

# Teaching entrepreneurial competences

|   |               |               |
|---|---------------|---------------|
| <b>Teaching entrepreneurial competences</b>   |               |               |
| The e-DESK programme is targeted for the HEI teachers to skill up entrepreneurship education competence in online teaching methods/practices and to develop their online teaching skills and to enhance the entrepreneurial competences for their learners. |               |               |
| <b>Planned ECTS:</b> 2  |               |               |
| <b>Number of learners:</b> 50   |               |               |
| <b>Mode of delivery:</b> Online   |               |               |
| <b>Status:</b> IN PLANNING  |               |               |
| <b>Course public access:</b> Private  |               |               |
| <b>Contributors:</b><br>Darko Grabar, Petra Vondra, Valentina Kirinić, Blaženka Divjak, Barbi Svetec, Pirjo Kuru, Alba González Calleja, Paulo Belo Costa, Jose Carlos Ceballos, Priscila Parra, Ivan Sarmiento, Hilka Laakso                               |               |               |
| <b>Course learning outcome</b>  | <b>Level</b>  | <b>Weight</b> |
| Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment.   | Understanding | 10            |
| Identify what entrepreneurial competences students need in the contemporary world to seize and create opportunities and meet challenges to generate value.  | Analysing     | 15            |
| Identify relevant pedagogical approaches to support students to analyse the impacts of ideas, opportunities, actions, created values and ethical implications in the selected real-world environment.   | Analysing     | 15            |
| Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills.  | Applying      | 10            |
| Evaluate individual and group strengths and weaknesses of students and staff regarding hybrid and digital teaching and learning about entrepreneurial competences.  | Evaluating    | 10            |
| Create interactive learning designs and sessions developing students' entrepreneurial competences, minding students' pre-competence, available resources and pedagogical techniques that enhance students' engagement and motivation.                       | Creating      | 20            |
| Integrate the learning material available in the MOOC with other appropriate teaching and learning resources to foster entrepreneurial competences and ethical and sustainable thinking.  | Applying      | 10            |

| Evaluate the learning process and students' acquisition of learning outcomes related to entrepreneurial competences.   |          |               |                  |              |                     |        |               |          |                    | Evaluating | 10        |           |
|--|----------|---------------|------------------|--------------|---------------------|--------|---------------|----------|--------------------|------------|-----------|-----------|
| <b>Total weight: 100</b>   |          |               |                  |              |                     |        |               |          |                    |            |           |           |
| Topic / Unit name  | Workload | Learning type | Mode of delivery |              |                     | Groups | Collaboration | Feedback | Mandatory activity | Assessment |           |           |
|  |          |               |                  |              |                     |        |               |          |                    | Points     | Type      | Providers |
| <b>Introduction</b>  |          |               |                  |              |                     |        |               |          |                    |            |           |           |
| <b>Introduction</b>  |          |               |                  |              |                     |        |               |          |                    |            |           |           |
| <b>Introductory video</b><br>This video should summarize the main aspects and relevant contents/characteristics of the MOOC. Maybe it could be done after we have the rest of the final draft materials. *To keep the narrative, we could do very short introductory videos (using the same voice/person/character) to all modules/submodules. | 20 min   | Acquisition   | Online           | Asynchronous | Teacher not present | No     | No            | No       | No                 | No         |           |           |
| <b>Glossary</b><br>A compilation of the main terms that will be used during the MOOC and can cause doubts.   | 10 min   | Acquisition   | Online           | Asynchronous | Teacher not present | No     | No            | No       | No                 | No         |           |           |
| <b>Self assessment</b><br>Entrepreneurial competences and teaching methods. The main objective of this assessment shall be to make participants aware of what they already know and from where they depart.  | 30 min   | Assessment    | Online           | Asynchronous | Teacher not present | No     | No            | No       | No                 | 0          | Formative | Self      |

|  |        |             |        |              |                     |    |    |    |    |    |
|--|--------|-------------|--------|--------------|---------------------|----|----|----|----|----|
| Total unit workload  | 1h     |             |        |              |                     |    |    |    |    |    |
| <p><b>Competences, skills and values in general</b></p> <p>Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment. <b>(70%)</b>, Identify what entrepreneurial competences students need in the contemporary world to seize and create opportunities and meet challenges to generate value. <b>(10%)</b></p> |        |             |        |              |                     |    |    |    |    |    |
| <b>Entrepreneurial competences</b>   |        |             |        |              |                     |    |    |    |    |    |
| <p>Pre-reading + introductory video<br/>Reading and audiovisual materials regarding the basics of entrepreneurial education.</p>   | 60 min | Acquisition | Online | Asynchronous | Teacher not present | No | No | No | No | No |

