



EUROPEAN UNION
European Regional Development Fund



EDU-SMEs

EDU-SMEs Handbook: Guidelines to teachers

INTRODUCTION

The EDU-SMEs Handbook was created in a form of guidelines to teachers designing and implementing the EDU-SMEs e-learning course “International Business Strategies of SMEs”. It may be used a reference point after the project ends for further developing and updating e-learning materials and implementing cross-border assignments (CBAs). This handbook aims to provide guidance, advice, useful tips and ideas in the CBA and E-learning processes.

The EDU-SMEs handbook consist of two parts. Part I covers the description and instructions for implementing cross-border assignments as part of the teaching curricula. Part II provides guidelines and advice to teachers when creating learning materials for e-learning course.

During the duration of the EDU-SMEs project the e-learning course and its materials were designed in the MOODLE e-earning environment. It has been implemented, tested and updated. A selection of modules and topics are to be transfered to the Eliademy e-learning platform and possibly integrtaed into other e-learning projects.



MAIN PLAYERS IN A CBA

There are three main players to a CBA:

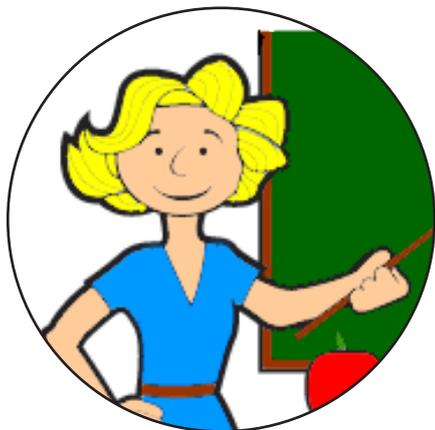
1. A team of **teachers** at each partner University of Applied Sciences.

The teachers are the key persons that decide what cross-border assignments to accept into their courses. The assignments should be possible to accomplish within the time frame of the course (or other study module) and they should lead to learning outcomes in line with the overall aim of the course. The teachers also provide guidance to the students during the CBA.

2. The **students** who conduct the CBA. They form teams where necessary competencies are available. They are also in close contact with their teacher and the SME abroad at least 3 times during the assignment:

- 1) before the start: to make sure goals are clear to both parties
- 2) mid-term: to report status and to agree on the next step
- 3) in the end: to present their final result to the company and to get feed-back on their result

