

Training scenarios for using Open Online Course materials



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TRAINING SCENARIOS FOR USING OPEN ONLINE COURSE MATERIALS

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1. INTRODUCTION



Successful use of online course offerings requires training activities to enable meaningful and sustainable learning processes. Training activities are important to provide learners with guidance and a clear understanding of their learning journey, to meet the training needs of different groups and organisations, and to provide different levels of support. In addition, the aspect of social inclusion and belonging is a challenge in digital teaching and learning and is particularly important in online courses where social interactions do not occur naturally. Online courses tend to be less engaging and interactive, even when produced with high quality media. For courses to be effective, learners need to be engaged for a sufficient period of time. In addition, learners are more motivated when they feel empowered and can build a positive relationship with their teachers and fellow learners, interacting with them and getting help when they need it. To enable this, training activities offer the opportunity to take more account of the social component of learning by providing space for community building, socialisation, exchange and networking between learners at local, national and international levels.

Within the Erasmus+ funded project *TransACTION! – Digital Transformation through active co-creation, Training, Innovation, Open Education and Networking* (KA21), an open online course was developed to qualify academic staff, third space members and students in the development of multimedia in digital teaching and learning scenarios. For this course, training activities were defined, tested and evaluated within the four partner higher education institutions from Germany, the Netherlands, Belgium and Spain.

This report presents these three different training scenarios and their evaluation results. The training concepts explore ways of using the TransACTION! online course materials effectively in different contexts, for different target groups and organisational needs. In addition, this report also aims to ensure the sustainable use of project results within the Erasmus+ environment, even after the formal end of the project, in order to bring about real and effective change. Sustainability results from the interplay between exploitation and impact (Dunkel, 2015). The scenarios presented exemplify and transparently illustrate the potential uses of online course materials, thereby facilitating their transfer to other organisations and settings.

The following pages provide background information on the TransACTION! project and the online course (Chapter 2), followed by a presentation of the training concept, evaluation approach and implementation results (Chapters 3-5). A concluding remark is given in chapter 6.

2. BACKGROUND



The TransACTION! Project

TransACTION! is an ERASMUS+ funded project (KA21) with the overall objective of developing and up-scaling effective media-based learning strategies and resources in European Higher Education. The project combines the expertise of four European partners (Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany; KU Leuven and Media & Learning Association, Belgium; Universidad Politecnica de Valencia, Spain; Wageningen University, The Netherlands). TransACTION! is aimed at teaching and learning support and service centres in universities, lecturers and teaching staff, technical and support staff, educational technologists, innovation specialists, audio-visual staff and others in universities involved in multimedia design and production.

From 01.01.22-31.12.2024 five main results will have been developed, namely: a Co-creation Framework, accompanied by a Handbook and Workbook (result 1); an Open Online Course on Multimedia and Online Learning Design (result 2); a virtual hub for co-learning with collection of OER multimedia resources (result 3); Training activities on media and Learning Design using the online course of result 2 (result 4); and a Recommendation Report on strategies for Promoting Media and Learning Design in Higher Education (result 5).

This report focuses on result 4.

The Open Online Course

The Open Online Course *TransACTION! - Multimedia and online learning design in Higher Education* provides insights, examples and good practices on multimedia learning, multimedia and online learning design and production. The course has been published on the Media and Learning training platform (<https://training.media-and-learning.eu/p/multimedia-and-learning-design-for-higher-education>) and is free of charge. For those looking to adapt and implement the course to other settings, a course document and all course components (PDF's, videos, ...) are also freely available on Zenodo. Under the international CC-BY-SA 4.0 licence, all course materials can be shared, translated and adapted with attribution.

Target Group:

Teaching staff in higher education, pedagogical experts (e.g. instructional designer, educationalist, or similar), multimedia experts (e.g. media specialist), educational support Staff (for example, teaching assistant, coordinator) and students.

Course content:

The Open Online Course consists of four modules and covers the topics multimedia design and creation, online learning design and implementation.

Module 1: (Multi)media Learning – What, How, and Why: This module introduces to the general role of multimedia in education and multimedia learning principles, like the cognitive theory of multimedia and cognitive load theory.