|  |         |               |        |              |                     |     |     |           |    |    |           |           |
|--|---------|---------------|--------|--------------|---------------------|-----|-----|-----------|----|----|-----------|-----------|
| <b>Quiz</b><br>Formative assessment based on the pre-reading. Multiple choice questions. Can be used as an entry pre-competence test (to check the level of teachers' pre-competence).   | 60 min  | Assessment    | Online | Asynchronous | Teacher not present | No  | No  | Automated | No | 3  | Formative | Automated |
| <b>Videos of best practice</b><br>Short videos (3 - 6 mins) with good examples. Can be existing or newly recorded videos.  | 60 min  | Investigation | Online | Asynchronous | Teacher not present | Yes | Yes | No        | No | No |           |           |
| <b>Discussion based on reading, videos and own experiences</b><br>Discussion based on questions. For this forum assignment we recommend having only 2-3 questions not focused exactly on the videos, but maybe things and characteristics shared by all/most examples. | 90 min  | Discussion    | Online | Synchronous  | Teacher not present | No  | Yes | Peer      | No | 2  | Formative | Peer      |
| <b>Total unit workload</b>   | 4.5h    |               |        |              |                     |     |     |           |    |    |           |           |
| <b>Pedagogical approaches, teaching and assessment</b>   |         |               |        |              |                     |     |     |           |    |    |           |           |
| <b>Videos</b><br>Videos on pedagogical approaches, learning outcomes, learning theories, constructive alignment etc.   | 115 min | Acquisition   | Online | Asynchronous | Teacher not present | No  | No  | No        | No | No |           |           |

|  |              |               |        |              |                     |     |     |           |    |    |           |           |
|--|--------------|---------------|--------|--------------|---------------------|-----|-----|-----------|----|----|-----------|-----------|
| Quiz<br>Short formative assessment related to the pre-reading.   | 60 min       | Assessment    | Online | Asynchronous | Teacher not present | No  | No  | Automated | No | 3  | Formative | Automated |
| Videos/materials on best practice<br>Participants will be provided with materials on good practices in flipped classroom and work-based learning approaches (E+ project RAPIDE). | 60 min       | Investigation | Online | Asynchronous | Teacher not present | Yes | Yes | No        | No | No |           |           |
| Discussion based on the pre-reading, videos and own experience<br>Participants will be divided in groups and provided with questions for discussion.                             | 90 min       | Discussion    | Online | Synchronous  | Teacher not present | Yes | Yes | Peer      | No | 2  | Formative | Peer      |
| <b>Total unit workload</b>   | <b>5.41h</b> |               |        |              |                     |     |     |           |    |    |           |           |
| <b>Final test</b>  |              |               |        |              |                     |     |     |           |    |    |           |           |
| Final test - Copy  | 30 min       | Assessment    | Online | Asynchronous | Teacher not present | No  | No  | No        | No | 10 | Summative | Automated |
| <b>Total unit workload</b>   | <b>0.5h</b>  |               |        |              |                     |     |     |           |    |    |           |           |
| <b>Entrepreneurial competences- Copy</b>   |              |               |        |              |                     |     |     |           |    |    |           |           |
| Pre-reading + introductory video<br>Reading and audiovisual materials regarding the basics of entrepreneurial education.   | 60 min       | Acquisition   | Online | Asynchronous | Teacher not present | No  | No  | No        | No | No |           |           |



