Adjust to students' characteristics
- Use templates





Design aspects (II)



- Students' expertise in VLEs / LMS
- Students' digital competence
- Familiarity with the platform





Design aspects (III)



- Logical structure
- Neat interface
- Clear and concise information
- Appropriate fonts and sufficient contrast
- ALT text for images
- Add subtitles to videos
- Formatting options in the documents



VLEs and STEAME projects



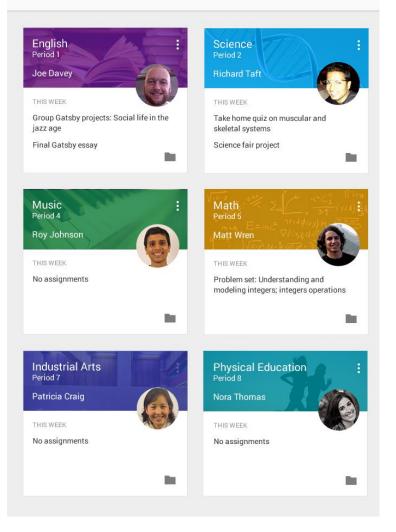
STEAME LEARNING & CREATIVITY PLAN (L&C PLAN):						
L		Ja CREATIV		Lac I LANJ.		
S	T	Eng	A	M	E_{nt}	
	\boxtimes		\boxtimes			
1. Overview						
Title	OPEN	OPEN-AIR MUSEUM				
Driving Question or Topic	How d	How does art reflect the community? How does technology connect to art?				
Ages, Grades,	AGES	: 13-14	Grade: 7-8			
Duration, Timeline, Activities	15 hou	Irs		10 ACTIVITES		
Curriculum Alignme	nt					

Source: <u>https://steame.eu/wp-content/uploads/2021/11/STEAME_LC-Handbook-EN-updated-26.11.2021.pdf</u>



VLEs and STEAME projects

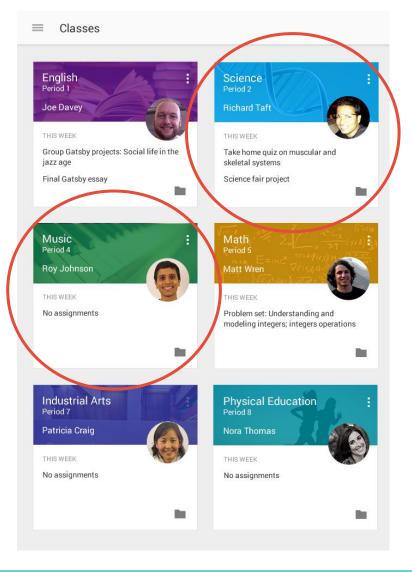
■ Classes







VLEs and STEAME projects









3 alternatives:





Using a dedicated Virtual Learning Environment for the project Using only the VLEs from the subjects that take part in the project. Using the VLEs from the subjects that take part in the project AND a dedicated VLE for the project







Using a dedicated Virtual Learning Environment for the project

Implications:

- Requires granting access to all teachers involved in the project
- Someone must be the editor (ensure that all materials are available, consistency of the course in terms of organisation, etc.)
- Requires granting students access to a new course

 \bullet

...







Using only the VLEs from the subjects that take part in the project.

Implications:

- Students must access different VLEs for different activities / even within a single activity
- Each teacher will have control of the design, organisation and what is added to their VLE
- Each VLE may be organised differently
- ...







Using the VLEs from the subjects that take part in the project AND a dedicated VLE for the project

Implications:

...

- Each teacher will have control over their VLE, and only the resources and activities that are transversal to the project are shared in the project VLE
- Another course for the students in their dashboards

Co-funded by the European Union



How to know what's best?

Consider:

- 1. Students' easy access to activities and materials
- 2. Consistency with the teaching approach: teacher-led, more autonomous? Face-to-face, strictly online, or blended?
- 3. Teachers' easy access and follow-up of students' work in the VLE (grading, etc.)
- 4. Other factors



Activity



Step 1: In pairs or small groups, read one example of successful collaborative STEAME project: Who moved the beach?

Step 2: List possible and specific uses of a VLE for this project. Example: The VLE could be used by the teacher to share the links to the resources (websites) with the students. You can also list uses that are not detailed in the plan. Example: Make the worksheet into a quizz (function of Moodle) and see results in real-time.

Step 3: On the basis of the uses you have listed, consider possible ways to organise the Virtual Learning Environment for the project:

- A) Using a dedicated Virtual Learning Environment for the project
- B) Using only the VLEs from the subjects that take part in the project. For example, the Mathematics VLE, the Arts VLE and the Technology VLE.
- C) Using the VLEs from the subjects that take part in the project and a dedicated VLE for the project Assess the pros and the cons of each configuration in terms of: Students' easy access to materials, consistency with the teaching approach (teacher-led, more autonomous? Face-to-face, strictly online, or blended?), teachers' easy access and follow-up of students' work in the VLE (grading, etc.)

If possible, decide which solution is the best, in your opinion as a group, for this project: A), B), or C).

Material to do this activity: <u>https://docs.google.com/presentation/d/1YGI2luROYQ-</u> <u>fVjPQHUYqCjzGoVmpWN9ND9Uku3H2WmY/edit?usp=sha</u> <u>ring</u>





STEAME TEACHER FACILITATORS ACADEMY

www.steame-academy.eu

REFERENCE NUMBER: 101102619

THANK YOU!



Co-funded by the European Union