From an e-learning platform to a professional skills training system – the results of the project "International Partnership for Improving the Quality of Teaching in Vocational Schools" in brief

Łomża, March 2017

"International Partnership for Improving the Quality of Teaching in Vocational Schools" within Erasmus+ Strategic Partnerships

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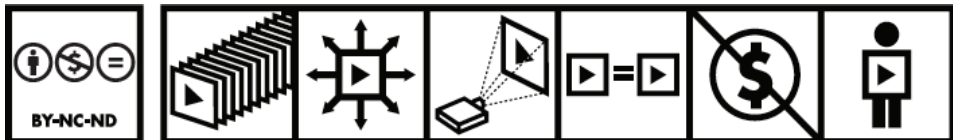Zespół Szkół Ekonomicznych i Ogólnokształcących nr 6
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The publication is free of charge.

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Can vocational training of XXI century be attractive and efficient?

The affirmative answer to this question outwardly seems to be simple. Yes, in XXI century vocational training must be attractive and effective for all the people participating in it, which means students, teachers, employers. The only question here is how to do it.

This problem was faced efficiently by the three cooperating schools: Zespół Szkół Ekonomicznych i Ogólnokształcących nr 6 from Łomża, Daugavpils Tirdzniecības profesionālā vidusskola from Latvia and Vilniaus technologijų, verslo ir žemės ūkio mokykla from Lithuania as well as the firm Perfect Project Ltd. from Białystok- the business partner, within the project Erasmus+ Action 2 "Strategic Partnership", "International partnerships for improvement of the quality of teaching in vocational schools". The main aim of the project was modernization of the learning system through preparation, testing, promotion, putting into practice innovative methods and techniques of teaching with the use of the modern tool which is the educational platform MOODLE, for assessment of skills and professional qualifications (the result of activities of ZSEiO nr 6 in Łomża), with the use of innovative methods and techniques using multimedia technologies and ICT (the result of activities of Latvian school), elaboration of materials for learning vocational subjects (the result of activities of Lithuanian school) and formation of the system of training connected with the project, in which students and teachers from cooperating schools take part, but, and this should be highlighted, any person interested in modern vocational education can benefit from it, practically from the whole world (all materials are accessible in the English version).

Vocational training as such is effective and attractive because MOODLE platform allows participants to prepare, gather, share didactic materials, participate in discussions, organise group work, evaluate effects of teaching, monitor the whole process. Mobile version of the platform with the application for smartphones allows any person who is interested and, which is vitally important, motivated by the modern tool to gain new skills and gather knowledge in any place and time and to begin his/her educational adventure.

Our publication contains not only the results of the "project" work but it is also a kind of a guide for persons who will be eager to take advantage of the attractive and effective way to improve their vocational skills.

We are convinced that our actions have fit in the needs of modern didactics, the needs of contemporary labour market and modern economy based on practical abilities and knowledge effectively. It should be highlighted that during our uneasy partnership between cooperating Polish, Latvian and Lithuanian schools not only have the collaboration started but also cordial friendship which, we hope, will remain for many years to come.

In the name of the Leader of the Project-n ZSEiOnr 6 in Łomża we would like to thank warmly our partners – principals, teachers and students from Daugavpils Tirdzniecības profesionālā vidusskola from Latvia and Vilniaus technologijų, verslo ir žemės ūkio mokykla from Lithuania as well as the Perfect Project LLC from Białystok, all good-hearted and evaluative participants, co-creators and observers of our actions. We would like to thank the NA Erasmus+ team for help and support and we wish the readers of our publication and participants of the courses attractive and effective improvement of their skills.

Project Leader

RESULT 1

Zespół Szkół Ekonomicznych i Ogólnokształcących nr 6, Poland

Magdalena Salamońska, Małgorzata Skrodzka, Ewa Walewska, Katarzyna Zając-Malinowska

MODERN TOOL FOR ASSESSMENT OF PROFESSIONAL SKILLS AND QUALIFICATIONS WITH THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY

Lomza, 2014 – 2017

EDUCATIONAL PLATFORM
http://ekonomik-lomza.moodle.org.pl/

Some history… that is our way to MOODLE

First Signals

The end of the twentieth century is the rapid development of telecommunication, digital and computer techniques, as well as TV and multimedia. These changes had an impact on learning and teaching, but the real breakthrough in the popularity of distance learning came with the oncoming Internet era. This source of information is most often used for educational purposes. The use of the latest achievements of information technology and the Internet in teaching is commonly defined as e-learning.

Web-based Learning

It allows users to reach reliable, "filtered" sources of knowledge. A key element of this solution is the systems provided with tools to the organization of educational process with a high degree of interactivity. These systems are called e-learning platforms. With the use of components of the platform you can prepare, collect and disseminate teaching materials (in the form of text files, graphics, audio-video), participate in discussions, organise work in groups to analyse the effects of teaching (tests, surveys, quizzes), keep complete statistics and control of the learning process. E-learning platform is a system designed to manage all the processes related to the organization of teaching on the Internet.
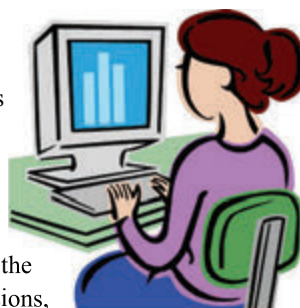
What Students Expect

Expectations of students have changed: they want to gain knowledge, though not always in such a way that a traditional school suggests. They want to influence decisions on the selection of content and rational use of time. To meet the needs of students of cooperating schools, a team of project partners decided to use the e-learning platform as an innovative tool to improve the quality of education in vocational schools.

The system supporting processes of remote teaching and learning is already mentioned Moodle platform (**Modular Object Oriented Distance Learning Environment**) - http://ekonomik-lomza.moodle.org.pl/

Picture 1: Educational platform http://ekonomik-lomza.moodle.org.pl/

Some Technical Issues

The MOODLE software is written in the popular PHP scripting language and allows free use of databases (MySQL, PostgreSQL, etc.). Moodle can be installed in any operating environment; its availability is therefore virtually unlimited. The platform itself is built as a classic online database application. This means that the data associated with resource users or conducting activities are stored in a database. PHP scripts support both business and presentation layer, communicating with the user through the http protocol.

Such a solution makes this platform not require exorbitant hardware; what is more, it can be installed on most of the currently used network servers. MOODLE is available in a form that provides support for only one organizational unit within a single virtual server, and one database. The availability of both the mobile site and mobile applications in all current

systems makes the tool fit perfectly into both mobile and distant education (m-learning and d-learning).

Platform Capabilities

What is an Educational Platform

Educational platforms are computer systems that allow to organize and support teaching and learning with the use of the Internet. We define them as LMS, derived from the English term Learning Management System. The basic tasks of these systems deal with the accumulation of teaching materials, organising and sharing content on the Internet. MOODLE supports modern education (collaboration, activities, critical reflection). It can be used both for the activities on-line, and as a follow-up to traditional classes. It has a simple, compact, efficient, compatible, low-tech browser interface. MOODLE runs on any computer that supports PHP and works with many types of databases (especially MySQL).

Student and Teacher in MOODLE

MOODLE is a package designed to create courses conducted via the Internet. A student (course participant) is an active entity, who creates its own system of knowledge, benefiting from the learning sources available to him. The role of the teacher, apart from motivating and supporting pupils, primarily comes down to the allocation of tasks and formulating questions and problems for students to solve.

According to the assumptions, knowledge is absorbed most efficiently when we deal with learning through cooperation. This is possible when students work in a group, share their own experience and opinions, and when they are open to the experience and opinions of others.

Colleting Materials

Teaching materials collected on the platform can be created in other systems and transmitted to the platform. However, many platforms, are equipped with their own word processing, graphics, web pages – you can use them to create teaching materials directly on the platform. In addition, each platform usually has its own set of "tools" to create a variety of exercises and activities for students. Once you learn how to use them, you can create interesting tests, quizzes, competitions and other tasks on the platform.

Creating learning content is only part of what a good course management system is. It can be done in many ways and it includes:
- ✓ access to information about the participants of the course;
- ✓ the possibility of dividing the participants into groups;
- ✓ calendar – organizer of the platform, course and participant;
- ✓ adjusting the scale of assessment;

- ✓ management evaluation;
- ✓ file transfer.

Organising

Adding a component of the course with the use of MOODLE modular form is a simple process. Teachers can edit their own courses, and thus they can be constantly improved and adapted to the needs and capabilities of a particular group of participants.

Flexibility of MOODLE

Moodle gives you complete flexibility, because the use of the platform can be started from any component (e.g. a discussion forum or a single resource). The platform enables a wide range in terms of contacts between course participants – from the public forum entries, visible for everybody to private messages.

Sharing

An important issue when choosing a tool was not to make the software difficult to use; it was meant to be as intuitive as possible. MOODLE is already used in some schools and institutions in Poland and neighboring countries, while it is a completely innovative tool among project participants. An important component of MOODLE is the moodle.org website, which is a center of information, discussion and cooperation among MOODLE users, including teachers, students and staff of partner institutions.

Picture 2: Partner schools:

"International Partnership for Improving the Quality of Teaching in Vocational Schools"
within strategic partnerships developed in the sector **"KA2 Education and Vocational Training"**

based on the educational platform at http://ekonomik-lomza.moodle.org.pl/

Using an educational platform allows to specify who has access to certain materials and in which period. The student-participant can download materials and exercises from the platform. They can also suggest their own tasks. The teacher-participant has access to information about the student's work and can evaluate or comment on it.

24/7 Access

Distance Learning implies the ability to adapt skills and pace of work learners. It is particularly important in the case of using MOODLE beyond compulsory school activities. In this type of education, the participant realises the educational content at most suitable time and range. The key to success in effective teaching to larger groups is to involve them in the process of teaching and learning. Gaining the recipients' interest is much easier if you apply the latest technologies; in this case, the possibilities of the educational platform will be used. This tool allows to individualize the educational path at a large extent.

Virtual Classroom

MOODLE platform allows you to create a virtual class or group. Undoubtedly, this increases the motivation for systematic learning and activates shy students. It teaches self-reliance and responsibility, as well as how to express their views and thoughts in a clear and legible way. It facilitates the exchange of information between the different user groups. This tool also supports the process of learning (student during their absence can easily catch up). It is particularly important support for students with the need for individual education.
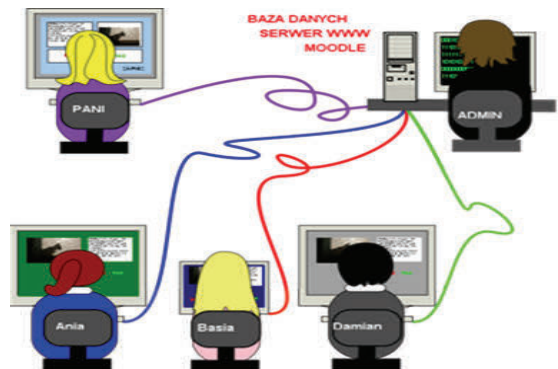
Student and Teacher Activity

Thanks to the platform, the student becomes an active subject, uses modern sources of learning, builds their own system of knowledge. The teacher can track students' performance and activity both in the entire course and individual tasks; the teacher can easily verify students' knowledge, ask questions and prepare homework. What is more, he or she can publish their own presentations and quizzes and share them with students.

