



Didactic and media technology recommendations for planning a digital course¹

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Aspects of curriculum design	Didactic recommendations	Media technical recommendations
Target group	Consider what you know about the learners and their previous knowledge of content and media technology. Especially if you work a lot with digital media and tools, you should find out what experience the learners have in working with these tools - and give them instruction if necessary.	For the collection of previous knowledge it is suitable to use: <ul style="list-style-type: none">• Stud.IP: Fragebogen/ Questionnaire• ILIAS: Umfrage/ Survey Suitable for the introduction to a digital tool are: <ul style="list-style-type: none">• Show the tool and its functions in a screencast (Record your screen as video)• Showing the tool and its functions in a live online meeting
Learning goals and desired competencies	Create transparency about the intended learning outcomes and formulate clearly what learners should know and be able to do at the end of the course.	For the presentation of information on the course (e.g. learning objectives) the following are suitable: <ul style="list-style-type: none">• Information page in Stud.IP• Entry page Entry page in your ILIAS course (e.g. placement of a block on top)
Examination and study achievements	Create transparency about the work/time expected from learners (performance, workload). Formulate clear tasks with indications of the time required. Keep in mind that learners often need significantly more time to complete work assignments in self-study phases than in classroom exercises. Therefore, allow the learner sufficient time and avoid tight deadlines for submissions.	For the presentation of information about the event (e.g. workload) the following are suitable: <ul style="list-style-type: none">• Information page in Stud.IP• Entry page Entry page in your ILIAS course (e.g. placement of a block on top) The following are suitable for the organization of submissions: <ul style="list-style-type: none">• Stud.IP: Hausaufgabenordner/ Homework folder• ILIAS: Übung/ Exercise
	Think about how you can check whether learners have reached the learning goal - and how far away they are from the goal on the way: <ul style="list-style-type: none">• Give learners feedback on their learning progress already during the event.• Give learners the opportunity to practice what to do in the exam (e.g. writing a test as preparation for the final exam or writing an exposé to prepare a term paper)	For feedback in live online meetings: <ul style="list-style-type: none">• Voting systems/ Surveys/ Quiz like ILIAS Live Voting, MS Forms, Webex Survey Suitable for feedback in asynchronous phases are: <ul style="list-style-type: none">• ILIAS-Selbsttests/ ILIAS self-tests• ILIAS exercise with peer feedback or feedback by tutors/ lecturers
Communication	Think about how you want to communicate with your learners. Avoid frequent changes of communication channels to avoid information not being read.	Suitable for communication are: <ul style="list-style-type: none">• Stud.IP: Ankündigung/ Announcement, Forum, Rundmail/ Circular mail• MS Teams: Chat• ILIAS: Forum, Rundmail/ Circular mail, Infoblock on start page
Sequence of the event	Develop a clear structure for the event. Communicate the course or timetable of the course to the students at the beginning of the semester. Explain the purpose of the online self-study phases or live online meetings (or presence phases) and their benefits for the learning success of the learners.	The following are suitable for illustrating the sequence: <ul style="list-style-type: none">• ILIAS course page: Sitzungsplan/ Meeting schedule• ILIAS-Kursseite: block on top, Sitzungen/ sessions, Ordner/ folder, Akkordeon/ accordion