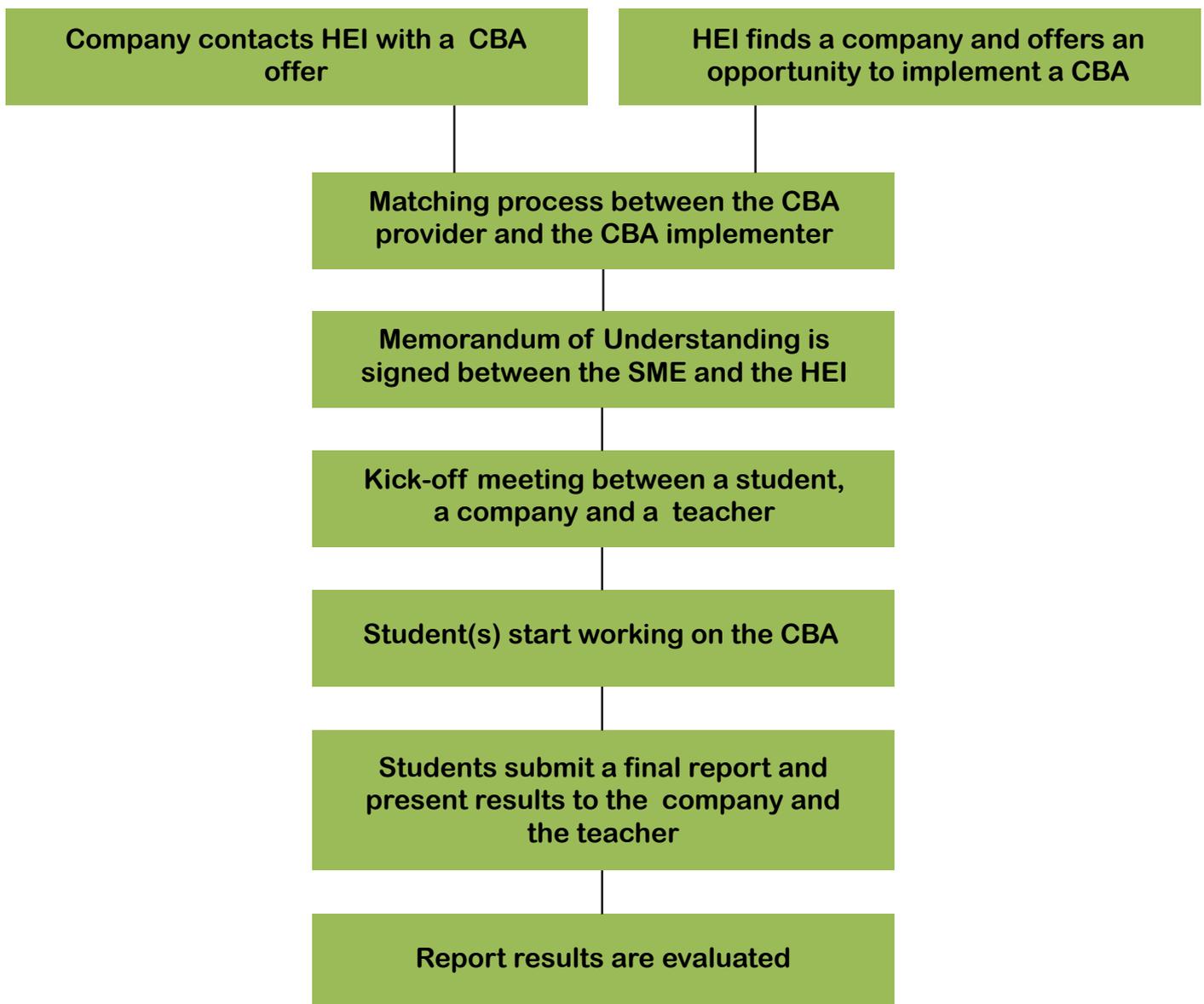
3. The **SMEs** who provide CBAs. They will also assign a business tutor who will closely guide the students through the process and answer company-related questions, which may arise. The business tutors will be available, either in the e-learning environment of EDU-SMEs or on-campus.



CBA PROCESS CHART

Based on the previous experience of our partners, a model or a chart for a CBA processes has been developed to help all the parties involved in the CBA implementation and to guide them through different steps of the process. Figure below outlines the different steps in the CBA process.

Figure 1. CBA process chart



CBA PROCESS IN PRACTICE

The process of CBA implementation can be divided into three main parts:

INITIATION

During the initiation phase, a suitable CBA is identified. This can be done in two different ways. It can happen that an interested SME contacts a higher education institution (HEIs) itself and offers an assignment. Otherwise, HEI identifies a potential company for a CBA and offers to implement it.

Once the first university-business contact is made, participating faculty teachers match the needs of the company with the requirements of a study programme or a course, which allow for CBAs, and identifies the best way of integrating the two, in a way that is aligned to the learning objectives of the course.

Teachers in the country where a company would like to have their CBA implemented submits the assignment to students. Students can choose to work in groups or individually on a given project.

In order to clarify the different roles of all participating parties in a CBA implementation, faculty and company sign a memorandum of understanding (MoU).



IMPLEMENTATION

After the matching process and the agreement between participating faculty and company is signed, students can start working on the assignment. Guidance to students is made available by the dedicated teacher and the representative of the company throughout the implementation process.

A kick-off meeting is organised between students, teachers and the company to clarify the requirements and the tasks of the assignment. Direct student-company communication remains important and is facilitated by extensive use of CTs tools.

After accomplishing the tasks set out in the CBA, students write a report and an executive summary for the project and submits it to both the teacher and the company.

Structure of the CBA report shall consists of:

- Executive summary
- 1. Introduction
- 2. Theory
- 3. Methodology
- 4. Results
- 5. Conclusions and recommendations
- 6. References
- 7. Appendices

Results of the CBA are also presented to the faculty and the company by arranging a videoconference, so that all three parties are present.

EVALUATION

The CBA is then evaluated. The company provides feedback to the student on the results and findings in the report. The teacher evaluates student's work on the basis of the report and the integration of theory and practice. Students themselves provide feedback about their experience in working with the CBA: challenges and positive outcomes. In addition, company can also opt in providing a more private feedback to the student.