MOODLE will certainly play a significant role in the development of vocational education in partner schools and their surroundings. The development of technology is progressing all the time; both the means and knowledge transfer will also take a more perfect form.

Picture 3: Results and activity of a student on the example of the educational platform at http://ekonomik-lomza.moodle.org.pl/

Service Management

Administrator

The administrator of the platform is the person responsible for its functioning correctly. He or she has the widest range of permissions. The administrator installs MOODLE and other elements necessary for the efficient functioning of the platform on an ongoing basis; he or she can create backups that allow restore data when needed.

Within the scope of his or her permissions, the administrator can install the new MOODLE modules or replace the entire MOODLE to a newer version. MOODLE is an open software, so a person with administrative permissions can independently add new modules in a widely used php language.

Site administrator manages the basic resources of the platform, i.e. users and courses. He or she creates user accounts (or sets the rules for people to create accounts themselves), and assigns appropriate permissions to already existing users: author (may be only for a specific course), teacher (also for a specific course), and student. The administrator can also set up a new course; he or she places places it in right folder and cares about preserving the naming standards of the platform. Creating a course, the administrator defines a few basic parameters

(e.g. user access, name, short name), leaving the rest of the course empty – adding content is the task of the course author.

Picture 4: Administrative section based on the educational platform at
http://ekonomik-lomza.moodle.org.pl/
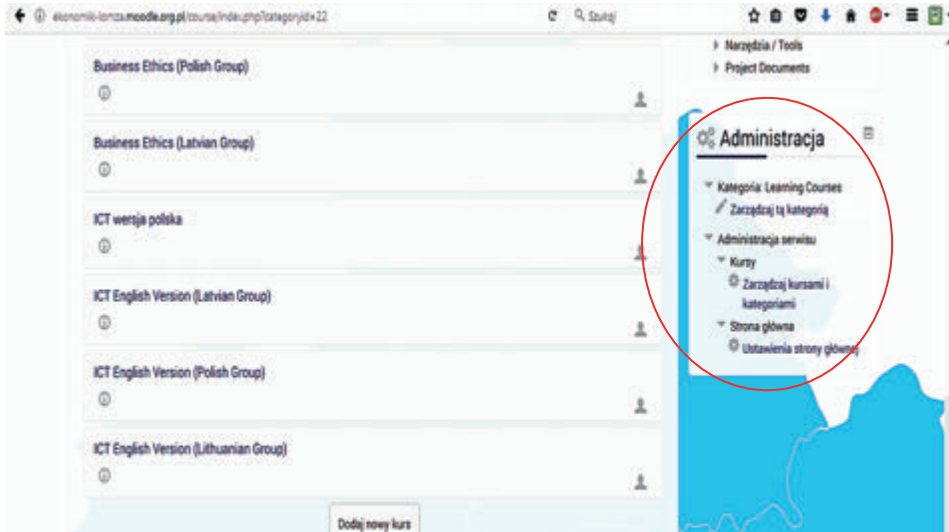
Authors

The authors of courses are the people who can create their own courses and modify their content on the platform. They get their permissions from the administrator and their powers are often limited to a specific course. The authors create teaching materials, place them on MOODLE, arrange them in the correct order, and add course resources and activities.

They have a variety of tools – forms and editors for entering text, attaching files, opening forums, creating polls, tests and many other types of tasks. If the authors have their favourite programs, they can create content using them, and just send ready tasks to Moodle courses. Moodle allows external activities such as games, tests, screenings generated by other programs. It must be remembered, though, that Moodle and the other program must be compatible; the program must save the results of the activities in a format understandable to Moodle. The "Hot Potatoes" plug, among others, has been installed to the project platform. The tool allows authors to create interactive exercises based on network tools, which can be delivered to any device with the Internet access and equipped with a web browser.
The author of the course, using this program can easily create quizzes based on four types of questions, crossword puzzles, gap fill, matching and sorting exercises. What is more, the program allows one to combine several tests together.

Picture 5: An example of the author's presentation of the "Communication" course in the syllabus of the course placed on the educational platform http://ekonomik-lomza.moodle.org.pl
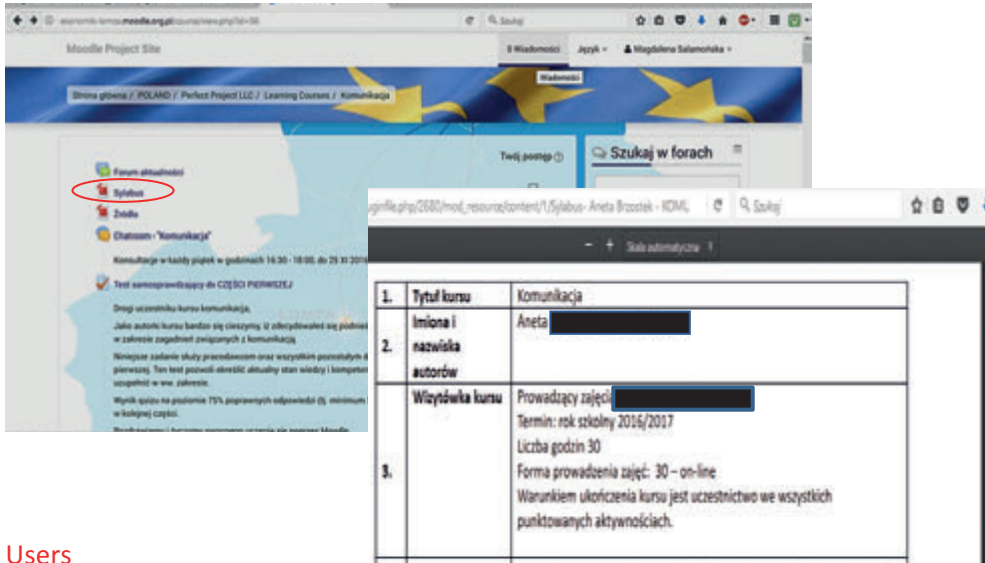
Users

Users can register in MOODLE alone or enter as a guest without registering. The author of the course or the administrator decide if the content is available to them. When setting up an account it is enough to give the identification data and e-mail address and the account is registered automatically; the user receives the confirmation via email. The openness of MOODLE is completely intentional. After the registration, the user is already known, and therefore responsible for their actions, statements and work. The person can watch the material open to everybody and enroll to the courses available. If necessary, the access to the selected materials and courses may be limited.

User Safety

Enrollment for the course in the role of participant may be open, password protected or limited to the manual enrollment by the teacher. Participants can unsubscribe from the course themselves or it can be done by the course teacher or MOODLE administrator. If the participant unsubscribes from the course, and then returns to it, MOODLE remembers his previous achievements: the tasks sent, test results, etc.

Picture 6: The possibilities of logging into MOODLE based on ekonomik-lomza.moodle.org.pl
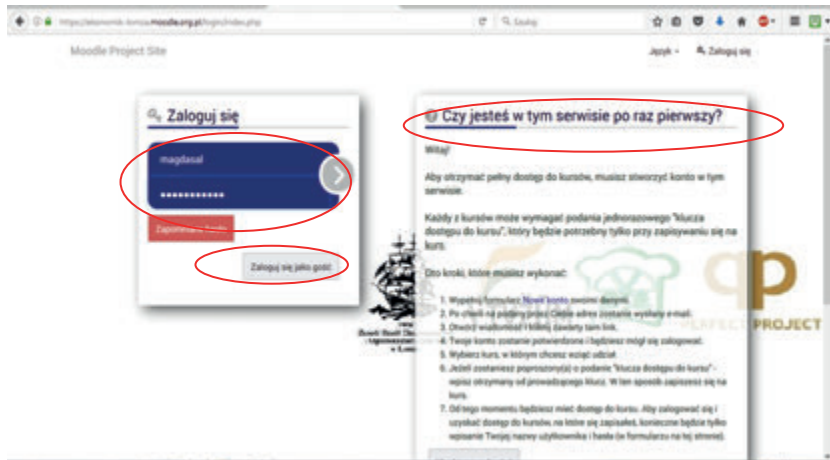
Already Logged In

Students enrolled in the course have access to the materials in the time set by the teacher; they can do their tasks and exercises, take part in the teamwork such as workshops or wiki and comment on forums, chat rooms, or take part in voting related to the course. All the activity of the participants is recorded on the platform. MOODLE accepts the tasks sent, saves the results of tests and answers, monitors the activities of users: which resource at what time and by whom was downloaded, who is on which page or course, etc. Participation and achievement of the course participants are assessed by their teachers – students have instant insight into their evaluation and feedback provided.

Guests

Guests are logged in people whose activity in the course is limited – they can view the shared resources, but cannot participate in exercises; they can view the forum component, but cannot post their comments, etc.

Teachers

Within the scope of their permissions, teachers can:
- verify the submitted work (answers, photos, essays, etc.);
- analyze the results of tasks automatically assessed by MOODLE (e.g. quizzes);
- view students' entries (in the polls, forums);
- "invalidate" current assessment and do this again.

The range of permissions may be broader and may be changed by the platform administrator. There is a possibility that the teacher defines the time to access the elements of the course and manage evaluation of the student in the course. Therefore, the tasks can be divided into categories (e.g. student presence, independent tasks, tasks controlled, etc.), The teachers can assign categories of weight, determine the scale of assessment and many other.

Picture 7: Course management eligibility on the example of the "Logistics" course placed at http://ekonomik-lomza.moodle.org.pl

The person coordinating the work of pupils, having insight into the reports describing the activity in the course, knows who has seen the material and how long it took to fill the quiz. The teacher can also see when the last entrance on the platform was. Based on the report, teachers cannot tell whether the student did the work personally; they can only conclude whether the time solving test signals that somebody helped the student or whether he or she read too enough time to read the resource with understanding.

Participants can be divided into groups by the teacher, but this division has a limited range – all groups have access to the same materials at same time. However, teachers can limit the exchange of work and attention to groups.