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Teaching/ learning activities in asynchronous self-study phases	<p>Think about how you can impart knowledge. When preparing and conveying your content, remember that learners in self-study phases face greater hurdles if they have difficulty understanding than in classroom courses, in which they can ask fellow students or you as a lecturer.</p>	<p>For the transfer of knowledge are suitable:</p> <ul style="list-style-type: none"> • Stud.IP: Files (Script) • ILIAS: Video (Mediacast, E-Lecture, Interactive video), Lernmodul/ Teaching module <p>For the collection and answering of open questions:</p> <ul style="list-style-type: none"> • Stud.IP: Forum, Bulletin board • ILIAS: Forum • MS Teams: Chat • Onlinequestions.org
	<p>Think about how learners can actively engage with the topic of your course. Keep in mind that learners often need significantly longer to complete work assignments in self-study phases than in classroom exercises. Therefore, allow the learners sufficient time and avoid too tight deadlines for submissions..</p>	<p>For the active processing of knowledge are suitable:</p> <ul style="list-style-type: none"> • Stud.IP: Wiki-Web (collaborative preparation of content) • ILIAS: Interactive video (Questions and comments about a video), Wiki (collaborative preparation of content), Blog (Preparation of topics), Glossary (Collaborative collection of key terms and definitions), Lernmodul/ Teaching module (Aufbereitung eines Themas), Datensammlung/ Data collection (collaborative collection of structured data on a topic), Übung/ Exercise (Submission of a file or text, combined with a deadline; possibility for peer feedback)
	<p>Create a framework so that learners can communicate with each other, but also with you as a lecturer. Maintain communication with the learners. As an empathic and motivating teacher you contribute a lot to the learning success of the learners.</p>	<p>Suitable for communication in asynchronous phases are:</p> <ul style="list-style-type: none"> • Stud.IP: Ankündigung/ Announcement, Forum (Collection of open questions, important points, further aspects, etc.), Circular mail • ILIAS: Forum (Collection of open questions, important points, further aspects, etc.), Circular mail • Webex Meeting/ MS Teams: regelmäßige Online-Sprechstunde (regular online consultation hours (use the ILIAS booking pool for the allocation of appointments))
	<p>Use automatic feedback options to provide your students with feedback on their performance and level of knowledge. In large courses with many students, it is usually not possible to give feedback to each individual. However, by using self-study tests, all learners can very easily receive automatic feedback on their knowledge level. In smaller courses, you can give feedback to learners via comments on specific learning objects created by the learners. Furthermore, peer feedback procedures are also possible.</p>	<p>For feedback in large courses are suitable:</p> <ul style="list-style-type: none"> • Stud.IP: Fragebogen/ Questionnaire (Quiz/Test for knowledge verification) • ILIAS: Test (Quiz/Test for knowledge verification) <p>For feedback in small courses are suitable:</p> <ul style="list-style-type: none"> • ILIAS: Übung/ Exercise (Submission of files, texts, portfolio, as individual or group work; possibility to implement peer feedback scenarios), Comment function for Wiki, Blog and Teaching module

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Teaching/learning activities in synchronous online meeting	Use live online meetings especially for communication and interaction with learners. If you are teaching content, regularly (after 7 minutes at the latest) include phases of activation, e.g. a short quiz, a survey, collecting open questions in the chat, etc.	Here you will find helpful tips for conducting webinars: https://bit.ly/36HzVja ; https://bit.ly/2F7tL0m
	Promote the active processing of knowledge. Enable the asking of open questions. Plan phases of oral and written exchange. Develop new ideas together. Work together on topics.	For the active processing of knowledge in live online meetings use: <ul style="list-style-type: none"> • Partner or group work: Breakout-Rooms (in Webex oder MS Teams), e.g. for group discussions • Survey/Quiz: ILIAS Live Voting, Survey in Webex, Quiz with MS Forms in combination with MS Teams • Collect and evaluate open questions (e.g. www.onlinequestions.org; Chat) • Brainstorming with pro/contra arguments and voting (e.g. www.tricider.com) • Peer Instruction: 1. step = Vote/ ask a knowledge question (e.g. via Webex Survey or ILIAS Live Voting), 2. step = Discussion about correct answers in small groups (in Breakout-Rooms), 3. step = renewed voting / knowledge question • Collaboration and exchange via an online whiteboard (MS Teams/Review; Webex Meeting) or a digital pinboard (z.B. www.flinga.fi)
	Give learners feedback on their performance and level of knowledge. This can also take the form of a comparison with a sample solution or a quiz, in which the learners individually compare the target and actual status.	In order to give learners feedback in synchronous live online meetings, quizzes or polls are suitable: <ul style="list-style-type: none"> • ILIAS Live Voting • MS Forms in combination with MS Teams • Survey in Webex Meeting
Connection of asynchronous self-learning phases and synchronous online meetings	Gather feedback from learners on the work in the online self-study phase and take up suggestions. Link presence and online phases in a meaningful and transparent way. Use online self-learning phases to prepare for and follow up on online meetings, e.g. in line with the Inverted Classroom concept.	To exchange experiences, discuss results and use the possibilities of the web conference systems: <ul style="list-style-type: none"> • Screen sharing • Online-Whiteboard • Chat • Survey • Breakout-Rooms
Get feedback on the event	Get regular feedback on the event: What works well, what does not work well? What is the workload? Where do learners need more support?	To obtain feedback on the course, the following are suitable for asynchronous phases: <ul style="list-style-type: none"> • Stud.IP: Questionnaires; Course evaluation • ILIAS: Surveys or Votings In Live Online-Meetings: <ul style="list-style-type: none"> • ILIAS Live Voting • Webex Survey • MS Forms