Module 2: Multimedia Production – Guidelines & Tools from and for Higher Education: In module 2 different multimedia support settings are introduced and reflected, and the learner is guided step-by-step through the process steps of educational media production (pre-production, production and post-production phase) and requirements (accessibility, copyright).

Module 3: Principles & Guidelines to Create Online Learning: Module 3 prepares the learner for the creation of engaging online learning environments and experiences. Topics covered are online learning scenarios, learner analysis, design frameworks for online course creation, interaction and engagement in online courses, using assessment, giving constructive feedback techniques and evaluating and improving online course design.

Module 4: Online Learning – Facilitating Learners and Supporting Educators: The last module addresses practical considerations on how to facilitate online teaching (building a learning community, moderating online classes) and how to address different challenges (interaction, motivation, teacher-student relationship). The learner is furthermore introduced into functionality and Moodle-examples of integrating learning content into an LMS-platform.

3. TRAINING CONCEPT



The training concept includes three training approaches for each organisation and different target groups for the use of the *TransACTION! - Multimedia and Online Learning Design in Higher Education*. These scenarios use appropriate strategies to address the needs of the target group in the partner institutions and support their learners to achieve overall successful learning outcomes.

In order to avoid learner attrition and disengagement, it is “critical that instructors and other online learning practitioners understand their students and provide support that is relevant to their needs” (Chen & Jang, 2010, p.750). Against this background, the scenarios are differentiated in terms of *degrees of freedom*, i.e. the autonomy or freedom of the learner to engage with the learning material in a self-directed manner, independent of time, place and instruction, and relatedness, i.e. the desire to feel included and connected with other learners (see Self-Determination Theory, Simon & Deci). The greater the degree of freedom, the greater the necessary independence of the learner, accompanied by greater perceived self-efficacy.

Against this background, three different online learning scenarios have been chosen and are presented in the following pages:

- **Training Scenario 1:** Self-directed course model
- **Training Scenario 2:** Blended learning
- **Training Scenario 3:** Add-In Concept

A FACT SHEET has been created with the theoretical underpinnings of each scenario, covering:

- *Model and theoretical basis:* the online learning model on which the scenario is based.
- *Accessibility:* who is eligible to attend in this training activity? potential reach of this training scenario on local, national and/or international level.
- *Live sessions:* are live sessions (virtual, hybrid, face2face) included in the activities? refers to resources needed from the organisation.
- *Learner support:* refers to the tutoring concept and required support from the organisation.
- *Degrees of freedom:* refers to the level of required autonomy and self-directed learning competencies.
- *Learner profile:* refers to learner’s characteristics and needs.

The practical implementation and evaluation of each scenario can be found in chapter 5.

Training Scenario 1: Self-directed course model

FACT Sheet	
Model:	Self-directed course model; MOOC-style
Accessibility:	Course is offered free of charge and accessible to a vast and diverse international audience Start and end date: Open (for asynchronous MOOCs) or fixed start and end date (for synchronous MOOCs)
Live Sessions:	not included <ul style="list-style-type: none"> • Self-paced learning throughout the whole course. • Intentional learning: the learner can select the learning chunks to their needs. Option: suggest a learning order of the modules. Content acquisition in asynchronous phase is more independent in time and place
Learner support:	Small, no active tutoring <ul style="list-style-type: none"> • contact person/tutor reduced to passive and technical support • learner support needs to be integrated in the course environment
Degrees of freedom:	High Self-paced and self-directed learning throughout the whole training.
Learner profile:	This course model promotes a strong active and self-directed learning process in which learners (have to) take full responsibility for their own learning progress. <ul style="list-style-type: none"> • high degree of self-regulation¹ • high degree of intrinsic motivation on the subject or specific learning content • awareness of individual learning needs and pre-knowledge, capability to select desired content • need or wish for independent learning regarding time, place and access to learning content

Massive Open Online Courses (MOOCs) are online courses that allow participants to freely access and participate in any course content of their choice. Open and online means that these courses are available to anyone with internet access, making them an ideal platform for reaching diverse audiences in different countries. MOOCs enable large populations to acquire new skills more conveniently and effectively than traditional education platforms, as they provide easy access to education and support lifelong learning in a widely available, cost-effective and scalable way (Wang et al., 2023; Pilli & Admiraal, 2017). This scalability ensures that training can be efficiently delivered to the audience without the constraints of physical or virtual classroom sizes.

