



INSTITUTO DE FORMACIÓN
Y ESTUDIOS SOCIALES



TRAINER'S GUIDE

GREENFOOD PROJECT

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Education and Culture DG
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Introduction

This guide is prepared for the trainers of the GreenFood courses. It has been designed and written to help working with the e-learning platform course content. It will explain what e-learning is, what it is a distance learning platform, and how the platform you are going to use for this course works.

We will begin with the theory of e-learning, presenting the characteristics, advantages and drawbacks and also explain what a distance learning platform is and its main characteristics.

A more detailed chapter will include a description of the GreenFood project platform through which you will be able to create a course. We will explain the different features of the platform, which will be used throughout the duration of the course.

We hope this guide helps you to know more about the world of e-learning and cope with the characteristics of this training methodology.

1. What is e-learning?

E-Learning is the use of technology which enables people to learn anytime and anywhere. E-Learning can include training, the delivery of just-in-time information and guidance from experts.

E-learning comprises all forms of electronically supported learning and teaching. The Information and communication systems, whether networked or not, serve as specific media to implement the learning process.

We know that people learn in many different ways and at different times. To support these different learning needs, we will need different e-learning delivery methods. Additionally, we need a way to develop and manage e-learning.

In the real world, people have jobs to do and budgets are limited. The e-learning program needs the power of technology to overcome the limitations of time, distance and resources.

Two basic modes of e-learning may be defined:

- E-learning: when knowledge is distributed exclusively via the Internet.
- B-learning or blended-learning: a combination of face to face education with distance education (e-learning) with ICT support.

2. The main characteristics of e-learning

In order to understand how e-learning works and to take full advantage of it, you need to be familiar with some of the most important characteristics, advantages and drawbacks too.

One of the simplest ways of understanding e-learning is to compare it to traditional classroom teaching. We have all experienced this type of educational method at some time or other: a teacher facing a group of students in a classroom, presenting the course content at a certain time and giving us an examination to prove we have understood and “digested” that knowledge.

In classroom teaching (regarded as traditional), the **teacher is active and the students are** the **passive** element in the learning process.



Characteristics of traditional classroom training

Is based on a knowledge base to which the student must be adapted to

The teacher determines when and how the student is given the educational material

The student is given the knowledge in a passive manner to generate innovative, critical and investigative activities

Support is provided in the form of printed material and the teacher as an information provider

A linear model of communication is established between the student and the teacher

The learning process develops normally in groups

The learning process develops in a fixed timeframe and in specific classrooms

The time assigned to learning is normally scheduled

There is vast experience in the use of this modality

We possess a large amount of structural and organizational resources to put this type of learning process into motion

Source: based on Cabero et al. **2006**

Opposite to this type of training is e-learning, considered to be a more modern method of education. Physically, teachers (tutors) and students are separated in time and in space. This does not mean they are isolated from each other. Communication tools are an extremely important feature of this type of training, as we will see later on when we describe the distance learning platforms.

Characteristics of web-based training

Enables students to have their own rhythm of learning

The concept of just-in-time-training is important

Different materials may be combined (aural, visual and audiovisual)

A single application can handle a large number of students

Knowledge is built up little by little and doesn't come defined

The time taken to train people tends to diminish

Tutor-student relations are interactive, as well as relations between students with contents

It tends to function on an individual basis, although group activities may be carried out.

Activities may be carried out in the workplace and in the student's own time

It is flexible

We have little experience in the use of this methodology

In e-learning (regarded as more modern), the **student becomes the active element** in the learning process.

Source: based on Cabero et al. 2006



As you can see, certain characteristics exist which set one type of learning process apart from the other. And these differences have resulted in e-learning becoming highly popular and gaining a strong foothold in the world of education.

A **specific characteristic of e-learning**: the learning process does not end with the course. You can make learners to continue this learning using social networks, forums, other web pages, etc. **Communication plays a vital role** in this type of learning process.



The use of electronic resources and mobile devices greatly increases the appeal of this type of learning method to the student and provides additional benefits for teachers. Electronic mail to deliver exercises and communicate with the learners, to forums where information may be posted and exchanged, as well as chat-rooms, audio conferences, video conferences, shared screens and whiteboards.

There is table of the most significant advantages and drawbacks in relation to e-learning from the aspect of the teacher.