Managing Courses

Course

The basic unit of teaching on MOODLE is a course. Different resources are assigned to this unit and activities are organised. The author of the course decides whether participants sign up to it themselves (e.g. using a key) or the teacher must do it manually. Anyone who has the permission to be an author of the course can create, organise, edit, or delete content.
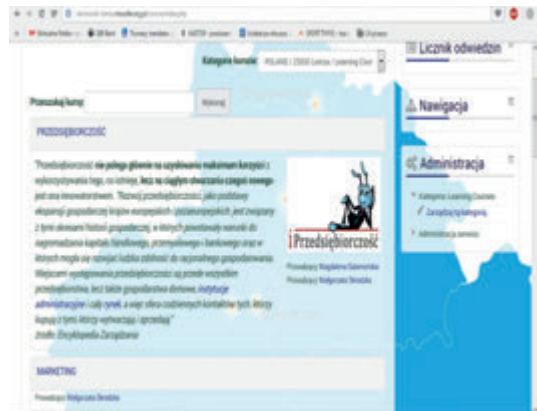
Entering the MOODLE site, the user sees the list of available courses. Course content is divided due to their timing or topics. The individual sections consist of materials and related exercises, and the user can select any article and view its content, if it is allowed in the settings specified by the author.

Picture 8: An exemplary list of courses available at http://ekonomik-lomza.moodle.org.pl/

Managing Resources

Resources and their Types

Resources are different types of materials – text, html, pdf files, slideshows, videos, images, animations, etc. They are included in the section with the appropriate topic directly or in the form of a link.

Types of resources on MOODLE:

- <u>Label</u> — text inserted directly on the course page. This is a general description of the subject or an introduction to the activity; it can be formatted and graphics can be attached.

- <u>Text page</u> — is an informative text file that a student opens by activating the link on the course page. The contents of the file can be prepared by the author externally and pasted it into the form or entered directly into Moodle. Text files should not be too long; they should contain the most important information in a transparent manner.

- <u>HTML page</u> — one of the basic ways of presenting material to students in an online course. Authors can insert links to other pages in the text, as well as publish text, graphics, or animations.

  HTML page can be prepared directly on Moodle or pasted in the form of page content prepared elsewhere.
- <u>File directory</u> — course authors can gather files in this place, e.g. collected texts, graphics, etc. This directory can be shared in the course. By clicking the link to the directory, students can see its contents and will be able to open and / or download the selected file from the directory.

- <u>Link to a file or a webpage</u> — this section includes only addresses to specific files from the file directory of the course or page on the Internet. The user can click on the link to enter the page or open a file. The link can be used to direct users to a page with interesting materials, or share author's content with them.

Picture 9: Examples of resources used in the Business Ethics course (Polish Group) at http://ekonomik-lomza.moodle.org.pl

Components of the Course

Components of the course can respond, depending on the action taken by the participant of the course (it may be to evaluate response, automatically summarise the data set, change the look, content, and others).

The most important components are:

- chat – this component enables current exchange of views, or provides consultation, without having to use an external communicator;

- forum – a mailing list, which is attended by all participants of the course. It can also facilitate the administration of the course with the ability to publish information to all participants;

Picture 10: Examples of forum activity in the Business Ethics course (Polish Group) at http://ekonomik-lomza.moodle.org.pl

- survey – this component allows the teacher to analyse the reception of the course by the participants;

- voting – this component allows the participants of the course to share their opinion on certain issue; it is also used as a tool to facilitate the division of participants into groups;

- lesson – this component allows authors to specify learning content with the possibility of simultaneous assessment of the degree of assimilation of the material;

- quiz – a powerful tool to check the level of mastering the knowledge acquired during the course.
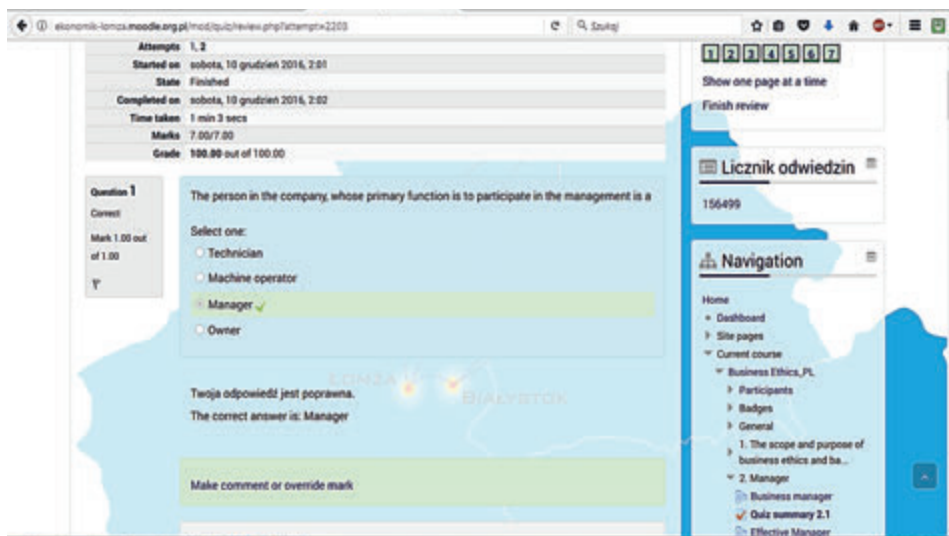
Picture 11: A part of a quiz solved by a course student of „Business Ethics_PL" course at http://ekonomik-lomza.moodle.org.pl

- glossary – helps explain and develop the concepts occurring in the content of the course,

- Wiki – Wiki - a tool used for simultaneous work of many participants over the selected issue; students can work on one or more Wiki at the same time, both visible and invisible within the other groups.

Survey

The survey is a diagnostic tool used to evaluate the quality of teaching in any course. Surveys are filled through selection of optional answers or short answers entered by the respondents. The results of the survey can be exported to a file or presented in a graphic form. Teachers can check who has already replied and who has not.

Voting

The editing screen includes a voting form, where the content of the issue being voted on is entered. Another element is a set of forms that allow you to define answers to the question voted on. Also, here you can determine the time frame for the run of the vote. Additional options allow i.e. to modify the appearance of the main screen, the form of presentation of the results of the vote (anonymously – the results are presented in the form of bar graphs, individually – the list of participants, together with the answers given), and the conditions of access to the results for participants. The results of the voting can be sent in text or excel files and used in subsequent statistical analysis.

Lesson

A lesson is a dynamic component of the course, which allows the presentation of learning content and at the same time assessment of the progress of teaching. As in the case of other resources, the lesson is added to the resources of the course in the editing mode.

It contains four tabs that allow one to:
- ✓ content of the lesson preview,
- ✓ editing,
- ✓ participants' activitiy preview,
- ✓ evaluation of controlling students' progress, e.g. essay.
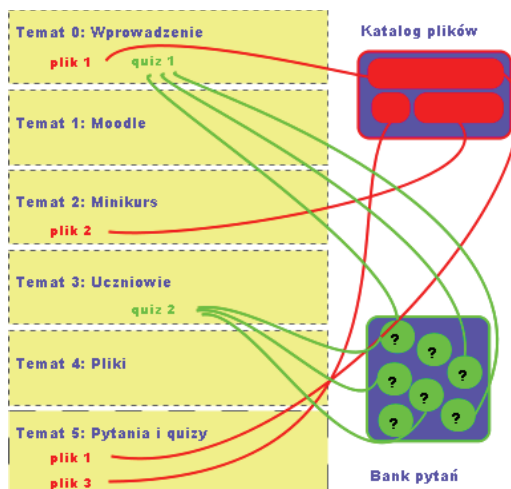
The basic lesson unit containing educational content as well as a mechanism for evaluating the degree of acquisition, is the page of questions. The first step is to choose one of the following types of questions that should be asked before the introduction of new content. The next step is to specify the title of the page and fill it with content using the editor and the previously mentioned editing techniques. The content on the page should end with a question or a formulation designed to evaluate the acquisition of the given issues. The next step is to fill in the forms, which are the result of the adopted type of questions. This allows you to decide whether the student can go to the next page, or whether they should repeat the current lesson element. After editing it is advisable to view the contents of the lessons, while being logged in as a student.

The lesson module offers different types of questions that can be used here:
- Multiple choice is the default type. It means providing four answers to the issue of which only one is correct. The drop-down box allows the transfer of the course participant to the selected course element depending on whether the selected answer was correct or not.

- A *true / false* question. The student replies and the navigation system moves him or her to the appropriate lesson page.

- A *short answer* question – in this case the participant enters the answer in the appropriate box.

- A numeric question means giving the answers in a numerical form. The main difference between this type of question and the *short answer* one lies in the possibility of adopting certain tolerance regarding the correct value. As the pattern of response, you can enter limits – minimum or maximum.

- A *matching* question means that one of the many responses needs to be matched to the given statement. This type of question allows the formulation of issues that need to consider the chronology of time, because the concepts page is given in a fixed order.

- Essay – it is a brief elaboration on a given subject, which is rated "manually" by the course teacher later. The student gets assessment, to which the teacher can add personalized feedback, or set such information automatically based on the grade which the student receives for the submitted work.

Picture 12: An example of a lesson with the possibility of simultaneous assessment of the degree of assimilation of the material in the Business Ethics course (Polish Group) at http://ekonomik-lomza.moodle.org.pl

Controlling the lesson is simple when the course participant is moved to the next page of the course after receiving a positive response, and if the answer is wrong, forced repetition of the material within the lesson in which the error occurred. Dividing question pages into sections allows to form topic tables, which are equivalents of chapters. What is more, a table of lesson contents can be created, which certainly provides the users with clearer visualization of this component.

Glossary

Glossary is a component which brings or explains in detail the concepts contained in the elements of the course. Completing the glossary means providing the glossary entry and its definition. It is possible to consider the additional option to assign the selected category entries or entry links with keywords. Additionally, the entries are hyperlinked and highlighted in any resource of the course.

Any number of the so-called temporary dictionaries (can be edited by course participants) and one global glossary (controlled by the teacher) can be set up within a course. It is possible to transfer passwords from temporary dictionaries global dictionary.