Specific to MOOC learners is their motivation for enrolling in courses, „to achieve a selective set of predefined learning objectives, taking what they need from these courses, often without completing them (Ahearn, 2018)“ (Wang, Wang, Albert, 2023, 464). MOOC learners often value career-related practical knowledge that can be directly applied to their daily work more than theoretical knowledge (Christensen et al., 2013; Milligan & Littlejohn, 2017). In addition, learners need to be able to self-regulate their learning. This includes choosing effective learning strategies, paying attention to the course material, measuring their learning progress and modifying their regulatory strategies to achieve mastery of a content area (Weinhardt & Sitzmann, 2019).

In this training model the degree of autonomy and control of their own learning process is the highest, with the relatedness feeling of connection with other learners being the lowest. The closer the alignment of MOOCs with learners' goals, the greater the congruence between MOOC performance and learners' expectations, leading to higher levels of learner satisfaction (Wang, Wang, Albert, 2023, p.464).

Perspective extension:

Gilly Salmon's 5-stage model can be used as a perspective extension, which takes into account the socialisation of learners and offers essential support and development to learners at each stage as they build up expertise in online learning.

¹ self-regulation refers to the "the modulation of affective, cognitive, and behavioural processes throughout a learning experience in order to reach a desired level of achievement" (Sitzmann & Eyl, 2011, p. 421).

Training Scenario 2: Blended Learning

FACT Sheet	
Model:	Blended learning, and Scaffolding
Accessibility:	Training and course materials are accessible to local community and beyond. Start and end date: Fixed. Online Course needs to be offered in a training programme with fixed start and end date.
Live Sessions:	<p>Online first, 1-3 supportive live sessions Live sessions can be held virtually or face-2-face Purpose:</p> <ul style="list-style-type: none"> • establish a social community, socialising and connections among learners • Discussion of questions and course content • Practical application of the course content • strong sense of social presence and interactive peer learning through live sessions and peer assignments
Learner support:	<p>active tutoring</p> <ul style="list-style-type: none"> • in asynchronous self-study-phase (welcoming, virtual technical support, sending reminders and assignments) • active support in asynchronous sessions • moderation of live sessions
Degrees of freedom:	<p>moderate - high Self-directed learning phases alternate with live sessions on a fixed date and with tasks.</p>
Learner profile:	<p>Promotes a more active and self-directed learning process in which learners (have to) take more responsibility for their own learning progress.</p> <ul style="list-style-type: none"> • moderate degree of self-management skills needed by the learner for asynchronous study phase • high degree of intrinsic motivation on the subject needed by the learner • interest especially in practice-transfer • extra time investment and commitment for the learner due to live sessions and accompanied tasks

The term blended learning refers to the combination of asynchronous media-supported online learning with synchronous learning elements. It has been shown that the best learning outcomes are achieved when media-supported learning opportunities are skilfully combined with conventional forms of teaching (Sitzmann et al., 2006). Motivation and engagement increase when learners are integrated into a social group and supervised by a tutor. It also reduces the dropout rate, which can be quite high in a purely online programme (Kerres & de Witt, 2003). The blended learning approach combines autonomy and relationship.

In this scenario, the number and sequence of synchronous and asynchronous learning phases can be flexibly defined and adapted to the respective framework conditions, depending on the target group, requirements and resources. The asynchronous phases are usually self-directed learning.

Training Scenario 3: Add-In

FACT Sheet	
Model:	Add-In-Concept Selected course modules are offered as asynchronous “add-in” self-study in a seminar with students. Either the entire online course or selected course modules and units can be offered. Selected (multimedia) materials such as videos and PDFs can also be used as stand-alone resources
Accessibility:	Content is accessible to students enrolled in the seminar Start and end date: fixed within seminar setting
Live Sessions:	Seminar consists of live sessions (f2f or virtual), live session after the self-study phase Purpose: <ul style="list-style-type: none"> • extended acquisition of skills, knowledge deepening and application of the content. • frequent live sessions offer space for social exchange and interactive peer learning • strong sense of social presence
Learner support:	Active teaching and tutoring in live sessions <ul style="list-style-type: none"> • teaching and moderation of the seminar • giving feedback on the tasks • passive support in asynchronous self-study phase
Degrees of freedom:	Low Content acquisition in asynchronous phase is more independent in time and place, but dependent on the timing of the live sessions.
Learner profile:	<ul style="list-style-type: none"> • moderate degree of self-management skills needed by the learner for asynchronous study phase • moderate time investment for the learner as the learning materials are integrated in an ongoing class