Teacher	
Advantages	Drawbacks
Customization and personalization of teaching	Infrastructure: suitable computer equipment is needed:
Greater interaction between participants and tutor/professor	Connection problems: cost, technical and bandwidth problems
Development of training in collaborative and dynamic environments	The need for knowledge of the use of information and communication technologies
Access at any time and anywhere: 24/7	Need much time commitment from the instructor
Both Teachers and Students are active participants in the training process	
No geographical barriers	
Speed in communication	

There are two primary types of distance learning courses considering the platform communication methods, tools, and timing:

synchronous courses and asynchronous ones

Synchronous Distance Learning:

Synchronous distance learning occurs when the teacher and his students/pupils interact in different places but during the same time. Students enrolled in synchronous courses are generally required to log on to their computer during a set time at least once a week. Synchronous distance learning may include multimedia components such as group chats, web seminars, video conferencing, and phone call-ins. Generally, synchronous learning works best for students who can schedule set days and times for their studies. It is often preferred by those who like structured courses heavy on student interaction.

Asynchronous Distance Learning:

Asynchronous distance learning occurs when the teacher and the pupils interact in different places and during different times. Students enrolled in asynchronous courses are able to complete their work whenever they please. Asynchronous distance learning often relies on technology such as message boards, email, pre-recorded video lectures, mp3s, and traditional mail correspondence.

Often, asynchronous distance learning is preferred by students with complicated schedules. It tends to work well for self-motivated learners who do not need direct guidance to complete their assignments.

Asynchronous teaching and learning

Online asynchronous learning began with schools' and universities' substantial investment in computer technology in the early 1980s. With seminal applications such as in programming language, students were able to learn at their own pace, free from the synchronous constraints of a classroom lecture. As computers entered more households and schools began connecting to the nascent Internet, asynchronous learning networks began to take shape. These networks augmented existing classroom learning and led to a new correspondence model for solitary learners.

Using the Web, students could access resources online and communicate asynchronously using email and discussion boards. The 1990s saw the arrival of the first telecampuses, with universities offering courses and entire degree plans through a combination of synchronous and asynchronous online instruction. Today, advanced multimedia and interactivity have enhanced the utility of asynchronous learning networks and blurred the divide between content-creator and content-consumer. New tools like class blogs and wikis are creating ever-richer opportunities for further asynchronous interaction and learning.

Roles of instructors and learners

Online learning requires a shift from a teacher-centered to student-centered environment where the instructor must take on multiple new roles. The constructivist theory that supports asynchronous learning demands that instructors become more than dispensers of knowledge; it requires that they become instructional designers, facilitators, and assessors of both grades and their teaching methods.

As instructional designers, emphasis is placed on establishing the curriculum, methods and the media through which the content will be effectively delivered. Once the design is in place and executed, the instructor must then facilitate the communication and direct the learning. Establishing a communal spirit is vital, requiring much time commitment from the instructor, who must spend time reading, assessing, reinforcing, and encouraging the interaction and learning that is happening.

The student-centered nature of asynchronous online learning requires students to be actively involved with and take more responsibility for their own learning. In addition to their normal duties as learners, students are required to:

- become proficient with the technology required for the course;
- use new methods of communication with both peers and instructors;
- strengthen their interdependency through collaboration with their peers.

Strengths of asynchronous learning

Asynchronous learning's greatest benefit to students is the freedom it gives them to access the course and its instructional materials at any time they choose and from any location with an Internet connection. This allows for accessibility for diverse student populations, ranging from traditional, on-campus students, to working professionals, to international students in foreign countries.

Asynchronous learning environments provide a "high degree of interactivity" between participants who are separated both geographically and temporally and afford students many of the social benefits of face-to-face interaction. Since students can express their thoughts without interruption, they have more time to reflect on and respond to class materials and their classmates than in a traditional classroom.

Most asynchronous courses have the potential to reach far more students than a traditional course and course-wide updates or modifications can be disseminated far more quickly and efficiently than traditional lecture models.

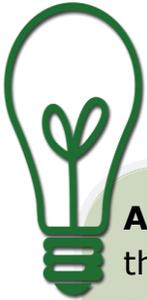
Another advantage of asynchronous learning is that there is a record of nearly everything that occurs in that environment. All materials, correspondence, and interactions can be electronically archived. Participants can go back and review course materials, lectures, and presentations, as well as correspondence between participants. This information is generally available at any time to course participants.