Picture 13: An example of a glossary of terms used as a resource in the"Business Ethics_PL" course available at http://ekonomik-lomza.moodle.org.pl
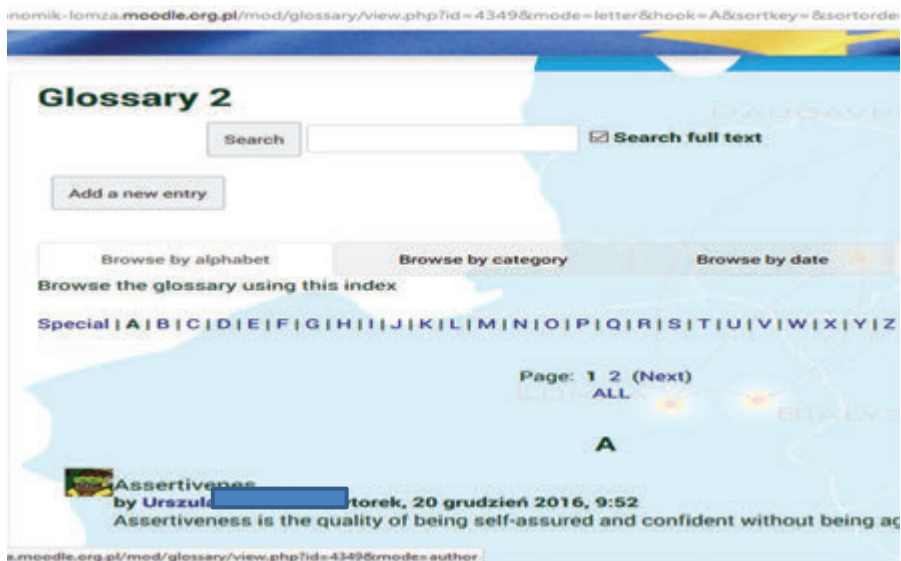
Wiki

It is a component that enables the work of many participants at the same time. Note the interrelation of settings: Wiki type (group leader, student) and group type (no groups, separate groups, visible group). The combination of these parameters provides the ability to create nine "varieties" of the Wiki component due to the possibility of passive and active participation. The default is only one wiki which both the teacher and the students can read and edit.

The person who controls the course can introduce changes to the content of the discussion, preview the discussion and its structure. Course teachers can block access and delete selected pages included in the Wiki by setting a mechanism for controlling access to the site by the participants. Thanks to such options, the previous entries made by some participants can be deleted.

It should be emphasized that participants can add new pages to wiki, which allows to expand their thoughts. With the drop-down menu, it is possible to observe the structure and scope of the growing discussion, while the use of the "site map" provides the opportunity to obtain a clear discussion pattern.

Tasks

With this component, it is possible to evaluate the individual work of participants based on the tasks submitted. It can be marked at any time convenient for the course teacher.

Whether the expected result of the task is to a file in any format, or a written answer to the question posed, the possibilities offered can be divided into two groups. In the first case, student transfer the file to the platform (teachers can specify a limit to the number and size of the files transferred, the time provided for the execution of tasks, and provide commentary on the work in the notes box). If we deal with the task text online, the participant enters his or her text with the editor as a response to the question asked.

Picture 14: An example of a task used as a resource in the „Business Ethics_PL" course at http://ekonomik-lomza.moodle.org.pl

Forum

It is used to learn and exchange ideas. Entries can be assessed by teachers or other participants. MOODLE offers a few basic types of forums:

• A single simple discussion – the forum has only one topic, all posts appear on one page. Suitable for short discussion on a specific topic.

• Standard forum for general use – it is an open forum where anyone at any time can start a discussion on a chosen topic. The person starts only one topic, but all the other users to whom the forum is available can respond. This type may thus be useful to activate students.

• Questions and answers forum - in this case there are no topics, instead, each participant in the first post asks a question. Students cannot see the other answers until they send their own respond in the ongoing debate.

• Standard forum displayed in the form of a blog - very similar to a standard forum for general use. All the posts are displayed directly on the page.

Forums offer a number of possibilities, including a lot of configuration options. Course authors can determine how to display posts, mode of subscription (i.e. if users are to be notified about the new topics or posts via e-mail or message on the platform); the teacher can force a subscription to all users on the new forum, including those who were participants of the course before creating the forum component). Files can be attached and students' posts can be assessed.

Book

With this resource, it is possible to systematize and present educational content in the form of chapters of the book for self-study. Authors can use the media to supplement the course content, as well as to define the organization and mark chapters. The book can be created by writing content as is the case of html page (using an editor) or importing the existing html pages.

Picture 15: An example of a standard forum for general use at the „Communication" course at http://ekonomik-lomza.moodle.org.pl
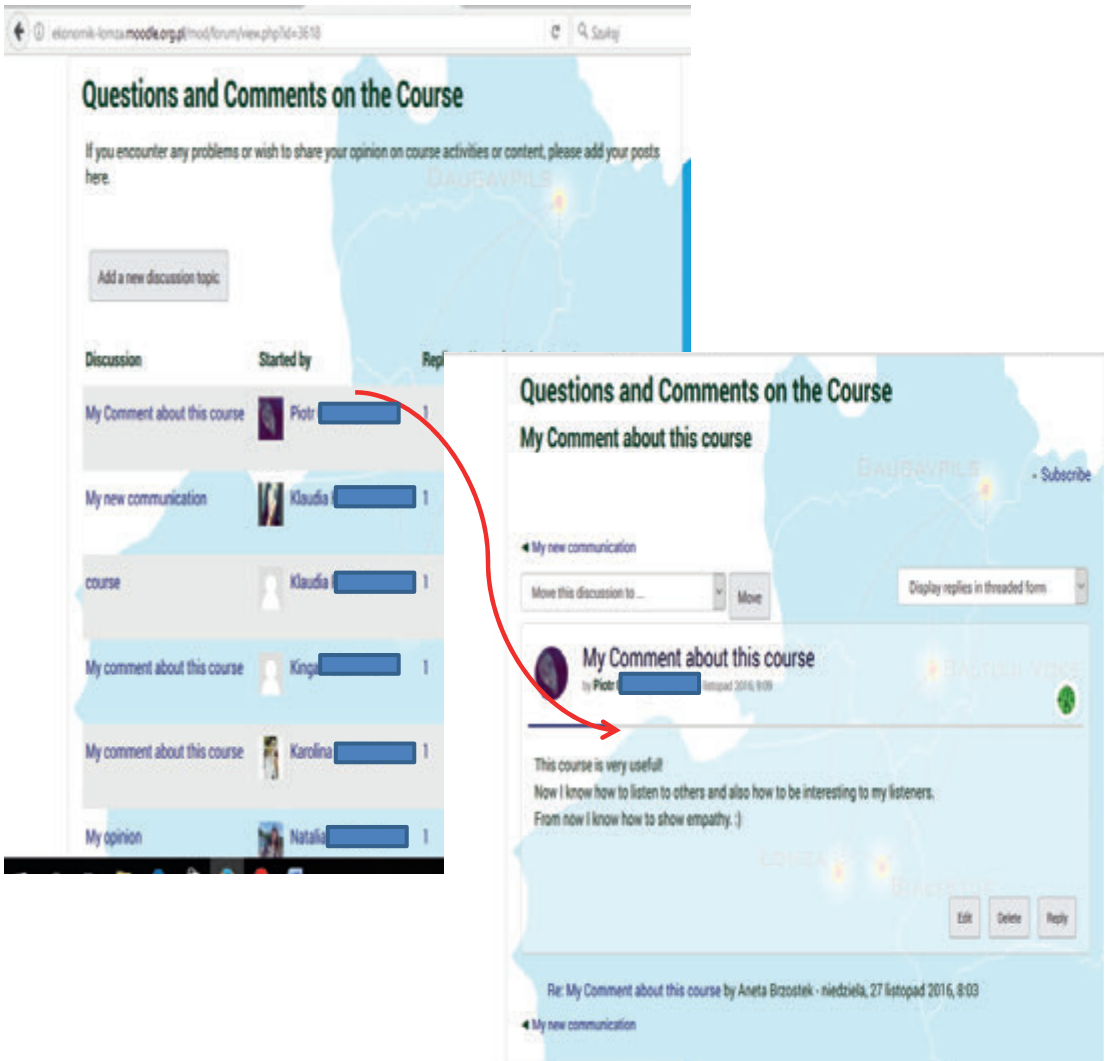
The Advantages of Using MOODLE

No more mess!

MOODLE allows the assembly of all the materials (in electronic form) relating to the course in one place. Thanks to this, information resources can be organized, developed and improved. As a result, the network is a substantial collection of materials easy to find, use and modify in the future.

24 hours a day!

Unlimited accessibility is a big advantage (24 hours a day, seven days a week – provided the server does not fail). The only condition is to have the Internet access. It is important that the student can work at any time at home, at school or during trips. Its accessibility is also important for the teacher, who can post and modify materials and monitor the progress of students (no time limit) from anywhere.

Communication under control?

The advantage of the platform is the transfer of communication between student and teacher into one place: news, forums, and chat rooms. This process, however, is difficult because many people prefer to use e-mail software, to which got used to and which has well-organized messages. Moreover, the platform is often used to support traditional teaching, which is based on personal contacts. Among these reasons, many courses cannot be moved entirely to the educational platform. However, it should be ensured that all relevant information related to the course (dates, results of tests and examinations, the assessment and scoring etc.) is stored there.

Cheap, easy and nice?

An already installed platform is a relatively cheap and easy to use tool and it should work well without frequent administrator intervention. The student, in order to take advantage of it should have certain computer skills, but they are not more complicated than the ones needed to use average websites. In the case of the teacher, the skills required depend on the effect he or she wants to achieve. One needs to learn some of the most common items that are available on the platform and they can start working with it. Additional skills are only needed to construct more complex teaching materials or independently arrange a course different from the standard ones.

Internet always at hand!

Learning platform is placed on the Internet, which is a vast collection of information. It can be searched any time and without any obstacles. Every opportunity to enrich one's experience in navigating the web and finding the necessary resources is valuable and will certainly pay off in the future.

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RESULT 2

Daugavpils Tirdzniecības profesionālā vidusskola, Latvia

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MODERN METHODS, TECHNIQUES AND FORMS OF TEACHING WITH THE USE OF ICT AND MOODLE PLATFORM (AN OUTLINE)

Daugavpils, 2014 – 2017

Modern education

In the era of quickly changing reality caused by development of information and communication technologies education also undergoes these changes. The aim of the changes is functioning of school in the way that its graduate is provided with skills vital for succeeding not only in personal life but also on a labour market.

Thus, in vocational training, the main pressure should be put on forming practical skills among students as well as teaching them how to solve problems in an effective and independent way; an important role in this process is put on introducing innovative solutions concerning methods and techniques of work.

Modernizing of education is not possible without the use of communicative-informative technologies. The element which perfectly fits in the process is *e-learning*, the method of teaching that makes use of any electronic media, including Internet network, but also educational platforms.