With Add-in, selected resources from the online course are added to a regular face-to-face seminar with students as an asynchronous self-study phase in preparation for the upcoming lesson. In this training scenario the degree of freedom (level of autonomy) is rather low and the level of connection with peer learners is the highest.

A tutoring concept for the work on the course content is less necessary as the learners meet synchronously in the classroom on a regular basis. Nevertheless, the tutor should offer learners support with learning tasks and learning strategies and provide immediate help with questions and learning difficulties if requested. For the processing of the course content in the asynchronous phase, tasks should be set for which explicit feedback and/or discussion will be given in the following seminar session. In addition, the live seminar sessions can be used to discuss and reflect on key issues.

4. EVALUATION DESIGN



The evaluation of the training concepts was linked to the overall evaluation of the TransACTION! Online course. The project partners selected and implemented an individual training approach that was most likely to appeal to their target groups and meet the training needs of their organisational members and their networks.

The evaluation design included both trainer and participant perspectives and used both quantitative and qualitative evaluation methods. After the successful completion of the training programme, each partner was asked to reflect on the training approach in terms of objectives achieved and improvements made. The learners' perspective was captured through their responses to questionnaires, as well as qualitatively through a verbal and/or written exchange in live sessions at the end of the training.

- **Module evaluation:** For each learning module, a questionnaire on the module assessed the topic adequacy and usefulness, design and usability, didactic approach and processing time has been implemented in the course environment. The aim was to receive immediate feedback on module content and learning experience to test, improve and validate the developed learning materials and solve technical difficulties.
- **Final Evaluation:** At the end of the pilot, a final survey was conducted to test, improve and validate the pedagogical approach including aspects such as learning organisation, support infrastructure and learning satisfaction¹, acquired skills,, content missing, expectations met, learning organisation, training), support infrastructure, learning results, difficulties (technical, language, understanding) and suggestions for improvement.

¹ Hint: Especially for MOOC learners (Training Scenario 1), the satisfaction rate is a more appropriate measure of success than the completion rate or dropout rate, as completion is not always the goal of individual learners (Wang, Wang & Albert, 2023).

5. IMPLEMENTATION



The Implementation of the training scenarios took place from April – November 2024 in four partner institutions, namely Friedrich-Alexander-University Erlangen-Nürnberg (FAU, Germany), Wageningen University (WUR, the Netherlands), Katholieke Universiteit Leuven (KU Leuven, Belgium) and Universitat Politècnica de Valencia (UPV, Spain). Every partner chose and implemented an individual training approach that is most likely to address their target groups and fulfil the training needs of their organisational members and its networks.

Overall, researchers, teachers, learning designers, educational support staff, media and learning professionals, technicians and students took part in the training programs.

Training Scenario 1: Self-directed course model

Implementation at UPV



Target Group	Teachers, professors, learning designers and technicians from UPV and external (n=9)
Format	MOOC course
Live sessions:	None
Support Infrastructure	Instructions to the course, an onboarding document and e-mail support was provided.
Tasks	No activities included
Qualitative Evaluation	<ul style="list-style-type: none">• Onboarding document is a must• Length of the course was OK, participants feel it was consistent with the contents• Practical information was good and even more desired• Most of participants rate the course highly• Some participants would like to have the content for offline viewing
Lessons learned	The course duration was appropriate for the topic and also short enough to enrol busy teachers. Participants would have preferred more practical and hands-on examples with the same tools they use at their university.

Training Scenario 2: Blended Learning

The blended learning concept was carried out by Friedrich-Alexander-University Erlangen-Nürnberg (FAU), the Wageningen University (WUR) and the Katholieke Universiteit Leuven (KU Leuven). The scenario was designed differently by each partner and was addressed to varying target groups.