II. Designing E-learning course

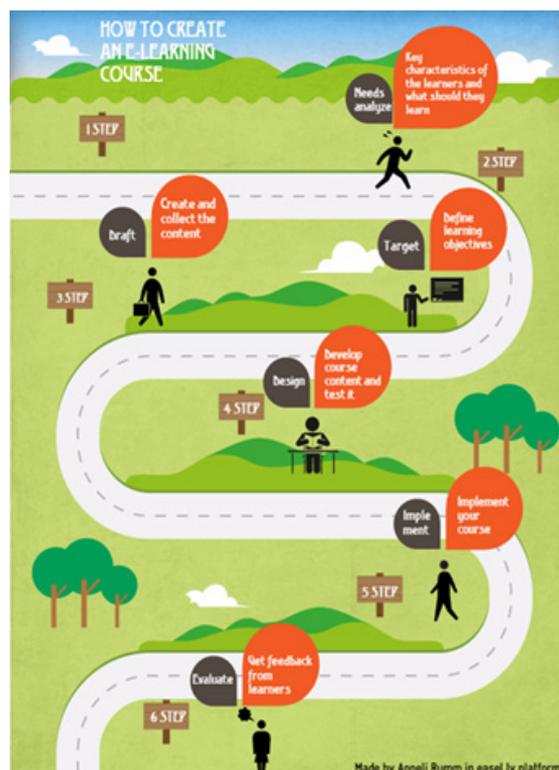
DESIGNING E-COURSE MATERIALS

In this part of the handbook guidelines to teachers will help you understand the process of creating the EDU-SMEs course. Here you can find useful tips and ideas for creating interesting materials. If you need more guidance please contact Anneli Rumm (anneli.rumm@eek.ee) or Kaja Lattu (kajala@tktk.ee). If you have an educational technologist at your university, do not hesitate to contact him/her directly.

The EDU-SMEs e-learning course “International Business Strategies of SMES” contains different modules in the areas of internationalisation of small- and medium-sized enterprises (SMEs). It was designed in such a way that it could be taken as a whole or in parts, depending on the needs and requirements of the study programme at different partner universities.

E-course materials are designed in such a way that it would include a possibility for students to carry out a real-life CBA, i.e. tasks for a company interested in a market across national borders.

Image 1. How to create an e-learning course



DESIGNING E-COURSE MATERIALS

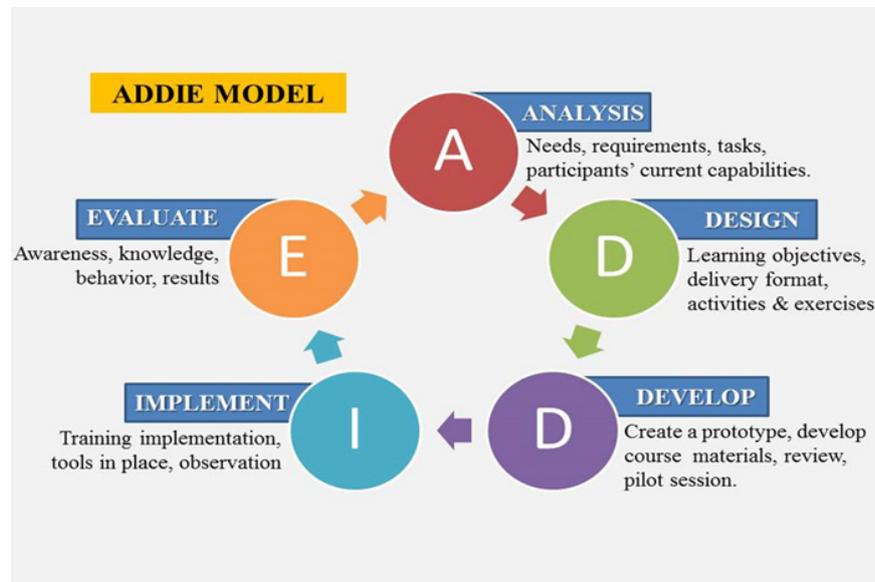
CREATING THE E-LEARNING COURSE “INTERNATIONAL BUSINESS STRATEGIES OF SMES”

To start, please notice that in the Moodle course you have MS Excel table for course modules, MS PowerPoint template for slides and a News Forum, where all participants in e-course design and implementation can post important information to other e-course teachers.

Moodle will be used for planning e-learning course modules and for e-course implementation, as well as internal communication. The final and finished course will take a form of a MOOC (massive, open, online, course) in Eliademy.

For the purpose of planning and designing e-learning material, we use the instructional model called ADDIE (See Figure 2.) (Pershing, 2006, 342-343).

