Gruppo Domande 1

- Indicare le fasi di progettazione di un corso di formazione on line.

- Provare a definire delle linee guida da dare agli organizzatori di un evento online in modalità webinar con 1000 partecipanti.

- Leggere e tradurre il seguente testo in inglese tratto da "Using Mobile Devices in Teaching Large University Classes: How Does It Affect Exam Success? "

  [...]Among technology systems, mobile-based student response systems (SRS, also known as audience/classroom response systems or "clickers") are attracting particular attention as a way for teachers to interact actively with students (Kay and LeSage, 2009). SRS allow students to answer closed (multiple-choice or true/false) questions displayed on a screen during lessons by pressing a button on a keypad, mobile phone screen, or web-based interface (hence the name "clickers") and to receive immediate feedback.

Gruppo Domande 2

- Indicare le fasi di progettazione di un corso blended di un docente universitario

- Quali ruoli utente è possibile definire in un sistema di videoconferenza (Zoom, Meet, Teams, ecc.)?

- Leggere e tradurre il seguente testo in inglese tratto da "Transitioning from face-to-face to remote learning: Students' attitudes and perceptions of using Zoom during COVID-19 pandemic"

  The COVID-19 pandemic forced universities and schools to move entirely from Face to Face (FTF) to remote instruction, this move created an unprecedented instructional environment for both instructors and students. Instructors faced many challenges including learning to use new technologies in a short period, designing instructional materials that fit the new environment, providing interactive remote learning environment, and adopting new assessment techniques. Many universities and schools provided professional training sessions to their faculty members to smooth the transition from FTF to remote instruction. Many provided internet access and laptops to their students in an effort to facilitate this quick transition. The move was not easy for students, instructors, or administration.

Gruppo Domande 3

- Cos'è un MOOC e quali sono le figure professionali richieste per progettarlo e realizzarlo?

- Principali strumenti che un docente può utilizzare in un sistema di videoconferenza per condividere i propri contenuti con gli studenti.

- Leggere e tradurre il seguente testo in inglese tratto da "Transitioning to E-Learning during the COVID-19 pandemic: How have Higher Education Institutions responded to the challenge?"

[...] Information technology (IT) tools and other infrastructure used to support higher education can be classified into two broad camps: asynchronous and synchronous (Larasati & Santoso, 2017; Lim, 2017). Asynchronous learning systems are built on communication platforms that do not require time-sensitive interactions between stakeholders in the education process (Larasati & Santoso, 2017). Learning Management Systems (LMSs) such as Moodle and Blackboard are examples of well-established distance learning platforms that are structured to facilitate stakeholder interactions based on a 'request-response' framework unconstrained by time limitations.

Gruppo Domande 4

- Impostazioni di configurazione iniziale di un corso in Moodle

- Organizzare la videoconferenza di una lezione universitaria in modalità duale (con studenti sia in presenza che a distanza) a cui partecipano anche dei relatori esterni: come far sì che l'interazione tra tutti i partecipanti sia ottimale? Quali ruoli attribuire ai partecipanti?

- Leggere e tradurre il seguente testo in inglese tratto da "Transitioning to E-Learning during the COVID-19 pandemic: How have Higher Education Institutions responded to the challenge?"

[...] Central to concerns of transitioning F2F education to online delivery are the teaching practices and administrative support required to sustain meaningful student engagement (Wingo et al., 2017). Such considerations are often rooted in the discipline being taught and the characteristics of target learners. For example, medicine and other health-related courses that have a practical component would require very different teaching approaches and learning resources to a training program in advanced statistical techniques.

Gruppo Domande 5

- Quali sono gli strumenti più adatti per svolgere online attività di didattica collaborativa e cooperativa? E quali strumenti di Moodle possono essere usati? Fare degli esempi.

- Realizzare un modulo/form per la raccolta dati: impostazioni, strumento utilizzato.

- Leggere e tradurre il seguente testo in inglese tratto da "The Concept of Active Learning and the Measurement of Learning Outcomes: A Review of Research in Engineering Higher Education"

  [...] the concept of active learning has received increased interest. Active learning is a wide concept, most often referring to student-centered and activating instructional methods and instructor-led activities [5,6,7,8]. Therefore, it is generally not a concept of learning but a concept of instruction. Previous research on active learning from the viewpoint of student learning outcomes has been mostly positive [5,9,10,11,12]. Thus, research has supported the role of active learning as a superior approach compared to traditional, more content-centered approaches, such as lecturing.

Gruppo Domande 6

- Cos'è un LCMS (learning content management system) e quali sono le sue principali funzionalità?

- Che informazioni dovrebbero contenere i report di una piattaforma di videoconferenza?