Implementation at FAU



Participants	<p>Researchers and Educators at FAU (n=5)</p> <p>Learner's preferences:</p> <ul style="list-style-type: none"> • flexibility in learning speed, time and place • practical application of course content to their teaching practice.
Format	<p>Blended learning course over a period of 8 weeks (30.04.–20.06.2024)</p> <p>Crediting of working units within a training platform (ProfiLehrePlus) for Bavarian universities.</p> <p>Online Course divided in Module 1+2 (part 1, 4 weeks) and Module 3+4 (Part 2, 4 weeks) -> Participants chose to either participate in only one or both parts</p>
Live sessions	<p>3 live sessions (60–90min)</p> <ol style="list-style-type: none"> 1. Onboarding Session, online (60min): Welcoming, socialising, introduction 2. Closing Session of part 1, f2f (90min): DIY Media production, developing media script, consultation of individual media production project 3. Closing Session part 2, online (90min): peer counselling, presentation and discussion of learners online teaching scenarios
Support Infrastructure	<p>Active support by a tutor.</p> <ul style="list-style-type: none"> • technical support • feedback on tasks • moderation of live sessions • counselling <p>A media-team member supported the 1st f2f session on DIY Media production.</p> <p>Virtual platform in LMS (StudOn) to access the course modules, relevant information, links, etc.</p>
Activities	<p>Tasks given for part 1 and part 2, feedback given online, discussion in the live sessions.</p>
Qualitative Evaluation:	<p>8 week-program was perceived as too long, learners studied intensively on the course content and assignment within a few days.</p> <p>Number of live sessions sufficient. Peer counselling within the live sessions was very helpful, practical transfer was good and even more desired. Overall, live sessions were important for feedback and counselling.</p> <p>Workload appropriate of assignments was perceived appropriate</p>
Lessons learned:	<p>Individual counselling during live sessions only feasible with a small group of learners. Alternatives for larger groups are e.g. peer counselling in small groups, written feedback, and/or group tasks.</p> <p>The length of the program (4 modules) should be reduced to 4-6 weeks.</p>

Tasks at FAU

The following tasks were given to the participants in the scenario:

Part 1 – Multimedia Design and Production

Please select one of the following assignments:

(1) Assignment on module 1

Take a look at the three videos:

1. What is multimedia? <https://www.youtube.com/watch?v=xS4go60EJEI>
2. Social Innovation Education (BUFSIE) <https://www.youtube.com/watch?v=MpwM84qEpyM>
3. FAU Good Practice: <https://youtu.be/CVsNNpZdJVs?si=54j6NMsoaq64gF5I>
(activate English subtitles)

Select **two** videos and answer the following questions for each. Make your explanations specific:

- What is the objective of this video? Is it clearly recognisable?
- What do you think was done well in this video?
- What would you like to improve with this video, and why?
- Which of the Meyer's principles do you see in this video?

(2) Assignment on module 2

Imagine you want to develop a multimedia product as a learning activity in one of your classes at FAU. Choose a real seminar or lecture that you either offered in the past, that you are currently giving or planning to offer next semester.

Take another close look at lesson 2.2a. and all the materials covered in this lesson. Then open the PDF on 2.2a Pre-Production phases.

Task:

1. Stage 1: Make sure to sketch your seminar or course to contextualize the multimedia product. You can keep this part quite short.
2. Skip stage 2 and continue with step 3 (For this exercise, let's assume there is no other video available for your purpose which means that you don't have to collect and compare extra sources).
3. Step 3: Outline your product details and if anyone should or could be involved in the multimedia production process. The questions in the PDF file can be used as a guideline.
4. Step 4: Decide on the media format you want to use and briefly explain your decision. Then sketch a script how you would convey your message and learning objectives. The PDF 2.2a Pre-Production tips & tricks: scripting helps you with this step.

Part 2 – Online Learning Design

At the beginning of module 3 you find a template that supports you as instructor to design your online course or class and to apply the content of module 3 straight into practice. That's what you'll do for a real course.