Weaknesses of asynchronous learning

Asynchronous learning environments pose several challenges for instructors, institutions, and students. Course development and initial setup can be costly. Institutions must provide a computer network infrastructure, including servers, audio/visual equipment, software, and the technical support needed to develop and maintain asynchronous learning environments. Technical support includes initial training and setup, user management, data storage and recovery, as well as hardware repairs and updates.

To participate in asynchronous learning environments, students must also have access to computers and the Internet. Although personal computers and web access are becoming more and more pervasive every day, this requirement can be a barrier to entry for many students and instructors. Students must also have the computer/technology skills required to participate in the asynchronous learning program. Also this is good for a successful online degree.

The online learning resources used to support asynchronous learning include email, electronic mailing lists, threaded conferencing systems, online discussion boards, wikis, and blogs. Course management systems such as CampusCruiser LMS, Blackboard, WebCT and Moodle, have been developed to support online interaction, allowing users to organize discussions, post and reply to messages, and upload and access multimedia. These asynchronous forms of communication are sometimes supplemented with synchronous components, including text and voice chat, telephone conversations, videoconferencing, and even meetings in virtual spaces such as Second Life, where discussions can be facilitated among groups of students.



Asynchronous e-learning: is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people. Asynchronous learning is based on constructivist theory, a student-centered approach that emphasizes the importance of peer-to-peer interactions. This approach combines self-study with asynchronous interactions to promote learning, and it can be used to facilitate learning in traditional on-campus education, distance education, and continuing education.

The advantages and disadvantages of online teaching and learning are important for potential student and instructors to understand. The disadvantages include a sense of isolation that can exist for both student and teacher but there are advantages that far outweigh the small number of disadvantages.

Advantages and Disadvantages of Online Teaching/Learning

Overview

Online teaching and learning presents a number of advantages and disadvantages that go beyond the individual strengths and weaknesses of the instructors. Students face challenges with instructor differences, but the inherent characteristics of the online environment present advantages afforded by the flexibility, location, and access to the instructor that make it a far superior choice to traditional classroom instruction. However, some of the drawbacks must be addressed in order to assure that students have a positive experience.

Advantages to online teaching and learning include

- **Flexibility to attend classes**, study, and interact when it is convenient. This flexibility is often a necessity rather than a luxury for adult students who are often managing a job, a marriage, and raising children.
- **Classes take place in cyberspace**. Students can attend during their lunch hour, at night, or virtually any other time without worrying about needing to park or make it to a specific location in bad weather. This is a tremendous advantage that is important for both the instructor and the student.
- **Class structures**. Online learning can be impersonal, but, unlike auditorium classes, the student has the ability to interact directly with the instructor. Students read and react to comments made by the instructor and pose questions directly to the instructor. This means that the quality of instruction necessarily increases as students are able to get their specific questions answered.

Disadvantages to online teaching and learning include

- Factors that result from the impersonal nature that is afforded by a class that exists only in cyberspace. This can cause students to feel disconnected from the rest of the students and from the instructor. Without the traditional human to human interaction, the technology can impose a barrier that has an inhibitory effect on the learning process.
- The need for personal motivation that many students lack. It is difficult to get some students to read the required material, and getting students to read supplemental material takes a leviathan effort.
- Many students are unsure of their writing abilities and feel embarrassed sharing their thoughts with the class, thus refuse to participate in class discussions. This has a deleterious impact on the learning process because the online learning model relies on the ability of students to interact and learn from one another.

Overcoming Online Learning Challenges

Tutor/instructor should contact those students that are not participating to help re-establish a sense of personal connection. When students are missing assignments, an effort should be made on the part of the tutor/instructor to find out why and to offer assistance. Tutors/instructors should remember why the student signed up in the first place and work to help the student achieve his/her goals.

Advantages of e-learning for tutors/teachers

Online instructors, professors and teachers have reported several benefits of teaching online courses. While teaching online may present different challenges to the instructor than in a traditional college or university, some really enjoy it.

