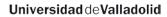




COMPETENCES IN DIGITAL KNOWLEDGE

Title of the course	Innovative Collaborative Learning with ICT
ECTS	2,5
Description	Designing and implementing collaborative learning with ICT is a challenge for pre-service teachers in face to face and online contexts. It requires a good understanding of social learning and hands on experience with relevant collaborative learning practices and ICT tools. This course targets primary and secondary pre-service school teachers who are interested in learning how to design and implement collaborative learning activities with the use of ICT as part of their everyday practice.
Learning outcomes	The students will be able to:
	 Understand the key elements of the digital culture: the networking, working and learning through virtual communities of practice, the new media, the open educational resources as well as the multiple literacies. Know and apply well-known strategies for structuring Collaborative Learning situations. Design "non-trivial" Collaborative Learning situations with the help of purpose-specific ICT tools. Beyond the use of a discussion forum or the collaborative writing of reports) Design support tool: INTEGRATED LEARNING DESIGN ENVIRONMENT (ILDE) Implement (and test) Collaborative Learning situations using existing ICT tools Virtual Learning Environments (e.g., Moodle) Web 2.0 tools (e.g., Google Drive) Reflect and discuss about the barriers and emerging problems that arise when trying to apply Collaborative Learning strategies using ICT tools.
Contents	 Introduction to collaborative learning Benefits and problems of collaborative learning Planning for "good" collaborative interactions Designing collaborative learning Structuring collaborative larning flow with patterns Collaborative Learning and ICT for students Collaboration and ICT for teachers Designing and implementing collaborative learning with ICT using ILDE
Methodology	Presence learning-Lectures: theoretical lessons held by teachers who will use different learning materials (presentations, articles, videos, multimedia).







	Hands on projects and practical lessons: a block of hours will be devote to a specific topic (sub-module), at the end of which students will be assigned collaborative or individual activities and to be performed over a certain period of time. Finally, their problemsolving results will be submitted to the other students and discuss. Peer-to peer activities will also be included.
Evaluation	Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.
Bibliography	Barkley, E., Major, C. H., & Cross, K. (2008). Collaborative Learning Techniques. New York: Jossey Bass. European Union (2017). European Framework for the digital Competence of Educators. DigCompEdu. Retrieved from: https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/european-framework-digital-competence-educators-digcompedu Gillies, R. M., & Boyle, M. (2010). Teachers' reflections on cooperative learning: Issues of implementation. Teaching and teacher Education, 26(4), 933-940. Unesco (2012). ICT in primary education: exploring the origins, settings and initiatives. Retrieved fromhttp://iite.unesco.org/pics/publications/en/files/3214707.pdf