The ssuperiority of e-learning over other methods is connected with devolving responsibility in teaching from a teacher to a student; this way a learner's autonomy is built up and the whole process becomes individualised. Such a form of gaining knowledge is the consequence of a challenge caused by quickly changing reality. Many solutions connected with this form of education successfully support traditional lessons, creating a new way of teaching called *blended learning* (the connection of typical classroom-based teaching and e-learning). The use of blended learning allows to gain appropriate knowledge and skills not only by talented students but also by those who need more support. Such approach supports individualisation of the educational process and, at the same, time helps improve its effectiveness.

It is worth mentioning that in modern long-distance education as well as in blended learning the inseparable element is *m-learning* (*mobile learning*), meaning long-distance learning with the use of mobile wireless equipment such as tablets or smartphones.

Student's activity as a key to success

The main aim of active methods of teaching is putting a student in such a situation that he/she feels the need to act the way a teacher expects them to do. The way in which a group or a teacher works, allows to learn actively, which means learning through actions and experiencing. Such approach to teaching allows not only to awaken the interest of a subject in a student but also check his/her knowledge. The main advantage of these methods is perfecting the skills which are useful not only during a lesson but also in everyday life, such as:

- ✓ communication
- ✓ openness
- ✓ ability to plan and achieve goals
- ✓ ability and resoluteness in decision making

- ✓ responsibility
- ✓ self-reliance
- ✓ ability to work in a group
- ✓ ability to organize one's own work and time management
- ✓ resistance to stress
- ✓ ability to solve problems
- ✓ creativity
- ✓ negotiation skills

Active methods of teaching include:

- ✂ Project method
- ✂ Case study
- ✂ Situational approach
- ✂ Guided text method
- ✂ Discussion
- ✂ Brainstorming
- ✂ Mind mapping
- ✂ Roleplay
- ✂ Metaplan
- ✂ Drama
- ✂ Decision Tree
- ✂ Educational Games

The team of teachers working on the innovative method decided to use selected active methods in connection with modern information and communication technologies as well as possibilities given by the e-learning MOODLE platform. While discussing the principles of working with the method, the team focused not only on e-*learning* but also on the combination of online environment with the traditional way of conducting classes, that is, blended *learning*.

Basic assumptions of the selected methods of teaching

- combination of traditional way of teaching with e-learning,
- devolving responsibility for the process of learning to a student,
- limiting the role of a teacher to accompanying and supporting the process of learning,
- perfecting e-learning competences: creating online courses on the MOODLE platform and using them within traditional forms of education,
- preparing various materials for exercises and placing them into an online course,
- using diversity of e-learning tools and methodologies in the process of learning,
- working on the MOODLE platform with the use of various devices: PCs, laptops, smartphones,
- transition of students' approach to the way of learning- thanks to the mobility of the platform they can work on it outside the classroom as well as their home,
- four ways of teacher-student interaction: 1. different rooms at different times; 2. different rooms, the same time; 3. the same room, but at different times; 4. the same room and the same time,
- introducing the innovative method of teaching makes the process of education qualitative, competitive, more effective and complete,
- thanks to MOODLE platform, education becomes more accessible to wider audiences,
- while working with the platform, students develop abilities of searching, interpreting, comparing, critically evaluating, discussing, expressing and justifying their opinion; making their own choices and implementing them in their lives.

Selected methods with the use of MOODLE

E-learning **(distance learning)** – a new, innovative way of learning in which students and a teacher has been separated from each other and direct interpersonal communication has been replaced by communication based on modern technology, e.g. e-mails, video conferences, online workshops, etc. Such a form of education will perfectly work in many fields of gaining new knowledge and skills but it cannot replace the traditional process of teaching, particularly in vocational training. The ideal way seems to be the connection of two forms: traditional education (it takes place during a direct meeting students with a teacher- lesson) with e-learning (it takes place in digital environment), which will maximize the advantages coming out of the two methods.

Blended learning – while working with this method different forms of stationary education are used (workshops, discussions, lectures, case study, exams, consultations etc.) as well as different forms of distance classes (online courses, online tests, chats, teleconferences, etc.). A wide choice of forms of conducting lessons gives the possibility of adjusting the model to the contents (subject and range) and to the specific way of students' functioning. While working with the method, a teacher is responsible for the educational process making a student equally responsible for the effects of learning. As most of the process of teaching takes place out of a classroom, a teacher should systematically monitor its course, give advice when technical problems appear and help students if they need it. On the other hand, the role of students is planning their time of work online independently as well as adjusting the pace of learning to their individual needs and abilities. There is also a possibility to analyse and assess their own progress of gaining knowledge (e.g. by creating registers of achievements, having access to diagrams of progress), and thanks to the openness of e-learning also the possibility to socialise with other students in online environment.

Active methods suggested to be used within blended learning are as follows:

Discussion method – the essence is to understand the problem and to find solutions based on existing knowledge; it is a debate between a teacher and students organized in the way to find a common solution to a specific issue. It is crucial for students to discuss the problem, exchange views, experiences, and come to conclusions. The purpose of the method is to generate a wide range of opinions about the issue selected for discussion from different perspectives. It is also explanation of unclear issues and ambiguities connected with the problem, and to reach consent on the issues raised.

„Brainstorming" – it is an easy way to generate ideas in order to solve a problem. During a brainstorming session participants easily exchange ideas as they arise, so that everyone can work out their own point of view based on others' ideas. "Brainstorming" is an effective method when it comes to discussing controversial issues. It is also a great way to involve non-confident students into a discussion. A great advantage of this method is the fact that students can generate numerous ideas in a short period of time, which may be a base for working out solutions to a problem.

Project method – the main objective of this method is to acquire and apply new knowledge by students to find a solution to a problem in an active way. To achieve such a result, it is necessary to teach students to think independently. Thanks to this way of thinking students develop the ability to predict the results of their activities and possible impacts on different possibilities solutions. A great advantage of this method is the fact that students acquire the ability of a lifelong learning, which is very useful in their future personal and professional development.

Case study – work with this method starts with presenting a problematic situation or dilemma to students. Then students, working individually or in groups, work out the best solutions to the problem. It is important that while presenting the effects of their work on the forum they can defend their point of view. The last stage of working with this method is summarising and evaluating the learning results mage by students.
This method is based on a stable model of a problematic situation that may occur in a real life. It reflects the range of knowledge and skills that students need to get so that they can deal with the situation successfully.

Blended Learning – numerous benefits

- ☑ **Accessibility of place and time** – a student has access to educational materials placed on e-learning platforms from any place, without additional software and in any time;

- ☑ **Individualization of time and learning pace**, adjusted to individual needs and potential of a student – students learn in any time chosen by themselves and in the best possible circumstances (on the contrary to a classroom where the number of people, noise and time limit significantly inhibit effectiveness); a student has the possibility to transform acquired issues while a teacher may give him appropriate instructions;

- ☑ **Diversity of learning** – thanks to the use of multimedia and non-verbal presentation of the material – online courses allow place attractive and dynamic materials, thanks to which the process of education becomes much more interesting.

- ☑ **Simplicity of updating and supplementing materials** – a teacher creating a base for electronic materials can easily modify and upgrade it, on the contrary to traditional materials, after upgrading the materials are immediately accessible.

☑ **The possibility of current analysis of students' achievements** – tools for distance learning make analysing of students' achievements easier by generating summaries and make it possible to give a clear graphic presentation of outcomes of various activities. A teacher responsible for the course has current preview participants' activity and may additionally motivate them by sending them messages within the system or by oral information during meetings outside online environment.

There are drawbacks, but there is a way to avoid them

Distance education means not only advantages – there is also a risk of some problems. However, earlier preparation for their appearance and appropriate planning of the learning process will allow to minimise or avoid them.

☒ **The lack of sufficient motivation and organisation of students' work** – a student's autonomy in distance education may lead to inadequate distribution of his work and, therefore, his failure to do the task; it is highly probable that a teacher's proper involvement and motivation will allow to avoid such situations.

☒ **Making education informal** – in this form of education there might be too many informal situations, characteristic for online environment. The best solution is to get students acquainted with the idea of netiquette as well as to set principles to follow during such form of work.

☒ **The feeling of solitude** – the lack of personal contact with a teacher and other students may lead to the appearance of negative feelings connected with distance education; a teacher conducting e-learning can not only effectively prevent such situations arranging as many group activities as possible, situations in which a student has the possibility to express his opinion about a problem in a group, but also create a place where students can express their opinions about topics which are not associated with the course.

☒ **Necessity of proper equipment and Internet access** – nowadays the problem seems to be rather minor, a possible solution might be the use of library equipment at schools or Internet cafes.

☒ **High cost of professional platforms** – highly expanded e-learning platforms may mean high operating cost; however, there are free platforms on the market (e.g. MOODLE). The current version of the platform has got a modern image and allows to propose many interesting solutions that will support their education.

Selected resources and activities on MOODLE – make use of them

Resources:

- **File**: can be added as a resource which is accessible from the course level; a teacher conducting the course may share files in a form of a lecture presentation or materials supporting classes.

- **Folder**: allows to display many files in one place reducing the need to scroll up/down the page. This source will make it easier to organise the files which are placed by the teacher.

- **Page**: is created with the help of a text editor; may contain text, graphics, sound, video, links to other webpages and built-in content, e.g. Google Maps or You Tube. However, when a big number of contents is created, it is recommended to use the module of a book instead of a single page.

- **Book**: this resource is a simple and comfortable way to present many pages of contents within the course. It makes it easier to divide bigger parts of information into shorter ones and easier to remember. A student has the possibility to print the whole book or a chapter.

- **URL**: it allows to add www link not only to the home page but also to documents or pictures placed on a website. The page may be displayed in an embedded form, which will reduce the need to open new windows and introduce mess to the course.

Activities:

- **Lesson**: it allows to introduce teaching contents in an interesting on many pages. In contrast to a book, a teacher can limit transition to the next page by a short question which checks understanding of contents by a participant of the course. Depending on the structure of the teaching material the navigation can be simplified or more complex.

- **Forum**: this module may appear as the most important –most discussions take place here. Depending on the needs, forums can have various structure and make it possible to assess every post by other participants and a teacher. Posts may include attachments and authors have the possibility to analyse their statements with the use of a text editor. Subscription of new posts may be imposed by the author- it is a useful rationalization of a discussion.

- **Database**: this module makes it possible for the participants to create, save and search through prepared database. The format and structure are almost unlimited and database may include pictures, files, addresses, numbers and texts as well.

- **Surveys**: the module contains three types of instruments for rating and stimulating education in online environment. A teacher may collect data about a group and reflect on his own methods of teaching.

- **Questionnaire**: it allows to create polls containing various types of questions thanks to which it is possible to collect data from the participants of the course. The tool is irreplaceable when it comes to diagnosis of needs and evaluation of courses.