- **Flexibility of location and time** - Wherever and whenever you have Internet service, you can teach. This is a very convenient teaching position. Be aware though that travelling abroad may cause connectivity issues.
- **Online courses are highly interactive and effective** - In an online course it is difficult for a student to avoid interaction with the professor. In face-to-face instruction a student can mimic learning by a head nod and a smile. When learning in an online course, the student has to explain his or her understanding in words allowing the teacher to have a clearer assessment of the student's knowledge of the course material, along with reading, writing and computer literacy skills.
- **Facilitating higher order thinking** - Online teachers have frequent opportunities to ask higher order thinking questions which allow students to analyze, synthesize and evaluate instead of just recall. Also as forums are in writing, the teacher can review the discussion board to interject even more higher-order thinking questions during the next online meeting.
- **Ability to teach to a wider audience of non-traditional students** - Teachers interviewed about the benefits of teaching online liked that they were able to get to know and learn from students from all over the world, which broadened the online teacher's own experience. Students of diverse backgrounds will make for interesting conversation and research papers.
- **Intellectual challenge** - Students will expect more frequent feedback from an online instructor. This will require the teacher to provide relevant course content on a frequent basis, to be organized, timely and a good communicator.
- **Course content is related to the real world** - Because students in an online class bring a variety of experience with them, they share their experiences with the instructor and how they will apply the learning, which may increase the teacher's satisfaction with his work.

- Teaching online has the potential to be a **profitable income** for those who enjoy spending time on the computer. There are many online colleges and state colleges recruiting online instructors.

In summary, while there is no question that some online instructors find disadvantages to teaching online courses, it seems that those who have more experience teaching online also learn to appreciate its benefits. To decide if teaching online is right for you will require a thorough self-examination of teaching style, personal preference and assessment of one's technical, verbal and written competencies.



The characterisation of an effective on-line education

Online courses and the teaching of those courses should be conducted within the following course design standards:

- **Courses should be instructor-led.** A clear and consistent teacher presence is central to successful online course delivery. Teachers can facilitate student learning by working with online students to stay on task and organize their time appropriately to assure success in a virtual environment.
- **Courses should be student-centered.** In online courses, sole reliance on traditional lecture-based learning is impractical. Instead, teachers should serve as facilitators and educational coaches, designing challenging activities and providing effective guidance and quality feedback.
- **Learning should be collaborative in nature.** Online courses should contain small-group activities and team projects where students must collaborate, in order to foster an online community of learners. Deliver online course to appropriate online design and content standards.

Coursework should maximize participation flexibility while providing a framework for student pacing.

To accommodate student schedules and provide optimal flexibility over time zones, online courses should be designed so that students need not all be online at the same time. Courses should be asynchronous but scheduled– that is, students must complete established activities within a given time frame. In order to allow students to stay in pace with their classmates, and to help them successfully complete the course in the period allotted, the course should establish a clear framework to guide students in completing assignments in a timely manner. Students' ability to access and work on their courses "24/7" should be an asset for online education.

• Courses should foster information, communication, and technology skills necessary for success in this century, such as ICT (Information and Communication Technology) learning skills

Online courses should fully utilize the online environment to develop effective online information, communication and interpersonal skills, as well as collaboration and team-building skills. In addition, courses should require students to use inventive thinking skills–creativity, problem-solving, and critical thinking.

- **Course format, expectations and instructions should be clear and concise.**

Online courses should be interactive and use the full range of resources and tools offered by the Internet. That effort should include the consistent use of clear and specific directions, and online materials that are aesthetically pleasing. As with quality face-to-face courses, online courses should set forth clear expectations for students, and include specific grading rubrics.



Please Note: Extra attention should be paid to communicate clearly and directly to students, the expectations of on-line course are different from classroom training

- **Activities and assessments should account for different learning styles.**

Because students have unique learning styles, online courses should include activities and assessments that are varied to meet the learning styles of all students.

- **Courses should use the latest best practices.**

The result of research of online learning is growing every day. Online courses should be designed and delivered to incorporate best practices.

By definition, online teaching is done from a distance; however, it should not be conducted in isolation. Specifically, online teachers must be provided the following support structures:

1. **Technology Infrastructure.** The infrastructure should include networks and bandwidth to support adequate and consistent Internet access, computers capable of running the course platform and providing Internet access, and a physical location where students and teachers have access to computers and the network. Since students will use online course materials at hours largely of their own choosing, teachers need access to a computer and high-speed access to the Internet both at work and at home.

2. **Technical and Administrative Support.** In addition to hardware and software, schools must provide technical and administrative support for students and teachers. Technical support should include a 24/7 support system for questions. Administrative support should include a grading and registration system that can be easily used by teachers, and school administrators, and accessible students.

Central administration should provide a student handbook and policies (for example, handling of discipline issues) to support online teachers, students.