- Leggere e tradurre il seguente testo in inglese tratto da "The Concept of Active Learning and the Measurement of Learning Outcomes: A Review of Research in Engineering Higher Education"

  Conceptually, active learning is not an easy target. Its theoretical roots are in constructivist learning theories. Constructivism has become a leading learning paradigm, and it views learning as a construction process of new knowledge in relation to previous knowledge [17,18]. Constructivism criticizes the idea that learners receive knowledge from external sources and highlights understanding instead of memorizing [19]. Aiming to understand, rather than memorize, is also characteristic of a 'deep approach' to learning [20]. Depending on the constructivist theory, learning can be considered as individual cognitive processes (cognitive constructivism), social co-construction of knowledge (social constructivism), or as a hybrid of these two [21].

Gruppo Domande 7

- In che modo può essere utile utilizzare i video nella didattica online? Che possibilità offre e che limiti impone Moodle nel caricamento e nell'erogazione di contenuti video?

- Quale criterio adotterebbe per la scelta ed il successivo utilizzo di un nuovo strumento tecnologico all'interno di un corso online?

- Leggere e tradurre il seguente testo in inglese tratto da "Transitioning to E-Learning during the COVID-19 pandemic: How have Higher Education Institutions responded to the challenge?"

The advent of the pandemic fundamentally changed the way Higher education institutions (HEIs) deliver education across the globe. In order to cope with restrictions on person-to-person interactions, HEIs have accelerated their transition to online learning with profound consequences for both students and faculty. This transition has been facilitated by the integration of online technologies such as Zoom and Moodle into course delivery systems which have in turn instigated changes to traditional Face 2 Face pedagogical practices to accommodate e-learning for different knowledge domains. This review has identified five important challenges to effective online transition: integrating synchronous and asynchronous tools into seamless online delivery, overcoming barriers to technology access, improving online competencies for learners and faculty, overcoming academic dishonesty issues in online assessment, and privacy and confidentiality.

Gruppo Domande 8

- Quali regole di Netiquette adottare per gli studenti in un corso online?

- Cos'è un videotutorial e quale software utilizzerebbe per la sua realizzazione?

- Leggere e tradurre il seguente testo in inglese tratto da "Transitioning to E-Learning during the COVID-19 pandemic: How have Higher Education Institutions responded to the challenge? "

Recreating physical learning spaces in cyberspace was a common approach to dealing with in-class engagement issues. Zoom featured as a popular tool for replicating F2F instruction online. In the area of English language instruction, researchers demonstrated how this tool could be used to conduct classes with students who were accustomed to more traditional in-class delivery methods (...) The successful use of Zoom to reproduce classroom teaching practice for delivering teacher training is also demonstrated in two studies (Ersin et al., 2020; Romero-Ivanova et al., 2020). Interestingly, Zoom was also used to support medical education programs in Jordan and Saudi Arabia. However, poor internet connection and the cellular data package limitations were cited as impediments to seamless Zoom deployment.

Gruppo Domande 9

- Quali sono gli strumenti di active learning che consiglierebbe a un docente allo scopo di rendere una lezione più attiva?

- Quali sono a suo avviso le caratteristiche che deve avere un video didattico efficace?

- Leggere e tradurre il seguente testo in inglese tratto da "Editorial: New Educational Technologies and Their Impact on Students' Well-Being and Inclusion Process"

The Research Topic collects contributions that allow to rethink educational goals in the digital era from new angles of exploration. Moving from the assumption that introducing innovative technology paradigms in education requires unraveling aspects related to the impact of digital technologies on students' well-being, teaching efficacy and learning success, the Research Topic addressed these points by proposing novel tools and didactic methodologies to be implemented in the educational practices. These aspects appear even more relevant after the pandemic breakout that forced the educational systems of most countries to rely on digital education mainly.

Gruppo Domande 10

- Descrivere come impostare al meglio un'attività di Moodle dovendo somministrare un esame finale in aula.

- Video Animazioni: quale può essere il loro valore aggiunto nella didattica.

- Leggere e tradurre il seguente testo in inglese tratto da "Editorial: New Educational Technologies and Their Impact on Students' Well-Being and Inclusion Process "

In this regard, Feraco et al. explored the effect of the use of interactive teaching practices on academic performance in large classes where attendance is not compulsory. In particular, they focused their attention on the so-called Student Response Systems (SRS) which require the student to answer quizzes during university lessons. The use of quizzes has been integrated with extra-curricular activities that require an in-depth study of the course contents, such as laboratory experiences and writing reports. Both activities were successful in improving the students' final exam. However, these extra-curricular experiences had a positive effect not only on the students' academic performance but also on their motivation. This was not the case with quizzes.

Gruppo Domande 11

- Illustrare e descrivere le modalità di iscrizione e accesso ai corsi disponibili in Moodle (Criteri di accesso).