|  |             |               |        |              |                     |     |     |           |    |    |           |           |
|--|-------------|---------------|--------|--------------|---------------------|-----|-----|-----------|----|----|-----------|-----------|
| <p>Discussion based on reading, videos and own experiences</p> <p>Discussion based on questions. For this forum assignment we recommend having only 2-3 questions not focused exactly on the videos, but maybe things and characteristics shared by all/most examples.</p> | 90 min      | Discussion    | Online | Synchronous  | Teacher not present | No  | Yes | Peer      | No | 2  | Formative | Peer      |
| <p>Videos of best practice</p> <p>Short videos (3 - 6 mins) with good examples. Can be existing or newly recorded videos.</p>  | 60 min      | Investigation | Online | Asynchronous | Teacher not present | Yes | Yes | No        | No | No |           |           |
| <p>Quiz</p> <p>Formative assessment based on the pre-reading. Multiple choice questions. Can be used as an entry pre-competence test (to check the level of teachers' pre-competence).</p>   | 60 min      | Assessment    | Online | Asynchronous | Teacher not present | No  | No  | Automated | No | 3  | Formative | Automated |
| <p>Pre-reading + introductory video</p> <p>Reading and audiovisual materials regarding the basics of entrepreneurial education.</p>  | 60 min      | Acquisition   | Online | Asynchronous | Teacher not present | No  | No  | No        | No | No |           |           |
| <b>Total unit workload</b>   | <b>4.5h</b> |               |        |              |                     |     |     |           |    |    |           |           |

## Developing entrepreneurial competences

Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment.

**(10%)**, Evaluate individual and group strengths and weaknesses of students and staff regarding hybrid and digital teaching and learning about entrepreneurial competences. **(40%)**, Evaluate the learning process and students' acquisition of learning outcomes related to entrepreneurial competences. **(10%)**

Evaluating the pre-knowledge on entrepreneurial competences

|   |        |             |        |              |                     |    |     |    |    |    |           |           |  |  |
|---|--------|-------------|--------|--------------|---------------------|----|-----|----|----|----|-----------|-----------|--|--|
| <b>Introductory videos</b><br>Videos about the entrepreneurial competences framework - ENTRECOMP Europe.  | 30 min | Acquisition | Online | Asynchronous | Teacher not present | No | No  | No | No | No |           |           |  |  |
| <b>Introduction to EntreComp Edu</b><br>Get to know how to apply the EntreComp framework to education.  | 30 min | Acquisition | Online | Asynchronous | Teacher not present | No | No  | No | No | No |           |           |  |  |
| <b>Discussion</b><br>Discussion on the entrepreneurial competences framework. E.g. Participants in groups discussing various aspects or dimensions of the entrepreneurial competence framework. | 60 min | Discussion  | Online | Synchronous  | Teacher not present | No | Yes | No | No | No |           |           |  |  |
| <b>Final test</b>   | 30 min | Assessment  | Online | Asynchronous | Teacher not present | No | No  | No | No | 10 | Summative | Automated |  |  |
| <b>Total unit workload</b>  | 2.5h   |             |        |              |                     |    |     |    |    |    |           |           |  |  |

|  |        |               |        |              |                     |    |    |    |    |    |
|--|--------|---------------|--------|--------------|---------------------|----|----|----|----|----|
| <p><b>Real-world requirements for entrepreneurial competences</b></p> <p>Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment. <b>(10%)</b>, Identify what entrepreneurial competences students need in the contemporary world to seize and create opportunities and meet challenges to generate value. <b>(90%)</b></p> |        |               |        |              |                     |    |    |    |    |    |
| <p><b>Real-world requirements</b></p>  |        |               |        |              |                     |    |    |    |    |    |
| <p>Introductory presentation videos and readings<br/>Videos on the future of jobs. References: Frey &amp; Osborne 2013 and 2017, World Economic Forum, ENTRECOMP and sustainability etc.</p>   | 90 min | Investigation | Online | Asynchronous | Teacher not present | No | No | No | No | No |

|  |           |            |        |              |                     |    |    |    |    |    |           |      |  |
|--|-----------|------------|--------|--------------|---------------------|----|----|----|----|----|-----------|------|--|
| <p><b>Case-study analysis</b><br/>Examples of entrepreneurial stories. Several stories, analyzing them from different points of view (scientific fields, countries, regions), producing essays on students' entrepreneurial skills needed for this particular entrepreneurial environment. Making generalizations.</p> | 60 min    | Production | Online | Asynchronous | Teacher not present | No | No | No | No | No |           |      |  |
| <p><b>Peer-review</b><br/>Assessing the essays according to rubrics. [For moving the course to the WP platform, it shall be turned into self-assessment based on the criteria from the rubrics]</p>  | 90 min    | Assessment | Online | Asynchronous | Teacher not present | No | No | No | No | 10 | Formative | Peer |  |
| <b>Total unit workload</b>   | <b>4h</b> |            |        |              |                     |    |    |    |    |    |           |      |  |

## Relevant pedagogical approaches

Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment.