3. **Educational support** should include both online and face-to-face support for teachers delivering online courses, as well as support for their students. There are several components of educational support, including:

- **Release Time.** District and building level personnel and policies must recognize that the online professional development in which an online teacher is engaged is demanding, and provide the necessary release time for professional development programs and continuing education programs.
- **Master teacher mentoring and peer coaching.** Learning to teach in a new environment is a significant challenge. During training and early in their online careers, teachers need guidance from experienced online instructors “master teachers”- and support from peers they trust.
- **Formative evaluation and assessment.** Educational Institutions need to develop structures to ensure monitoring the performance of online teachers during their first semester of course delivery and periodically thereafter to ensure quality, quantity, and responsiveness.
- **Continuous professional development.** In order to meet the continuous advances in the field of online teaching and learning, and to ensure courses and teachers meet changing design and delivery standards, teachers need access to ongoing professional development.

For teaching on the e-learning course the following features are to support the teaching process

📖 **Contents.** Present the elements which need to be learned. These contents may be both theoretical and practical and be organized in several forms: by module, didactic unit, homogeneous content-block, chapter, etc. They involve more than the mere texts we see in traditional books or manuals. You may also use:

- Photographs and visual icons.
- Notes, warnings, advice, reminders, etc.
- Schemes and summaries.
- Simulations.
- Animations.

📖 **Assessments.** This is a highly important feature which helps the teacher, to get to know the level of assimilation of content. There are several types of assessment:

- True or false.
- Multiple choices. Students have to choose one answer from several.

- Short answer. Students have to write the answer to the question.
- File delivery. This option is used when the answer requires time or additional means to prepare it. The answer needs to be prepared in a specific format (word, PowerPoint); this file is then attached and delivered by e-mail or via the platform.
- **Other resources.** These are features which serve as support whilst learning the course content and provide students with additional information. They include:
 - Glossary. It includes specific terms related to the course content.
 - Bibliography and documentation. They include references to texts and documents related to the subjects dealt with in the course.
 - Links. Connections to web pages related to the course content.

Communication tools. Beyond the classroom, we need to use different methods to be able to contact students. (See also on page 9-10) There are two types of e-learning platform communication tools:

- Synchronous. Are those that are used at a certain time, when all the participants are present. They include the telephone and chat rooms.
- Asynchronous. May be used without participants coinciding in time. Forums, e-mails and notice boards are the most common.

Specific Target Groups for the GreenFood modules

- Professionals interested in e-learning without any particular knowledge in this field
- Farmers with no or little experience in e-learning

Specific Trainer's Profile

- Good knowledge of the direct or indirect processes of a training organization
- Previous experience as trainer and/or e-trainer

General objective of organising an e-learning course

It is to outline the methodology for organizing an e-Learning course covering a range of issues for the successful implementation of the course starting for designing phase up to assessment stage. We provide practical guidelines and advices for designing content and managing successfully an e-class. Special attention is given to the motivation of students who attend e-courses, since in an e-

Learning environment is missing the physical presence of the tutor and the monitoring of students progress can not performed directly.

Teachers can organise the learning process tailored to the needs of the learners and the character of the teaching module according to the following (Ecologica project 2006):

- Guidelines for evaluation prior, during, and after a training course
- Time management techniques
- The special characteristics of the e-learners
- Motivation techniques for decreasing the drop out rates of e-learners

Module Structure

Presentation of the objectives/goals and contents of the training module

- ▣ Methodology of organising an online course
- ▣ Time Management
- ▣ Characteristics of e-learners
- ▣ Evaluation
- ▣ Monitoring
- ▣ Working with a Virtual Group: Motivation & engagement

Suggestion of implementation of the module in a context of e-learning

a) Pedagogical methods

The trainer will use the following main pedagogical methods:

- ▣ Monitoring of students
- ▣ Interactive communication
- ▣ Development and discussion of case studies (working groups and individual)
- ▣ Development and discussion of tests related to own practice (individual)

b) Didactical/Pedagogical Resources/Material

- **E-mail** (Electronic mail is a method of exchanging digital messages from an author to one or more recipients. Modern email operates across the Internet or other computer networks.)
- **Forum** (An Internet forum, or message board, is an online discussion site where people can hold conversations in the form of posted messages. They differ from chat rooms in that messages are at least temporarily archived. Also, depending on the access level of a user or the forum set-up, a posted message might need to be approved by a moderator before it becomes visible.)
- **Chat** (Online chat may refer to any kind of communication over the Internet, that offers an real-time direct transmission of text-based messages from sender to receiver, hence the delay for visual access to the sent message shall not hamper the flow of communications in any of the directions. Online chat may address point-to-point communications as well as multicast communications from one sender to many receivers)
- **Shared blackboard** (A blackboard system is an artificial intelligence application based on the blackboard architectural model, where a common knowledge base, the "blackboard", is iteratively updated by a diverse group of specialist knowledge sources, starting with a problem specification and ending with a solution.)
- **Participant's Feedback Questionnaire** Feedback is a mechanism, process or signal that is looped back to control a system within itself. Here a questionnaire serves the purpose of altering and/or improving the features which students consider to be inadequate.