Figure 2. ADDIE model



The key features of ADDIE model are:

- to analyse needs, target audience and content;
- to plan the course on paper (learning objectives and goals, structure, content and delivery);
- to develop the course (materials, tasks, tests, ect.);
- to implement the course in real-life teaching and learning process;
- to make a final evaluation of course quality.

What follows is the list of important points to consider when you are preparing the materials.

DESIGNING E-COURSE MATERIALS

WHAT IS SUITABLE FOR MOOC?

MOOC is an open course where students can freely join and act.

Usually MOOC consist of short video-lectures, weekly discussions between students, readings, tests and tasks. The key aspects are well-structured content to support community- and task-based learning, automated assessments and social learning activities. There is need to keep in mind that teacher is not present in MOOC as in the classrooms, so there is need for more written explanation and scaffolding to guide learners.

THE PURPOSE OF THE MODULE

Ask yourself and define what a learner will achieve when he/she finish a concrete e-course module? What are the learning outcomes of this module? Find one core idea of your module and engage learner's emotions through a story. Keep in mind that learners can often be overwhelmed with information overload, so introduce materials which are the most important to achieve the learning outcomes.

Provide content description: what are the main topics, what kind of assignments learners will have to implement, what kind of materials they will be able to use (video, PowerPoint, links, other materials), how long it will take to pass the module or topic etc.

SCATE pedagogical model (Mimirinis & Dafoulas, 2005) will help you through the process.

SCATE acronym consists of five main points:

- **scope** (introduction, specific objectives, prerequisites, requirements);
- **content** (text, audio, video, animation, etc.);
- **activity** (practice, multiple- choice-type questions and simple quizzes with correct/incorrect feedback and best answer, an independent work and self-evaluation, self-tests);
- **thinking** (reflection via questions what are integrated in text, tasks to practice right away what has been learnt or share the thoughts with other learners);
- **extra** (closure references to additional materials, further learning).

DESIGNING E-COURSE MATERIALS

LEARNING MATERIALS

The design of your learning materials must be engaging and easy to manage for a learner because the e-course will be self-paced. If you want to add more materials for the teacher, then please mark those with a title “Additional materials for the teacher: topic ...” or for the learner – “Additional material for the learner: topic ...”.

Materials must be well structured: use bold or colors to show what is most important, add images and schemes. Videos must be uploaded to Vimeo or YouTube. Videos can be a short lecture (6 min) with slides, a demonstration on screen, a discussion or an interview.

Keep in mind that learners have different learning styles.

Check News Forum to find some useful tips for creating the content.

COPYRIGHT

When you add some materials, you must be sure that you have ownership of them and you can share them in our project.

If you use work of other authors, provide credits and ask for permission prior to publishing it. When you make new material, please acknowledge it as EDU-SMEs material and include the logos of Interreg and European Union, as well as Creative Commons license.

The University of Western Australia has a good guide about creating free-to-use materials:

<http://guides.is.uwa.edu.au/c.php?g=325381&p=2177043>.

EVALUATION

You are free to choose the method of evaluation. It should confirm that a student has achieved learning outcomes successfully.

DESIGNING E-COURSE MATERIALS

USEFUL TOOLS FOR CREATING E-LEARNING MATERIALS

Text:

MS Word, Adobe (pdf file)

<https://www.pdfescape.com/>

Videos:

smartphone, video camera, Windows Movie Maker, iMovie for Mac

<https://www.zaption.com/>

Upload to Vimeo, Youtube, depends on where your school has an account

Animations:

<https://biteable.com/>, <https://www.moovly.com/>

Audio:

smartphone recorder, computer recorder, microphone

<http://vocaroo.com/>, <https://soundcloud.com/>

Web-based tests:

<http://learningapps.org/>, <https://quizlet.com/>

Lesson presentations integrating audio and video:

<https://www.techsmith.com/camtasia.html>

SOURCES

Mimirinis, M., & Dafoulas, G. A. (2005). Enriching a Pedagogical Model for the Implementation of a Virtual Training Environment. Proceedings of the Fifth IEEE International Conference on Advanced Learning Technologies (ICALT'05). DOI: 10.1109/ICALT.2005.141

Pershing, J.A. (Ed.) (2006). Handbook of Research on Human Performance and Instructional Technology: Principles, Practices, and Potential (3rd ed.). San Francisco: Pfeiffer



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