**(10%),** Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills.

**(10%),** Identify relevant pedagogical approaches to support students to analyse the impacts of ideas, opportunities, actions, created values and ethical implications in the selected real-world environment.

**(80%)**

Relevant pedagogical approaches

|  |        |             |        |              |                     |    |     |           |    |    |           |           |
|--|--------|-------------|--------|--------------|---------------------|----|-----|-----------|----|----|-----------|-----------|
| <b>Introductory materials</b><br>Introductory videos (10 mins per video) and other materials on pedagogical approaches (strategies): - in general - flipped classroom - problem/project-based learning - inquiry-based learning - work-based learning. | 60 min | Acquisition | Online | Asynchronous | Teacher not present | No | No  | No        | No | No |           |           |
| <b>Branching scenarios</b><br>Possibility of creating a character; selecting relevant pedagogical approaches related to the acquisition of spotting opportunities, sustainable and ethical thinking, creating values.                                  | 60 min | Practice    | Online | Asynchronous | Teacher not present | No | No  | Automated | No | 9  | Formative | Automated |
| <b>Discussion</b><br>Discussion about the scenarios.   | 60 min | Discussion  | Online | Synchronous  | Teacher not present | No | Yes | Peer      | No | 2  | Formative | Peer      |
| <b>Total unit workload</b>   | 3h     |             |        |              |                     |    |     |           |    |    |           |           |

## Evaluating the digital teaching and learning skills of students and staff

Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills. **(50%)**, Evaluate individual and group strengths and weaknesses of students and staff regarding hybrid and digital teaching and learning about entrepreneurial competences. **(40%)**, Evaluate the learning process and students' acquisition of learning outcomes related to entrepreneurial competences. **(10%)**

Digital skills for teaching and learning

|  |        |             |        |              |                     |    |    |    |    |    |           |           |
|--|--------|-------------|--------|--------------|---------------------|----|----|----|----|----|-----------|-----------|
| <p><b>Introductory Videos</b><br/>General videos on technology enhanced learning. These videos should focus on digital skills necessary for different scenarios. (The different modes of delivery will be further explored on the Delivery Models of Teaching and Learning module).</p>  | 30 min | Acquisition | Online | Asynchronous | Teacher not present | No | No | No | No | No |           |           |
| <p><b>Self-assessment of digital skills (first part)</b><br/>A rubric for self-assessment. Comparing to the average according to different criteria. Gap analysis and feedback. Evaluating pre-knowledge of digital skills according to the DigComp framework, using the Digital Skills Assessment tool from the European Commission platform (<a href="https://digital-skills-jobs.europa.eu/en/digital-skills-assessment">https://digital-skills-jobs.europa.eu/en/digital-skills-assessment</a>).</p> | 30 min | Assessment  | Online | Asynchronous | Teacher not present | No | No | No | No | 0  | Formative | Automated |

|  |        |            |        |              |                     |    |     |      |    |    |           |      |  |
|--|--------|------------|--------|--------------|---------------------|----|-----|------|----|----|-----------|------|--|
| <p><b>Content provision and practice</b><br/>Provision of different scenarios and choosing the tools that can enhance teaching and learning for that scenario. The scenarios are chosen according to the results from the first self-assessment, for each skill.</p> | 75 min | Practice   | Online | Asynchronous | Teacher not present | No | No  | No   | No | No |           |      |  |
| <p><b>Reflection on digital skills at own institutions</b><br/>Essay on ways to improve faculty digital skills at your institution. Use your strengths/weaknesses as examples.</p>   | 60 min | Production | Online | Asynchronous | Teacher not present | No | No  | No   | No | No |           |      |  |
| <p><b>Peer-review</b><br/>Peer-review of the essays with suggestions for improvement.</p>  | 75 min | Assessment | Online | Asynchronous | Teacher not present | No | Yes | Peer | No | 5  | Formative | Peer |  |

|   |        |            |        |              |                     |    |    |    |    |   |           |           |
|---|--------|------------|--------|--------------|---------------------|----|----|----|----|---|-----------|-----------|
| <p><b>Self-assessment of digital skills (second part)</b><br/> A rubric for self-assessment. Comparing to the average according to different criteria. Progress analysis and feedback. Evaluating resulting knowledge of digital skills according to the DigComp framework, using the Digital Skills Assessment tool from the European Commission platform (<a href="https://digital-skills-jobs.europa.eu/en/digital-skills-assessment">https://digital-skills-jobs.europa.eu/en/digital-skills-assessment</a>).</p> | 60 min | Assessment | Online | Asynchronous | Teacher not present | No | No | No | No | 0 | Formative | Automated |
| <b>Total unit workload</b>  | 5.5h   |            |        |              |                     |    |    |    |    |   |           |           |

## Learning design concept and tool

Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills.