- **Quiz**: it allows to create tests containing multiple choice questions, true/false, matching etc. A great number of options to get a credit for the quiz and to display it allows a teacher to adjust the same quiz to the needs of different groups of students.

- **HotPot (Hot Potatoes) Module**: allows teachers to create interactive activities on the MOODLE platform. They can be crosswords, quizzes, tasks with gap filling and others. In this activity, it is possible to connect exercises which were prepared earlier.

- **Workshop**: allows to collect, browse and make a mutual review of essays sent by the students. In this module, a student gets two grades: for handing in his work and for reviewing essays of other participants. Both grades are visible in the register. Workshop is a very useful tool to use in case study method.

- **Glossary**: it helps participants to create and use a set of definitions, like in a dictionary. If the words or expressions placed in the dictionary appear anywhere in the contents, they can be automatically exchanged into links to the dictionary entry (automatic definition linking). The entries can be doubled and a teacher can assess them.

- **Task**: it allows a teacher to communicate, collect students' essays, evaluate them and give grades. Tasks may be sent as files in any format (text, multimedia, pictures, etc.). on assessing the essay a teacher can comment on it and send files (e.g. a student's essay which has been corrected or an audio file with the feedback).

- **Wiki**: it gives the participants a possibility to add and edit the set of connected pages; it can be created individually or as a group. The history of each version of "Wiki" is saved during its creation; a participant has the possibility to reproduce it. "Wiki" module can be used to:
    - create instructions for groups,
    - cooperate while editing books, articles, etc.,
    - create individual register of study,
    - work on an educational project.

Evaluation of students' achievements in work with MOODLE

The aim of evaluation of students' achievements is motivating each student to acquire necessary knowledge and skills needed in personal, social and professional life. It is very important to promote students' responsibility for results achieved in the process of learning and to motivate them to improve their educational achievements through self-assessment. The next task is to do a correction of the process of learning to improve students' educational accomplishments.

Evaluating students' achievements:

1. MOODLE programmed scale,
2. Grading system made by the teacher.

It is possible to choose the method of evaluation of students' achievements knowing the educational aims and the aim of the task.

Techniques of evaluation and assessment:

- ranking evaluation,
- checklist.

Ranking evaluation is used when evaluated aspects or quality of the results range from low to high, from bad to good, from poor to excellent. If the evaluated aspects or quality of the results are abstract and can be varied by the levels, then the ranking evaluation is the most suitable. This method is widely used when evaluating the various learning and training success.
Checklists are used for evaluation the quality of the results of students' work. Checklist is a list of activities where the observer made notes. It can be a short and simple list of some elements, but can also be a complex monitoring system with precise definitions of expected behaviour.

In whichever case, while creating a checklist, a couple of things are taken into consideration: work analysis, aims, analysis of tasks, a pilotage observation of selected students is carried as well.

Summing up...

E-learning platform is a perfect place to create good conditions for long-distance learning for students, taking into consideration not only complete long-distance learning but also connection of traditional education with online environment. Having so many possibilities to use communication and information technologies a modern teacher, searching for innovative solutions, has a great chance to succeed in the process of improving effectiveness of their work. The method of blended learning and e-learning can be used in teaching practically every subject- everything depends on creativity of a person who conducts the process of teaching. Placing only part of education on the platform creates many positive phenomena:

individualisation of the process of teaching, higher level of student's autonomy, increasing IT competences, these are only some of them. Skilfully conducted education of long-distance and blended learning will bring many benefits not only to students but also teachers, however, some risks connected with it should be taken into consideration as well. Proper preparation and planning of the process will allow to minimalize or completely avoid problematic situations.

Full description of the innovative method of teaching with the use of information and communication technologies as well as mobile technologies can be found at the project platform at http://ekonomik-lomza.moodle.org.pl, in "The Method" section.

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RESULT 3

Vilniaus tech*n*ologijų, verslo ir žemės ūkio mokykla, Lithuania

Valdas Kazlauskas

MODERN EDUCATIONAL MATERIALS
TO TEACH VOCATIONAL SUBJECTS

Baltoji Voke / Vilnius, 2014 – 2017

„ELECTRONIC MARKETING"

1. Introduction to the course

The "E-marketing" module has been developed based on the curriculum in a vocational school and is designed for people who want to gain a complete theoretical and practical knowledge of e-marketing, advertising, and social media.

The essence of the course is to provide basic knowledge on digital marketing in the theoretical form as well as to show the practical applications of e-marketing companies. This course covers the basic concepts and definitions used in e-marketing; it discusses the key methods and rules of electronic marketing. The main attention was paid to the analysis of specific cases based on the experience of Lithuanian and foreign companies.

The **main aim** of the course is to prepare participants for planning and implementing Internet marketing campaign (e-marketing) in a part of its marketing strategy.

The subject volume in credits: 5 ECVET (European credit system for vocational education and training).

Objectives:
- to demonstrate the capabilities and importance of the use of modern IT technologies in marketing activities;
- the use of e-marketing in practice;
- analysis and evaluation of the positive experiences of international organizations in the field of electronic marketing and use thereof in Lithuanian companies.

2. Acquired competences:

1. To apply the business benefits of ICT and evaluate the functionality and benefits of content management systems by expanding the electronic marketing in your organization.
2. To analyze effectively and properly adapt to changes in the business environment.
3. To evaluate the electronic market players and environment.
4. To adjust the sales-oriented online marketing solutions in practice.
5. To evaluate the effective trade and service businesses experience (in Lithuania and international market).
6. To recommend e-marketing strategies for a specific improvement opportunities within an organization in Lithuania.
7. To analyze and submit proposals for the improvement of the web site, expanding an organization activities on the Internet.
8. To provide the appropriate domain that affects the success of e-commerce in both Lithuanian and international market in accordance with the specific nature of the organization.

9. To provide the most suitable means of advertising for a particular organization on the Internet in order to create an effective online marketing strategy.

3. Learning content covered in 10 topics:

1. The development of information technology and telecommunications and their impact on business.
2. The impact of the Internet on the traditional marketing and fundamental concepts of marketing.
3. The concept of e-marketing.
4. Online marketing objectives and functions.
5. E-marketing strategies.
6. Websites.
7. Advertising and other communication tools on the Internet.
8. Pricing and delivery channels on the Internet.
9. The assessment of e-marketing mix efficiency.
10. Internet marketing plan.

To examine each of the topics the purpose and objectives, expected learning outcomes, the duration of the learning topic and key concepts are provided. The questions submitted after examining each of the topics help reinforce the material as the tasks and tests for self- control, whose aim is to check the absorption of the substance. The intermediate knowledge test is given after covering 1 to 5 topics and the assessment is intended to be 15 per cent.

The learners of e-marketing module must prepare the paper. The volume of the paper covers up to 10 pages and the maximum assessment is 25 per cent.

The accumulative grade is used to evaluate students' knowledge. The capacity of the students is checked by the intermediate assessment submitting the paper. The composition of final grade includes:

- *the accumulative grade*– 40 per cent (intermediate assessment, the paper).
- *the final assessment* – 60 per cent.

Reference list and the dictionary of key terms are at the end of the module. All the sources have been referred to in the module are in the reference list.

I. **The development of information and communication technologies and their impact on business (I)**

The aim – to familiarize with an impact of information and communication technologies (ICT) development on business and its system.

Objectives:
- To introduce the development of ICT and management, the impact of ICT development on changes of business environment.
- Be able to understand and distinguish concepts of the knowledge economy and information society.
- To identify and value extents of business transformations.

Expected learning outcomes and skills:
- Understanding of ICT and management development as well as ability to analyse changes of business environment.

- Perception of concepts of the knowledge economy and information society, ability to distinguish them.
- Ability to identify and value the extent of business transformation.

Training duration of this topic: 7 academic hours – 2 academic hours for theoretical occupations, 1 academic hour for practical occupations and 4 academic hours for self-study work.

Key words:

Information and communication technologies (ICT) – technologies, which contribute to faster flow of information – from digital radio to mobile phones and e-mail.

Knowledge economy – this is a system where legal and economic assumptions as well as management and economic mechanisms, modern technologies and human resources are combined and which emerges developing the market economy and different technologies especially information technologies.

Information society is a society, which collects information continually in all branches of science and industry later crafting this information learns continually and develops new skills as well as adapts this knowledge to life and work activities.

Telematic system is an integrated processing and transmission system of information.

II. The development of information and communication technologies and their impact on business (II)

The aim – to get acquaint with information technology and telecommunication development's impact on business through the prism of the consumer and the economy

Objectives:
- To acquaint with changes in consumer behaviour that influences the development of ICT.
- To analyze and be able to identify consumer behaviour.
- To identify the knowledge of economy and industrial economic concept and reveal the fundamental differences between the knowledge and the industrial economies.

Expected learning outcomes and skills:
- Internet user behaviour perception and understanding.
- Ability to identify different internet users.
- Knowledge of economic and industrial economic concept, the processes of perception and the ability to distinguish them.

Duration of subject learning: 7 AH (academic hour) – 2 AH - on learning of the module (theoretical classes), 1 AH – on practical workshops and 4 of AH – self-study.

Basic concepts:

Informative man - is a literate person, who knows how to search for, collect, elaborate and disseminate information.

User - natural person who acquires or uses goods and services not for professional consumption

Industrial economy- is one of the kinds of economies where the economic system is based on material production

III. Internet impact on traditional marketing, basic marketing concepts (I)

The goal – to introduce with the impact of online technologies and the influence of traditional marketing system.

Objectives:

· To identify and introduce the main Internet technology affected by the traditional marketing concepts and issues

· To analyze the impact on the Internet traditional marketing complex elements.

Expected learning outcomes and skills:

· Traditional and online marketing principles affected by perception.

· The influence of Internet technology complex elements and the identification of changes in their knowledge on marketing

Duration of subject learning: 7 AH (academic hour) - 2 AH – on learning of the module (theoretical classes), 1 AH – on practical workshops and 4 AH – self-study.

Basic concepts:

Marketing - purchasing and sales relationships are based on economic system development process, which formed some form of market and business enterprise or individual goals in the market conditions.

IV. Internet impact on traditional marketing, basic marketing concepts (Part I)

The goal – to get acquaint with the effects of online technologies and the influence of marketing communication system.

Objectives:

· To identify and introduce basic Internet technology, affected by the marketing concepts and communication aspects.

· To present a systematic approach to marketing communication.

· Be able to assess what is typical of integrated marketing communication, what its features are.

Expected learning outcomes and skills:

· Internet technology affects the perception of the principles of marketing communications.

· Has brought a systematic approach to marketing communication.

· Ability to apply integrated marketing communication in practical aspects.