The assignment consists of three tasks:

1. Choose a course (online, blended or face-2-face) that you are planning to offer in the next semester(s). Alternatively, you can choose a course that you offered in the past or that you are currently giving. Then, **take the template of Module 3** and try to answer as many questions as possible to design your online learning scenario. You can skip questions that are not relevant to you (e.g. Persona Profiling) and adapt your answers to your learning scenario and learning objectives. Pay special attention on the social aspect of learning (interaction, community building).
2. After completion of the template, **provide written feedback** on how (well or badly) you were able to work with the template. You can address various aspects, such as manageability, were the questions helpful/ appropriate, suggestions for improvement, etc.
3. **Present your online learning scenario** (5-10 minutes) in the virtual live session (20th of June) to the other participants of this PLP course. You are free to choose how you want to do this (e.g. PowerPoint, PDF). Afterwards there is the possibility of a collegial consultation.

Hand in your completed template (1.) and the written feedback (2.) to XY until MM/DD/YY and present your scenario in the next virtual live session.

Implementation at WUR

Participants	Media & learning professionals at Media & learning (n=22) Support staff at WUR (n=4)
Format	Blended learning workshop on Module 1 and/or 2 about multimedia learning design, 2-6h depending on the workshop topic Preparation: go over specific lessons in module 1 and 2 (sent via email) Workshop: have an in-depth classroom discussion on the purpose of multimedia and how this is facilitated at different higher education institutions.
Live sessions	<p>First run: 3h workshop on both module 1 and 2 for education professionals Navigating Educational Media – Sharing strategies</p> <ul style="list-style-type: none"> • ~45min introduction media at Wageningen University • ~60min sharing production approaches (exercise) • ~30min how to support educators in multimedia – theory • ~30-45min open forum and take-aways <p>Second run: 1,5h workshop on module 1 for support staff WUR Navigating Educational Media – Sharing strategies</p> <ul style="list-style-type: none"> • ~15min introduction media at Wageningen • ~30min Approaches at Wageningen University • ~30min Theory - how to support educators in multimedia (cognitive load) • ~15min Exercise – what approach would you pick?
Support Infrastructure	<ul style="list-style-type: none"> • 2 persons needed for the workshop. Run 1: two didactical experts with media focus. Run 2: 1 media expert, 1 didactical expert
Activities	<ul style="list-style-type: none"> • Get to know the topic via self-study • Studio tour • Showing examples, and different exercises to promote the discussion
Qualitative Evaluation:	Cognitive load is an interesting topic for support staff, on different levels. They highly valued the practical exercise where they had to pick a media format based on a single statement. It was a nice conversation starter. Getting people with different expertise in the room proves to be a valuable element of these workshops, whether it was in tutoring or in participants. Sharing and discussing considerations was something a lot of people valued, for both workshops, people asked for a follow up to continue the conversation.
Lessons learned:	<p>4h works well to dive in depth with various expertise, by covering 1 module in the second run, we could reduce the session to 1,5h. This is nice for practical reasons, and by limiting the scope we could still go in depth.</p> <p>We took quite some time to share our own approaches. If you can show this (run 2) this makes sense, but maybe we could have kept this more to the point for the first run.</p> <p>People valued the preparation exercise. It helps to focus the conversation. Even if people don't do the "home-work" we ensured they could always follow the discussions, and we made sure to refer to the materials of the course if people needed more explanation.</p>

Tasks at WUR

The following tasks were given to the participants in the scenario:

Run 1 (preconference Media and learning event)

Email upfront:

We are looking forward to meet you for the pre-conference workshop “Navigating educational multimedia: strategies for success”

During the session our goal is to share a wide variety of considerations and strategies to produce good multimedia. To start with a common understanding around these topics, we want to share our online course on creating multimedia. It is still a work in progress, but we think it is valuable to have a look at the following modules before the workshop:

Module 1:

- Lesson 1.1b Purpose of multimedia in education
- Lesson 1.2c Managing cognitive load

Module 2:

- Lesson 2.1 - Multimedia support in Higher Education

You can enroll for all modules via this link: <https://training.media-and-learning.eu/p/multimedia-learning-design-in-higher-education-for-3rd-space-professionals>

You are asked to create an account, and after enrollment you can access the modules from the “My products” page.

Tasks in session:

What would you do?