- Quali sono le caratteristiche che deve avere un video da erogare tramite i principali canali social? Con quali criteri deve essere progettato?

- Leggere e tradurre il seguente testo in inglese tratto da "Transitioning from face-to-face to remote learning: Students' attitudes and perceptions of using Zoom during COVID-19 pandemic"

Many universities are trying to be more prepared for the fall 2020 semester by offering their staff and faculty members training workshops on the use of different technologies, teaching methodologies and assessment techniques. Toquero (2020) called on institutions to adjust their pedagogical practices to adapt to the learning needs of the students beyond the classroom walls. To achieve a high quality online learning, Bao (2020) identified the following five high-impact teaching practice principles for online education: (a) appropriate relevance between online instructional design and student learning, (b) effective delivery of online instructional information, (c) adequate support by faculty and teaching assistants to students including timely feedback, tutoring and email guidance after class; (d) high-quality participation to improve the breadth and depth of student learning, and (e) contingency plan to deal with unexpected incidents of online education platforms.

Gruppo Domande 12

- Le attività condizionate in Moodle: come utilizzarle.

- Tipologie di contenuti multimediali per la didattica: obiettivi e contesti.

- Leggere e tradurre il seguente testo in inglese tratto da "Transitioning from face-to-face to remote learning: Students' attitudes and perceptions of using Zoom during COVID-19 pandemic"

During the Covid-19 pandemic, Zoom was the choice for many government agencies, universities, non-profit organizations, and individuals. Zoom (...) is a web-based collaborative video conferencing tool that provides quality audio, video, and screen sharing, which makes it great for virtual conferences, online lectures, online meeting, webinars, and more. In many universities, it became readily available for students, staff, and faculty. Instructors were able to use the different features of Zoom to create interactive learning environments. These features include a virtual white board with annotation capacity to explain concepts, breakout rooms to create small collaborative group work, polls for student feedback, chat to facilitate class discussions. In addition, zoom meetings can be recorded and made available for future reference.

Gruppo Domande 13

- Descrivere come è organizzato il sistema di ruoli, autorizzazioni e contesti in ambiente Moodle.

- Come utilizzare uno strumento di videoconferenza durante un esame online per monitorare la correttezza del comportamento degli studenti?

- Leggere e tradurre il seguente testo in inglese tratto da "Using Mobile Devices in Teaching Large University Classes: How Does It Affect Exam Success?"

[...] Among technology systems, mobile-based student response systems (SRS, also known as audience/classroom response systems or "clickers") are attracting particular attention as a way for teachers to interact actively with students (Kay and LeSage, 2009). SRS allow students to answer closed (multiple-choice or true/false) questions displayed on a screen during lessons by pressing a button on a keypad, mobile phone screen, or web-based interface (hence the name "clickers") and to receive immediate feedback. The literature on this topic is flourishing, with three recent meta-analyses on the influence of these methods on various learning domains, such as academic performance (Castillo-Manzano et al., 2016; Sung et al., 2016), and on related learning outcomes like engagement, which means students' involvement or participation in class (Hunsu et al., 2016).

Gruppo Domande 14

- Illustrare e descrivere le tipologie di "Forum" presenti in Moodle, anche in relazione ai tipi di iscrizione, ed i possibili casi di utilizzo.

- In un webinar, come è possibile garantire l'interazione tra relatori e partecipanti?

- Leggere e tradurre il seguente testo in inglese tratto da "Using Mobile Devices in Teaching Large University Classes: How Does It Affect Exam Success?"

[...] The quizzes during lessons with Student Response Systems (SRS) can be used to optimize the learning process by activating the students in class and enabling them to memorize what they learn more efficiently. In such contexts, where many students are grouped in the same room to hear a lecture and attendance is not mandatory, the use of technologies like SRS to administer quizzes during lessons appears to be beneficial to exam performance. Using a mobile-based technology to administer quizzes seems to have some advantages over the more traditional ways of asking questions in class (including anonymity and immediate feedback) or other technologies.

Gruppo Domande 15

- Come riutilizzare i contenuti di un corso Moodle in diversi anni accademici.

- Come realizzare (lato software e hardware) un video da usare come videolezione all'interno di un corso?

- Leggere e tradurre il seguente testo in inglese tratto da "Using Mobile Devices in Teaching Large University Classes: How Does It Affect Exam Success?"

[...] The aim of this study was to examine the role of mobile-based student response systems in teaching to improve university students' academic outcomes. Mobile devices can be useful tools for conveying content to large classes, with a potential impact on academic outcomes. This study involved a total of 294 undergraduates taking a psychology course. The course involved lessons in the classroom, which included answering quizzes (quiz activities) and activities such as preparing reports and laboratory experiences (out-of-class activities). Quizzes were administered using a mobile technology system.