**(10%),** Identify relevant pedagogical approaches to support students to analyse the impacts of ideas, opportunities, actions, created values and ethical implications in the selected real-world environment.

**(10%),** Create interactive learning designs and sessions developing students' entrepreneurial competences, minding students' pre-competence, available resources and pedagogical techniques that enhance students' engagement and motivation. **(80%)**

| Learning design concept and tool  |         |               |        |              |                     |     |     |           |    |    |           |           |  |
|---|---------|---------------|--------|--------------|---------------------|-----|-----|-----------|----|----|-----------|-----------|--|
| <b>Introductory video</b><br>Video on learning design concept and the tool (10 min in total). BDP Learning Design tool: <a href="https://learning-design.eu/en/">https://learning-design.eu/en/</a>                                 | 90 min  | Acquisition   | Online | Asynchronous | Teacher not present | No  | No  | No        | No | No |           |           |  |
| <b>Quiz</b><br>A short automated quiz related to the learning design concept.   | 10 min  | Assessment    | Online | Asynchronous | Teacher not present | No  | No  | Automated | No | 2  | Formative | Automated |  |
| <b>Case-study analysis</b><br>Several case-studies provided and discussed in groups. Delivery mode is hybrid.   | 120 min | Investigation | Online | Synchronous  | Teacher not present | Yes | Yes | Peer      | No | No |           |           |  |
| <b>Preparing learning design</b><br>Preparing learning designs/sessions in an LD tool based on the discussion related to the case-studies based on the hybrid delivery mode. (Self-assessment instead of teacher assessment in WP.) | 280 min | Production    | Online | Synchronous  | Teacher not present | Yes | Yes | Teacher   | No | 30 | Summative | Teacher   |  |
| <b>Total unit workload</b>  | 8.33h   |               |        |              |                     |     |     |           |    |    |           |           |  |

## Learning resources

Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills. **(10%)**, Integrate the learning material available in the MOOC with other appropriate teaching and learning resources to foster entrepreneurial competences and ethical and sustainable thinking. **(80%)**, Create interactive learning designs and sessions developing students' entrepreneurial competences, minding students' pre-competence, available resources and pedagogical techniques that enhance students' engagement and motivation. **(10%)**

Learning resources

|  |        |             |        |              |                     |    |     |         |    |    |           |      |
|--|--------|-------------|--------|--------------|---------------------|----|-----|---------|----|----|-----------|------|
| <p><b>Discussion</b><br/>Discussion on the takeaways from this course related to learning resources and what's missing. Finding information to support ethical and sustainable thinking.</p>   | 90 min | Discussion  | Online | Asynchronous | Teacher not present | No | Yes | Peer    | No | No |           |      |
| <p><b>Video</b><br/>Videos on how to find relevant and reliable resources about ethical and sustainable thinking.</p>  | 60 min | Acquisition | Online | Asynchronous | Teacher not present | No | No  | No      | No | No |           |      |
| <p><b>Preparing resources on ethical and/or sustainable thinking</b><br/>Based on the discussion and the video, participants prepare (collect and systematize) materials on the selected topic and for a selected group of students (taking into account the educational level and pre-knowledge of students).</p> | 75 min | Production  | Online | Asynchronous | Teacher not present | No | No  | Teacher | No | 5  | Formative | Self |
| <p><b>Demonstration of selected resources</b><br/>Participants demonstrate the prepared resources. For the MOOC - the prepare recordings or other formats (e.g. infographics). For the project - participants prepare presentations.</p>   | 90 min | Practice    | Online | Asynchronous | Teacher not present | No | Yes | Peer    | No | 5  | Summative | Peer |
| <b>Total unit workload</b>   | 5.25h  |             |        |              |                     |    |     |         |    |    |           |      |
| <b>Evaluation and</b>  |        |             |        |              |                     |    |     |         |    |    |           |      |

## quality assurance

Integrate the learning material available in the MOOC with other appropriate teaching and learning resources to foster entrepreneurial competences and ethical and sustainable thinking.