Duration of subject learning: 7 AH (academic hour) - 2 AH - on learning of the module (theoretical classes), 1 AH – on practical workshops and 4 AH – on self-study.

Basic concepts:

Communication - this is when the individuals are involved in an interaction with other individuals, using posts (exchange of information) to create meanings in different contexts.

Integrated marketing communication - is marketing communication planning concept, arising from the need to assess their individual fields (advertising, sales promotion, public relations, etc.) the strategic role, and the search for optimal combination to ensure clarity, consistency and maximizing the effects of communication programs through coordinated integration of all individual salutations.

V. Concept of e-marketing

Goal – to introduce the online marketing system, its principles and aspects

Objectives:

· To get acquainted with the basic principles and concepts.

· To be able to create marketing mix

· To know the chain of Internet marketing activities.

Expected learning outcomes and skills:
- To know basic principles and concepts.
- To be able to create marketing mix.
- To know the chain of Internet marketing activities.

Duration of topic studying: 7 academic hours – 2 of them are allocated to the study of the module (theoretical classes), 1 academic hour – practice classes and 4 academic hours – self-study.

Key words

E-marketing – application of IT to company's marketing activities.

E-marketing mix – a unique set of inter-related actions and tactics which are used to reduce the desired respond in the target market and to achieve company's goals by meetings the customers' needs.

The marketing environment – refers to forces outside the company, which have a direct or indirect impact on company's work and its marketing decisions.

Marketing ethics – deals with the moral principles which determine what is appropriate and inappropriate behaviour in marketing process.

VI.   Online marketing objectives and functions

The goal - to introduce with the objectives and functions of online marketing
Objectives:
- Identify the main e-marketing objectives and functions.

Expected learning outcomes and skills:
- The perception of systemic uptake of e-marketing aspects through the prism of the objectives and functions.
- Internet technology affects the perception of the principles of marketing communications.

Duration of subject learning: 6 AH (academic hour) - 2 AH - on learning of the module (theoretical classes), 1 AH – on practical workshops and 3 AH – on individual work.

Basic concepts:
The objective of e- marketing - to get the maximum effect from the web site (online store, the company's Web site) visitors, convert visitors to real customers, the result of all this is the increased profits of companies which advertise their goods and services online.

VII.   E-marketing strategies (Part I)

The goal - to introduce the effect of the Internet market segmentation and consumer research
Objectives:
- To get acquainted with the market segmentation, analyze and identify e-market segmentation process and basic principles.
- To introduce the online research types, methods and principles

Expected learning outcomes and skills:
- The main market / customer segmentation principles of knowledge and ability to apply and form them.
- Ability to recognize different types of users on the Internet.
- Research and implementation of the principles of the Internet awareness and knowledge, ability to choose and apply according to the situation and the need.

Duration of subject learning: 7 AH (academic hour) - 2 AH - on learning of the module (theoretical classes), 1 AH – on practical workshops and 4 AH – on individual work

Basic concepts:

Segmentation - this is the total market breakdown into separate groups (consumer organizations) that have similar needs.

The research - is an activity providing business data / information that is the basis of identified opportunities and problems of marketing actions formation, development, marketing activities and their performance evaluation, etc.

The marketing process - it's the analysis marketing opportunity, selection of target markets, marketing complex creation and marketing management.

VIII. E-marketing strategies (Part II)

Goal – to introduce the process of e-marketing strategy development and the strategies.

Objectives:
- To analyse the process of e-marketing strategy formation.
- To identify and present e-marketing strategies.

Expected learning outcomes and skills:
- To be able to conduct and apply the process of e-marketing strategy formation.
- To define e-marketing strategy suitability, to delineate differences between strategies

Duration of topic studying: academic hours – 2 of them are allocated to the study of the module (theoretical classes), 1 academic hour – practice classes and 4 academic hours – self-study.

Key words:

E-marketing strategy– it is functional strategy associated with e-marketing mix elements such as product formation, pricing, promotion and distribution.

IX. Websites (Part I)

Goal – to introduce websites and their key aspects.

Objectives:
- To identify classification of websites and their basic functions.
- To present the importance and functionality of a website domain.

Expected learning outcomes and skills:
- Knowledge of different types of websites and their basic functions.
- Understanding the importance of a domain name and ability to create a proper domain name and its structure.

Duration of topic studying: 7 academic hours – 2 of them are allocated to the study of the module (theoretical classes), 1 academic hour – practice classes and 4 academic hours – self-study.

Key words

Website – information resource on the web which can be reached by using a Web browser. Information is usually presented in a hypertext markup language (HTML) or extensible hypertext markup language (XHTML) format.

Domain – it is a unique Internet website address which is recorded after 'www' with the extension „lt", „eu", „com", „org", „net" and others.

X.   Websites (II)

Goal – to introduce website management and quality evaluation model.
Objectives:
- To analyse website content management principles and functionality.
- To introduce VPTCS method in evaluation of websites.
- To analyse the tools, pros and cons, good practice in website creation.

Expected learning outcomes and skills:
- Knowledge of web content management and practical application of the principles.
- Ability to evaluate and implement web evaluation method VPTCS.
- Applying the information obtained during good practice analysis for websites.

Duration of topic studying: 7 academic hours – 2 of them are allocated to the study of the module (theoretical classes), 1 academic hour – practice classes and 4 academic hours – self-study.

Key words:

Content management system (CMS) – is an online tool that can administer website information and modify it depending on ones' needs in the present time.

VPTCS – it is one of the main website quality evaluation methodologies which is based on a five criteria system – visibility, perception, technique, content and services.

XI.   Advertising and other means of communication on the Internet (I)

The goal – to identify the Internet impact, influence of advertising through the Internet and get acquaint with the basic e-advertising measures and actions in the e-marketplace.

Objectives:
- To introduce the concept of e-business and compared to traditional advertising.
- Submit, describe and analyze the sales promotion methods on the Internet.
- Analyze the effectiveness of e-advertising.

Expected learning outcomes and skills:
- The main difference between e-advertising and traditional marketing perception.
- Ability to use advertising features and the basic promotion methods.
- Ability to make proper use of the website, social networks, e-mail. mail, information retrieval systems / engines, blogs, etc. as effective online advertising tool.
- Banners as the most popular and effective mean of use in e- advertising.
- The effectiveness of e-advertising knowledge.

Duration of subject learning: 7 AH (academic hour) - 2 AH – on learning of the module (theoretical classes), 1 AH – on practical workshops and 4 AH – on individual work.

Basic concepts:

E-advertising - the Internet technologies in everyday marketing activities.

Banner - is a small graphics (mostly gif, jpg or flash (SWF) format), with a limited amount of information, with a link to advertiser website.

E-mail - one of the first and, in comparison with other, popular Internet service which aim is to receive and send information through the Internet to another Internet user, which can be used for direct marketing purposes.

Newsletter- a letter of commercial character sent by e-mail, which the user ordered to get.

Online link - it's bold, active word or phrase inserted in the web page content, directing users to a specific and set in place on the Internet.

Discussion group or forum - this is a specific group of people who have a lot in common, who are going online and share information.

Blog - is a website that can be managed by the same author: unrestricted writing your thoughts, post photos, post links, receives comments from the Internet users.

XII. Advertisement and other means of communication on the Internet (II)

Goal – to introduce contextual advertising and viral marketing, their principles, functions and aspects.

Objectives:
- To identify e-business popularity and promotion measures – contextual advertising, its functions and principles.
- To identify e-business and promotion measures – viral marketing – its functions and principles.

Expected learning outcomes and skills:
- Ability to use contextual advertising means to promote, publish and disseminate information on the e-space.
- Ability to use viral marketing tools to promote, publish and disseminate information online.

Duration of topic studying: 7 academic hours – 2 of them are allocated to the study of the module (theoretical classes), 1 academic hour – practice classes and 4 academic hours – self-study.

Key words:
Contextual advertising – a way of targeted advertising, when ads are places on a website or other media, depending on a query or the content of the website.

Viral marketing – this strategy encourages individuals on a voluntary basis transfer advert message to other individuals.

XIII. Pricing and placing channels on the Internet (I)

The goal - to introduce advertising budget formation's methods and the techniques of advertising online payment.

Objectives:
- To analyze and identify the advertising budget methodology and principles.
- To introduce the main online advertising payment methods.

Expected learning outcomes and skills:
- Ability to select, adapt, develop and evaluate the advertising budget according to the methodology.
- Ability to identify, quantify and assess advertising online payment methods

Duration of subject learning: 7 AH (academic hour) - 2 AH – on learning of the module (theoretical classes), 1 AH – on practical workshops and 4 AH – on individual work

Basic concepts:
E-marketing / advertising budget - it's part of the overall marketing budget for marketing / advertising tool execution and implementation of the Internet.

(CPM. Cost Per Mile) - payment for online advertising displays - applies to 1000 pcs. of banners displays   volume.

 FF (Eng. Flat Free) - payment for online advertising time.

CPC (Eng. Cost Per Click) - payment for online advertising clicks.

VTR (Eng. View Through Rate) - the ratio of online advertising impressions and views.

CTR (Eng. Click Through Rate) - the ratio of online advertising displays and clicks.

CPA (Eng. Cost Per Action / Acquisition) - payment for online activities.

XIV. Pricing and online dissemination channels (II)

Goal – to introduce the principles of measures plan preparation and net creation.

Objectives:
- To identify measures plan, be able to create a net on the base of rules for dissemination channel choice and forecast the effects.

Expected learning outcomes and skills:
- Ability to create a net on the base of rules for dissemination channel choice and forecasting the effect.

Duration of topic studying: 7 academic hours – 2 of them are allocated to the study of the module (theoretical classes), 1 academic hour – practice classes and 4 academic hours – self-study

Key words:

„*Bounce rate* "– represents the proportion of visitors who enter the site and then leave ("bounce") at the end of the first page to compare with the total number of the website users.

XV. Evaluating the effectiveness of e-marketing mix

Goal – to introduce web applications/search engines optimization (SEO) principles and functions.

Objectives:
- To present and introduce SEO – a tool for e-business promotion.
- To analyse and identify the basic principles of the SEO process.

Expected learning outcomes and skills:

To know how to use and customize SEO principles to promote, publicize and disseminate information online.

Duration of topic studying: 7 academic hours – 2 of them are allocated to the study of the module (theoretical classes), 1 academic hour – practice classes and 4 academic hours – self-study.

Key words:

SEO (Search Engines Optimization) – website application/search engine optimization process.

URL (Universal Resource Locator) – a web page address.

XVI. Internet Marketing Plan

The aim- to introduce e-marketing plan development and specifics of the structure.

Objectives:
- To identify the marketing plan, the location / position of the overall organization's strategic
- planning process.
- To identify principles and aspects which formed the basis of a marketing plan.
- To understand how e-marketing plan is drawn.