c) Duration

Duration of the courses is different, depending on the quality and the quantity of the teaching materials.

The minimum number of hours for courses to be acknowledged is 30 hours / module.

Specific Objectives for content designing of a course

To know the basic principles in order to design or to choose contents for e-learning through which formulated objectives are reached in competence terms.

To select determined contents for the competence development we want to teach.

To make every student feel a part of the process.

To assist students to create community of objectives and interests.

To solve doubts in an efficient way as part of the relation between two people with the same objective, to evaluate as part of the process, etc.

4. The GreenFood project platform

Once we have presented the overall characteristics of e-learning and its practical applications, let us briefly review the platform you are going to use for the course.

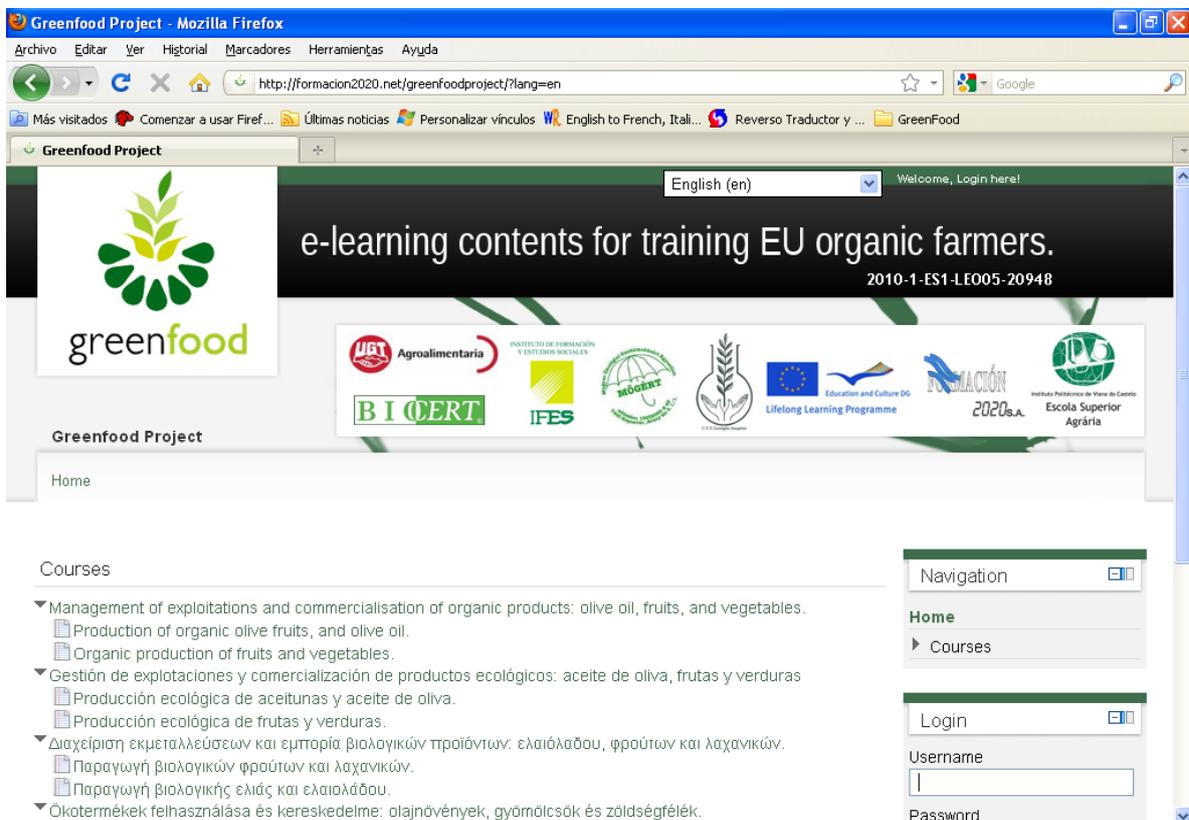
Remember that you need an Internet connection to access the platform. The address to be used is the following:

<http://formacion2020.net/greenfoodproject/>

We are going to briefly describe some of the platform's basic characteristics, including sampler images that will make easier to you to understand how it works.