**(10%),** Identify relevant pedagogical approaches to support students to analyse the impacts of ideas, opportunities, actions, created values and ethical implications in the selected real-world environment.

**(10%),** Evaluate individual and group strengths and weaknesses of students and staff regarding hybrid and digital teaching and learning about entrepreneurial competences. **(10%),**

Evaluate the learning process and students' acquisition of learning outcomes related to entrepreneurial

|   |        |             |        |              |                     |    |    |           |    |    |           |           |  |
|---|--------|-------------|--------|--------------|---------------------|----|----|-----------|----|----|-----------|-----------|--|
| <p>competences. <b>(80%)</b>,<br/>         Create interactive learning designs and sessions developing students' entrepreneurial competences, minding students' pre-competence, available resources and pedagogical techniques that enhance students' engagement and motivation. <b>(10%)</b></p> |        |             |        |              |                     |    |    |           |    |    |           |           |  |
| <p>Evaluation and quality assurance</p>   |        |             |        |              |                     |    |    |           |    |    |           |           |  |
| <p>Pre-reading<br/>         Reading materials on evaluation and QA in HE.</p>   | 60 min | Acquisition | Online | Asynchronous | Teacher not present | No | No | No        | No | No | No        |           |  |
| <p>Quiz<br/>         Short quiz based on the pre-reading.</p>   | 60 min | Assessment  | Online | Asynchronous | Teacher not present | No | No | Automated | No | 3  | Formative | Automated |  |
| <p>Self-evaluation<br/>         Self-evaluation of a learning design, learning resources and the learning process, based on a rubric.</p>   | 90 min | Assessment  | Online | Asynchronous | Teacher not present | No | No | No        | No | 20 | Summative | Self      |  |
| <p>Total unit workload</p>  | 3.5h   |             |        |              |                     |    |    |           |    |    |           |           |  |
| <p>Delivery models of teaching and learning<br/>         Use appropriate technology</p>   |        |             |        |              |                     |    |    |           |    |    |           |           |  |

to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills.

**(20%),** Integrate the learning material available in the MOOC with other appropriate teaching and learning resources to foster entrepreneurial competences and ethical and sustainable thinking.

**(10%),** Identify relevant pedagogical approaches to support students to analyse the impacts of ideas, opportunities, actions, created values and ethical implications in the selected real-world environment.

**(0%),** Evaluate individual and group strengths and weaknesses of students and staff regarding hybrid and digital teaching and learning about entrepreneurial competences. **(10%)**

|   |        |               |        |              |                     |     |     |      |    |    |           |      |  |
|---|--------|---------------|--------|--------------|---------------------|-----|-----|------|----|----|-----------|------|--|
| <b>Delivery models on teaching and learning</b>   |        |               |        |              |                     |     |     |      |    |    |           |      |  |
| Videos on different delivery modes<br>Videos on different modes of delivery.  | 60 min | Investigation | Online | Asynchronous | Teacher not present | No  | No  | No   | No | No |           |      |  |
| Discussion on good practices<br>Group discussion on good practices, based on delivery modes.  | 90 min | Discussion    | Online | Synchronous  | Teacher not present | Yes | Yes | Peer | No | 2  | Formative | Peer |  |
| <b>Total unit workload</b>  | 2.5h   |               |        |              |                     |     |     |      |    |    |           |      |  |
| <b>Hybrid teaching and blended learning</b>   |        |               |        |              |                     |     |     |      |    |    |           |      |  |
| Videos on best practices (hybrid teaching and blended learning)<br>Videos related to best practices hybrid and blended delivery.    | 60 min | Investigation | Online | Asynchronous | Teacher not present | No  | No  | No   | No | No |           |      |  |
| Discussion on hybrid teaching and blended learning<br>Group discussion on hybrid teaching and blended learning, based on the video. | 90 min | Discussion    | Online | Synchronous  | Teacher not present | Yes | Yes | Peer | No | 2  | Formative | Peer |  |
| <b>Total unit workload</b>  | 2.5h   |               |        |              |                     |     |     |      |    |    |           |      |  |
| <b>Further personal development</b>   |        |               |        |              |                     |     |     |      |    |    |           |      |  |
| ...   |        |               |        |              |                     |     |     |      |    |    |           |      |  |