- Video 1: Water resource management
 - Question: I want to explain basic terminology around groundwater
 - Solution: knowledge clip (discuss context in session)
- Video 2: Soil health
 - “I need to explain the earlier discussed indicators of success in practice”
 - Solution: conversation video (context discussed in session)
- Video 3: Plastics
 - “I want to explain how we study the transport of microplastic via wind and soil”
 - Solution: location shoot
- Video 4 Biodiversity
 - “I want a feedback video on the practicum results”
 - Solution: knowledge clip (context discussed in session)

Run 2 (WUR support staff):

Navigating Educational Multimedia: Studio tour

E-mail upfront

During this Educational meeting XY will show you around the educational media studios. Our goal is to share a variety of considerations and strategies to produce good multimedia. To start with a common understanding around these topics, we want to share an [online course](#) on creating multimedia. It is still a work in progress (part of an European project), but we think it is valuable to have a look at the following modules before the workshop:

Module 1:

- Lesson 1.1b Purpose of multimedia in education
- Lesson 1.2c Managing cognitive load

You can enrol for all modules via this link: <https://training.media-and-learning.eu/p/multimedia-learning-design-in-higher-education-for-3rd-space-professionals>

You are asked to create an account, and after enrolment you can access the modules from the “My products” page.

Tasks in session to facilitate discussion in groups:

Discuss: what’s your role in multimedia & education?

The questions below might guide your conversation:

- How do your institutions differ in facilities and support?
- What considerations and choices are important to you when creating a good educational video?
- What are your biggest challenges?
- How do you manage educator expectations?

To cap off, summarize your conversation by writing down:

- three differences (between group members, or what was presented);
- two similarities (between group members, or what was presented);
- one tip that is essential to making good educational video.

Implementation at KU Leuven

Participants	Supporting staff, researchers and educators at KU Leuven
Format	Self-study in combination with a hands-on workshop Participants engage with the online MOOC at their own pace, allowing for flexible and personalized learning. They can then submit topics they wish to explore further during live sessions. These live sessions are tailored to their needs and can take the form of workshops, discussion groups, or presentations.
Live sessions	Video-editing Workshop (3,5h) To help participants with the post-production phase of multimedia production (verbalised need of the participants), a video editing workshop was organized covering technical aspects, editing techniques, and imagery, including a demonstration and practical exercise. We encouraged participants to share insights with colleagues and allowed those who partially completed the MOOC or were involved in other ways to join
Support Infrastructure	Availability for technical support, counselling and questions about implementing the new insights into participants faculty based support
Activities	Activities before, during and after the workshop: <ul style="list-style-type: none"> • <i>Prior to</i> the workshop, participants complete the TransACTION! Online Course. This course provides a solid foundation and prepares them for the hands-on sessions. • The workshop <i>begins</i> with a brief introduction and an overview of the software. Participants then learn how to analyze and select different types of footage. They are introduced to the basic functions of the editing software, followed by more advanced features and techniques. After each step, participants apply their newly acquired knowledge to improve their video. • <i>During</i> the workshop, participants will edit their own video using a set of raw footage, including close-ups, wide shots, and action shots. The workshop is structured into several steps where participants learn to analyze footage more effectively and utilize the editing software's features to their fullest potential. • By the end of the workshop, participants will have a deeper understanding of video editing and a completed video project that they can be proud of.
Qualitative Evaluation:	The academic staff attending the workshop underestimated that effective editing is more than just software skills. Good editing is storytelling - weaving visuals and audio into a compelling narrative. It also involves image analysis, understanding the emotional and symbolic weight of each frame. Additionally, being creative and having a feel for tension and rhythm is crucial, knowing when to cut and how to maintain learner engagement. Unfortunately, these kind of skills are more difficult to explain or teach compared the 'what button has what function.
Lessons learned:	The hands-on workshop was highly effective. Guiding and coaching participants in person brought up numerous issues and questions that wouldn't have surfaced in an online course. Additionally, participants appreciated knowing the names and faces of the people who could assist them further in their projects if needed.

Training Scenario 3: Add-In

The third training scenario was carried out with a small group of Master students in the field of Learning Design and Media Pedagogy at FAU, Germany.

