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Online Courses

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Agenda

- › E-learning principles at University of Groningen
- › Project 1: learning from native speakers
- › Project 2: MOOC energy together with Tanzania
- › Project 3: Social Networks in Teacher Education



Principles of e-learning for own students:

- › We are an onsite campus. The idea is that students learn more onsite than online (socializing, culturalisation, bildung)
- › E-learning (blended, online courses) should and can support the (onsite) learning process:
 - Support the match between student and program
 - Support cooperation between staf and students, also international
 - Support cooperation between studens, also international
 - To give direct and frequent feedback to students
 - To improve the time on task for students
 - To support active methods where students really have to think about the learning materials
 - Paying attention to differences in learning styles and intellectual levels of students
 - Following an online course elsewhere is treated similar as following an onsite course elsewhere. The student needs to prove that the course and what he did is the appropriate sort of knowledge and level



Project 1: learning from native speakers

- › In Spanish language department
- › Dutch students have little experience with Spanish language
- › Online video collaboration tool (webinar)
- › Dutch students work together with Spanish students on certain tasks, using Spanish language as the mean of communication




Project 2: MOOC energy academy

- › Sustainable Energy is one of the three main research topics in Groningen
- › Developing MOOC: introduction to sustainable energy (branding the university)
- › In Tanzania energy is becoming a big business
- › Strategy:
 - Advertise in Tanzania to get students to the MOOC
 - After the MOOC, additional courses in energy together with local partner universities in Tanzania



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SoNetTE

Social Networks in Teacher Education

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The problem

- In teacher education many small subject related research topics with few researchers/experts
 - Example 1: presentism in history education
 - Example 2: how to use home science experiments/experience in science education
 - Many interested teachers, but scattered throughout Europe
- Difficult to gather research data from different countries
- Teachers have little access to research/expertise
- Teachers have little access about teaching their subject in other countries



The solution

- > Researchers/experts offer an online course (small „MOOC“)
- > Teachers and student teachers throughout EU can cooperate together within the course with support of the researcher/expert
- > Aims:
 - Professional development of (student) teachers
 - Exchange (cultural) knowledge
 - Collecting research data, where applicable
- > The online course will be open like a MOOC
 - The researcher opens access to knowledge about topic
- > The cooperation will be closed in a „social network“
- > In future hopefully: gathering data via open course





Proposed results

- > 20 online courses/social networks in different fields (math, history, foreign languages, special education etc.)
- > Guidelines for researchers how to support professional development of teachers and gather research data at the same time via online courses
- > Analysis of learning results of involved (student teachers)
- > www.sonette.org



Cooperation France - Netherlands

- › Design students cooperation to support language learning
- › Developing shared MOOC for start up activities, like energy academy
- › French teacher education lecturers can participate in SoNetTE



Merci !

- > Comments, Questions
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