It is important for the teachers to familiarize themselves with the platform well before starting the preparation of their course. The management of the course will be easier and allow time for dealing with the students focusing on their individual development.

Once you have typed this web address in your browser, the following screen will appear in front of you:



You are now ready to access the course, its content and resources.

Theoretical description

Before going into more detail on the course platform, let us include a brief theoretical description of the same to help you to understand how it works. We are also going to give you some extremely useful practical tips on how to teach an e-learning course.

Seen from the outside, the platform is a web site (Internet connection and suitable equipment needed) supporting user registration, on which individual students may adopt a role enabling them to interact in different ways with the platform itself and with the other users.

You will need the following equipment to access the platform:

- A PC: Windows or Macintosh.
- An Internet connection. The type of connection is not important, although the most recommended is an ADSL line.
- Internet browser connected: Internet Explorer, Chrome, Safari, Firefox, etc.
- The cookies on the browser you are using need to be activated.

Different types of user are present on the platform you are going to use for the course. The platform enables you to assign a series of roles to an individual, who allows the same to “do this and that” based on that role. For example, there is the role of the tutor (the one assigned to you) and this will enable you to access and edit the course content for students, create self-assessments and the final assessment items and mark them, etc. The administrator, is enabled to introduce any type of modification to the platform (alter the design, include specific resources, etc).

Teachers need to be registered, for which the platform will generate and deliver a personal and non-transferrable password to the e-mail address you have provided. Teachers have different role on the education platform and they have different right from the students: It means access to editing the education materials on the platform of course. Upload and edit course content. Set time frames for tests and assessments.

The password will have two parts:

- Username.
- Password.

You will not be able to access the course without these data. You will need to type in these data each time you connect to the platform.