Implementation at FAU



Participants	Master students in the field of Learning Design and Media Pedagogy (n=5)
Format	<p>Selected TransACTION! course modules were used for asynchronous self-study in a flipped classroom seminar called “Selection and development of mediatised learning environments”. In this seminar, students got introduced to the steps and key aspects of the ADDIE model through a mix of theoretical principles and practical examples.</p> <p>The following TransACTION! Course materials were used for the steps Implement and Evaluate:</p> <ul style="list-style-type: none">• Module 3, lesson 3.4a-c: Interaction & Engagement• Module 3, lesson 3.6b: Evaluating Courses• Module 4, lesson 4.1a-b: Facilitating Online Discussions <p>For Evaluate, the TransACTION! course content was translated to German and integrated directly to the FAU LMS. For Implement, the students were directed to the TransACTION! course environment and asked to work through specific sections.</p>
Live sessions	Regularly included in course concept, live sessions following the self-study phase
Support Infrastructure	<p>Passive support during self-study</p> <ul style="list-style-type: none">• Content related tasks and feedback were given• Discussion and group work in regular course sessions
Activities	Given parallel to the course work
Qualitative Evaluation:	<p>The contents of the module fit very well into the ADDIE model. However, a translation of the course content into German was necessary in order to use the course materials.</p> <p>Accompanying tasks needed for active engagement with the learning content.</p> <p>Navigation within the TransACTION! Course environment was perceived as disruptive (registration on teachable necessary, navigation and reorientation within the TransACTION! course).</p>
Lessons learned:	<p>Transfer of the TransACTION! learning content to the university’s internal LMS recommended instead of navigating to an external learning platform.</p> <p>Individual feedback could be part of peer feedback and/or class discussion.</p>

Task for “Implement”

1. Reflect on your previous experiences with communication in digital-based teaching and learning contexts. What successful and less successful examples can you name?
2. With reference to the content of this week(s), please develop an approach for one of the challenges in online courses presented below as to how you would meet these challenges as a tutor.

As a tutor, how would you address the following challenges in your online course?

- Language and comprehension difficulties due to the intercultural background of the learners lead to friction within the group. For the same reason, not all learners dare to register in a group that is foreign to them.
- Initially formed groups fall apart because individual members leave the course again, simply do not enrol or do not perform well.
- You notice that some students quietly withdraw from your course and the live sessions. They are difficult to reach and visit the learning platform less frequently. You receive an indication from other learners that they feel overwhelmed by the technology.

Task for “Evaluate”

1. Which functions and evaluation type(s) can you recognise from the insights presented in the section ‘Course evaluation in practice’?
Formulate and justify the results of your analysis.
2. You should all be familiar with traditional course evaluation at FAU. How could this be improved? Take a close look at the structure and work out suggestions for improvement.

SUMMARY



This report summarises tested scenarios of how the TransACTION! online course can be used in different institutional settings, adapting to different target groups and their needs. These scenarios can serve as an example for the diverse and sustainable use of online course materials.

Feedback from participants on the online course and accompanying training approaches was collected through surveys and open feedback (written and verbal). Overall, the satisfaction of the participants was very high. The feedback on the online course content was taken into account and in most cases the learning content was revised accordingly. The participants' feedback on the individual training approaches has already been presented separately in the respective scenarios. Overall, the evaluation of the scenarios showed that the application of knowledge (practical transfer) is particularly demanded by every target group (e.g. researchers, support staff, teachers, technicians). For practical application of the learning content, the online learning process should be accompanied by work assignments, as well as live sessions (f2f/online), discussions or hands-on workshops. The evaluation results also show that the TransACTION! online course can already be used successfully as a self-study course. Nevertheless, live sessions with expert support are advantageous for practical transfer of the learning content as well as in-depth analysis. Live sessions also offer the opportunity for a deeper understanding of the course content through discussion, exchange with peer learners and experimenting with new content. Participants from the MOOC scenario stated that they would have liked live sessions to connect with other learners. To enable qualitative transfer of practice, the support of at least one expert in the field during the live sessions is recommended. Guiding and coaching participants in person brought up numerous issues and questions that wouldn't have opened in an online course. The scenarios presented also highlight the importance of giving preparatory exercises for the live sessions to provide a focus for the conversation and to work on question referring to the material.

The package of the training scenarios in combination with the implemented course on teachable, a freely accessible course document and all course components (PDF's, videos, ...), make the TransACTION! online course a versatile and effective tool for different educational contexts and target groups.



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