

Overview and interrelations of the 40 chapters – Teaching2030

Moduls	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
Module 1 Teaching role 2030	<i>New challenges facing the teaching profession:</i> changing roles (teachers as guides), technology, learning environments	<i>Teachers as technical performers:</i> technology as important tools for successful teaching, overcoming the hurdles	<i>Teachers as personal guides:</i> efficient cooperation with students, personalized learning, guidance counselling	<i>Creating learning environments</i> new learning spaces, classroom climate & culture, formal, non-formal and informal learning	<i>Social media networkers:</i> using SN for personal career, acquisition of projects, interconnectivity, SN for collaboration
Module 2 Communication in class	<i>Communication is like a large ocean:</i> teacher in diverse roles, effective communication in class	<i>Storytelling in teaching:</i> Teacher as presenter, infotainment, storytelling, creating good stories, attracting attention	<i>Two-sided communication:</i> peer/feedback, inverted classroom, teacher as coach	<i>Inspiring discussion in class:</i> Socratic Method, Critical Thinking, self-reflection, teacher as moderator	<i>Intercultural communication:</i> communication, culture, competence: managing situations
Module 3 On-campus training	<i>Engaging in the on-campus experience:</i> experiences and needs of students, good and great teaching	<i>Promoting skills-based learning:</i> practical work; case studies, learning based on competencies	<i>Diversifying learning approaches:</i> team work, self-study; peer learning, field work, inverted classroom	<i>Organizing learning spaces:</i> seating arrangements, light, sounds, spaces, design for keeping up attention	<i>Gamification:</i> Interconnecting digital technology, involving technology in class, serious games
Module 4 E-learning materials	<i>Technology is on your side:</i> decreasing fear, importance of use, choosing the right tasks	<i>LMS help your teaching:</i> collaboration through the entire teaching process, advantages and functions of LMS	<i>The effective use of MOOCs:</i> use of MOOCs and online courses, cMOOCs and xMOOCs	<i>Producing instructional videos:</i> production of videos; self-presentation in videos, technical standards	<i>Playing with realities:</i> independent tools, virtual, mixed and augmented reality, finding the best tools for teaching

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Module 5 Social networks (SN)	SN as teaching tools: functions of connecting, sharing, collaborating, using social media in class	SN as innovative teaching instruments: need of modern education; adapting teaching methods	Using SN for collaboration: class material, influencing discussions, authoring; collaborative work	User generated contents of SN: interactive media: engaging with students via blogs, wikis, forums, posts, chats, tweets, podcasting, pins, images, video, audio	Risks and challenges when implementing SN: responsibility, privacy policy, cyberbullying, distractions, implementing robust policies
Module 6 Writing skills on the web	Understanding online text types: interactive and monoactive texts; characteristics, which text is used for which purpose?	Raising awareness for online writing styles: principles: embedding, linking, filter bubbles, inhibition threshold, searching & deleting	Promoting and presenting research to non-academics: online science, blogs, marketing mix of science, new style	How to use visual elements effectively: importance of visuals message “at a glance”, imagination, knowledge retention, different visuals	How to write in a responsible & respectful way: netiquette, the three Rs, privacy policies, fake news, quotations, legal aspects
Module 7 Virtual classrooms (VC)	Let’s go virtual in VCs: importance of VCs, advantages, differences to traditional teaching, tools in VCs	Skills and abilities of the VC teacher: moderator, communication expert, master of tools and technology, designer of tasks	Planning an effective VC session: choosing the ideal tool for tasks, preparing the entire setting, combining the VC functions	Implementing an effective VC session: communication with students, time management, technical issues, teacher as moderator, mastering tools	Evaluating an effective VC session: usefulness, personal evaluation, feedback from students, achieved learning outcomes, improvement
Module 8 Blended learning (BL)	The philosophy of BL: communication & roles, technology, learning environments, planning of activities & tasks	Teaching the next generation: characteristics, meet the students’ needs, attitudes and learning styles	Blending teaching methods: tasks in on-line, on-campus & self-study phases, collaborative & individual functions	Getting ready for teaching: controlling activities & time, keeping up attention, bridging gaps between isolation & group work	Promoting BL courses: social networking, maintaining activities, attracting new students, “marketing” of activities