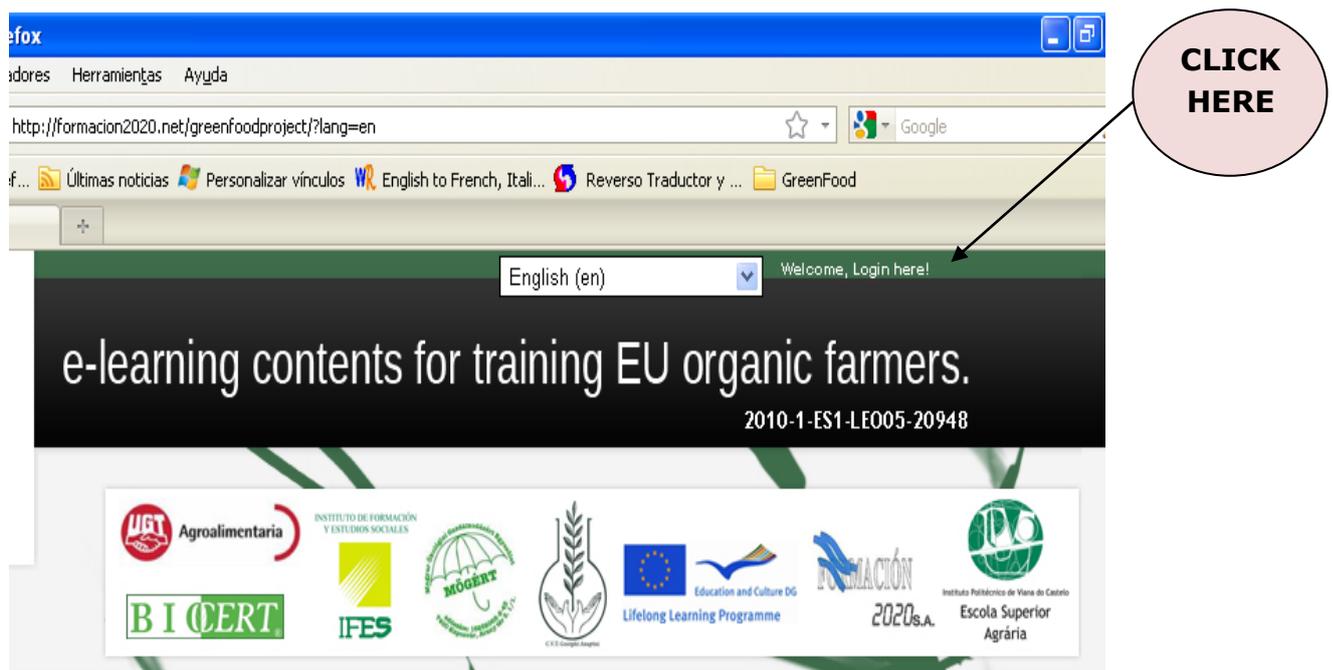
Practical description

As we have already explained, once you are on the course you will come face to face with different features: editing and uploading the theoretical content, self-assessments, final assessment, glossary of terms, forums, etc.

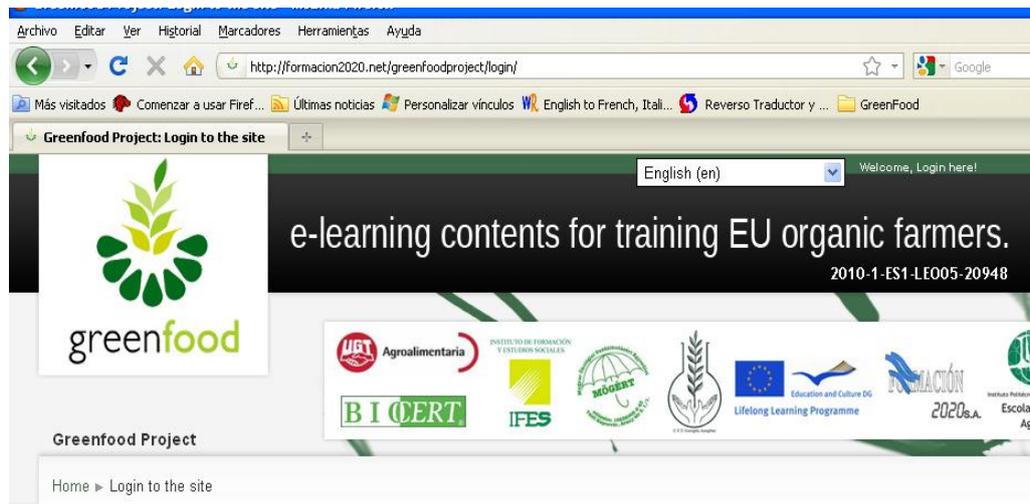
We are going to present to you each of these features within the course platform in a little more detail.

Once you have accessed the platform homepage to enter the course you have registered in, you will need to enter your user name and password.

In order to do so, you have to click in the proper section of the platform, as indicated in the following picture.



When you click on this option a window will open for you to enter your user name and password.



The platform will verify that your data are correct and you will be then given direct access to the course content and the different features and tools the platform offers.

Teachers have more rights, and then the students have - to make different operations on the platform. They have the access for editing their own course and it needs special ICT knowledge and information about operation and the content editing on the platform of the course.

Features and resources

The e-learning platform features a series of tools and resources operated and edited by the teacher to manage the course content.

- **Theoretical content.** In this case the content has been placed in modules and each module in teaching units. The self-assessment of each module is included at the end.
- **Self-assessments** are tests that students will find in each course module which enable them to evaluate the level of knowledge they have acquired. This will help for the teacher to establish which areas are needed to pay more attention to.

- **Final evaluation.** Before completing assessments are to be sure that students are familiar with the knowledge, as they are automatically delivered to the teacher/tutor for marking once they have been completed.
- **Quality questionnaire.** This is a survey for students to appraise the quality and structure of the course, the platform, quality of content, the role of the tutor and all those features you regard as relevant. It is important to make them complete this survey as this information will serve to alter and/or improve those features which they as a student consider to be inadequate.
- **Bibliography and documentation.** Include documents and links providing additional information. This information may be extremely useful both for clarifying ideas and doubts and for expanding the basic knowledge provided by the course.
- **The links:** are connections to other websites or documents with additional information on some of the issues in relation to the course.
- **Hypertext** is often applied for course materials that enables the student to connect different text of visual information immediately related to the learned subject. Hypertext is a text displayed on a computer or other electronic device with references (hyperlinks).

Having been familiarised all of these information of e-learning it is time to make the first real steps on the way to start your first on-line course.

To start editing the content of your course you should read the technical guide related to the Green Food platform: Guide for content edition.

5. Bibliography

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