- To structure components of marketing plan

Expected learning outcomes and skills:
- The knowledge of marketing plan position of the organization for strategic planning process.
- The principles of marketing plan, aspects of absorption.
- Ability to create e-marketing plan.
- Ability to prepare a marketing plan of separate lots.

Training duration of this topic: 7 AH (academic hour) - 2 AH – for learning of the module (theoretical classes), 1 AH – for practical workshops and 4 AH – for self-study work.

Key words:

Marketing plan - is a marketing strategy and action plan for the complex / package companies, to reach the product category or brand marketing objectives.

XVII. Evaluation tests

- Intermediate test
- Final Exam Test

At the end of the course is presented the reference and the glossary. For the preparation of module material has been used various literature sources referred to the bibliography. There were used literature in native and foreign languages, the basic and additional sources of literature, online resources, research papers, video and audio clips.

The module is formatted in accordance with the innovative teaching methods, in compliance with rules of writing (font, spacing, layout structure) with tables, pictures, diagrams and using colors and moods compatibility, learning mood maintenance and attracting attention.

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RESULT 4

Perfect Project LLC Białystok

SYSTEM OF TRAINING SESSIONS IN THE AREAS OF COMMUNICATION, BUSINESS ETHICS AND ICT

Bialystok, 2014 – 2017

I COMMUNICATION

Aneta Brzostek, Justyna Fidrocka, Adrianna Koosowska

1. Course description

This course highlights the role of communication on the way to achieve professional and personal success. It includes several issues connected with communication and effective forms and tools for communicating. The knowledge of assertiveness, active listening or communicational barriers will certainly help to get out of many difficult situations in professional and personal life. This training is directed to individuals for whom communication in everyday life plays a very important role, those who deal with customer service or sale. The course will be also helpful for those who want to raise the quality of their actions and interpersonal relations through the development of communicational skills.

2. Course aims

The main aim is to familiarising participants with the issues of communication as well as deepening their knowledge connected with the area of business attitudes and behaviour, customer service and sale.

Detailed aims:
After completing the course a student will be able to:
- Differentiate between types of communication and indicate the rules of effective communication;
- Adjust communication to environment, types of interlocutors, use proper body language;
- Indicate what is empathy, assertiveness, the selective perception;
- React properly to criticism and stress;
- Point out what is professional customer service, sale, types of clients;
- Use modern tools of communication in professional and personal life;
- Read professional literature and Internet resources connected with communication.

3. Course format

This course is supposed to be realised within 30 hours (conducted in the online form). Each module includes instruction of the "next step".
The course includes sources and activities such as:
- Communication tools (chat, discussion forum, e-mail, voting);
- Educational materials (e-books, glossaries, multimedia presentations, instructional films);

- Exercises and practical tasks (they will appear in an open form and will demand personal work and the contact with a teacher);
- Learning and checking tests.

4. Educational content

The first part contains educational content such as:
1. Introduction to interpersonal communication:
   - Effective communication,
   - Verbal communication,
   - Non-verbal communication,
   - Principles of effective communication,
   - Depending space,
   - Empathy.
2. Adaptation and a conversation in proper relation with the surroundings:
   - Instinctive reflectivity,
   - "language" of the interlocutor,
   - "the map of the inner world".
3. Body language versus relation with the surroundings:
   - The meaning of body language,
   - Lying versus body language.
4. The first impression versus stereotypes:
   - Attitude of the interlocutor versus the first impression,
   - Stereotypes,
   - Selective perception.
5. Active listening including emphatic listening:
   - Emotions,
   - Three elements of good listening,
   - The idea of a paraphrase.
6. Assertiveness in relation to the surroundings (including constructive criticism):
   - The idea of assertiveness,
   - Types of behaviour,
   - Types of criticism,
   - Reaction to criticism and aggression.
7. Creativity- the ways of its stimulation:
   - Creative thinking,
   - World perception versus the influence of personality,
   - Idea Killers in group work,
   - Self-assessment and self-control,
   - Creative motivation.
8. Stress as the main barrier of creativity stimulation:
   - The idea of stress,
   - Body reaction to stress,
   - Habits and beliefs.
9. Ways and techniques of dealing with stress:
   - Sport,
   - Proper diet,
   - Surroundings.

The second part of e-training includes:
1. Professional customer service:
    - Selection of appropriate ways of customer service,
    - The meaning of quality of the appropriate customer service.
2. Customer versus business effectiveness.
3. Stages of a pro-client model of sale:
    - Raising trust,
    - Analysis of client's needs,
    - Propositions and possibilities of solving problems,
    - Sale confirmation and closing,
    - After-sale contact,
    - The process of sale- summary.
4. Psychological types of clients:
    - Perception of different types of clients,
    - Methods of dealing with clients.

The third part of e-training includes:
1. How do social media work?
    - Facebook,
    - Youtube,
    - Instagram,
    - Twitter,
    - Snapchat,
    - Linkedln.

2. How to use the Internet marketing in "traditional" business?
3. Which innovations to introduce in economic activity?
    - Innovativeness as the key factor of development of firms,
    - Influence of innovativeness on competitiveness of enterprises.

5. Essential requirements

Students participating in the training are required to have computer skills connected with basic software, the Internet and the e-learning platform.

6. Technical requirements

A participant of the course should have: a computer or a mobile device with access to the Internet. On the website of the course technical requirements will be placed as well as the list of software (freeware) necessary for using the materials of the course:
- Adobe Acrobat – https://get.adobe.com/pl/reader/
- VLC Media Player – https://www.videolan.org/vlc/
- Movie Maker – http://windows.microsoft.com/plpl/windows/get-movie-maker-download

7. Rules for participation

A participant of the e-course gets acquainted with the information placed in lesson blocks, answers audit questions and solves the summarising quiz. In the case of open questions, he/she

sends his/her work on the server to have it corrected by the teacher. If there is a need, the participant contacts with the person in charge of the course via e-mail.

8. Credit system

The only requirement to complete the course is participation in all the activities with the points given.

II BUSINESS ETHICS

Joanna Michałowska, Cezary Michałowski

1. Course description

Each of us follows certain rules in our private lives. This is nothing different than ethical principles. It should be the same in professional life because of objective advantages coming from ethical behaviour. During the "Business Ethics" course you will get to know that business can be ethical and, at the same time, profitable and you will develop the abilities to put moral principles into practice.
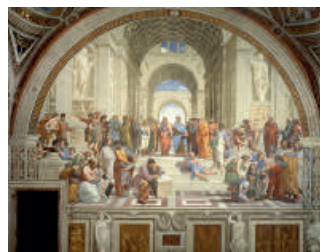
This course is addressed to students of secondary schools from the three cooperating schools that participate in the project" "International partnerships for improving the quality of teaching in vocational schools" as well as all those who want to learn ethical behaviour in business.

The subject of the course is familiarizing with:
- Range and aims business ethics,
- Examples of ethical and non-ethical behaviour in firms and on this basis forming ethical attitude of future employees, employers, managers,
- Ethical code in firms.

Advantages of participating in the course:
- Systematization of the knowledge about ethical behaviour in business so that ethical actions were not intuitive only,
- Learning about advantages coming out of ethical behaviour in a firm from the position of: employee, employer, manager,
- Learning about advantages coming from ethical behaviour on the micro, mezo, macro and global levels.

Course participation includes:
- Logging on the e-learning platform,
- Acquiring information placed in the courses on MOODLE platform
- Going through the exercises in the course.

2. Course aims

2.1. The main aim is learning about the main ethical principles that are obligatory in business and formation of ethical position of future employees, managers and employers.

2.2. Detailed aims:

After completing the course a participant can:

1. Give examples of ethical and non-ethical behaviour of employees in firms.
2. Give examples of ethical and non-ethical behaviour of an employer/manager in firms.
3. Analyse ethical and non-ethical behaviour of an employee in the context of profits and loses of a company.
4. Analyse ethical and non-ethical behaviour of an employer/manager in the context of profits and loses of a company.
5. React to non-ethical behaviour of others.
6. Develop a code of ethics.
7. Register intellectual and industrial property.
8. List the arguments speaking for social business responsibility.

3. Course format

This course is designed to be realised within 30 hours (conducted in an online form). Each module includes an instruction of the "next step".
The course includes sources and activities such as:
- The communication tools,
- Educational materials,
- Exercises and practical tasks,
- Learning and checking tests.

The content of teaching in blocks creates integral entity and should be conducted in the certain order. The tasks will be assessed in the point scale in accordance with the correctness of doing the task.

4. Educational content

4.1 Block I: Range and aim of business ethics and basic glossary connected with it

Topics:
1. Range and the aim of business ethics
   a) Definition of ethics,
   b) Definition of business ethics: science that deals with moral and ethical issues of economic life,
   c) Basic ethical values in business,
   d) Levels of considerations:
      - Micro-moral problems coming out of behaviour of people and individual actions,
      - Mezo-problems of a company, responsibility of management,
      - Macro-moral evaluation of market functioning, evaluation of functioning of the fair-play rule,
      - Global- responsibility of companies on a global scale.
   e) Fields of activity:
      - Descriptive ethics- answers the question: what is the real state of morality of a social group in a certain time?
      - Normative ethics- answers the question: how should it be? What rules should be respected?

- Critical ethics- deals with justifying decisions.
  f) Aims of business ethics:
  - Making decisions that are justified economically and ethically,
  - Solving ethical conflicts,
  - Working out common rules for the sides of the conflict,
  - Ethical analysis of professional commitments,
  - Rationality- calculation of profits and loses of individual employees, firms, local, regional and global business.
  g) Ethical attitude: the ethical code of a company,
  h) Identification of key values in business,
  i) Business ethics entities:
  - Ethical employer,
  - Ethical employee,
  - Customers.
2. Influence of ethics on profits in a company. Examples of ethical and non-ethical behaviour in a firm as well as influence on developed profits or profit loss.

4.2 Block II: Manager

Topics:
3. Manager in business:
   a) Who is a manager?
   b) What are the fields of management?
   c) What are the main roles of a manager: interpersonal, communicative, decision-making?
4. Effective manager:
   a) Self-discipline,
   b) A sense of their own value,
   c) Assertiveness,
   d) Empathy,
   e) Being directive,
   f) Ability to manage emotions and discharge conflicts,
   g) Ability to negotiate,
   h) Ability to set goals for themselves and others,
   i) Ability to motivate,
   j) Resistance to stress,
   k) Good psychophysical condition.
5. Manager's ethics:
   a) Features of a manager: honesty, wisdom, being always fair, protection of the environment, high personal culture, carrying of all subordinates, respect for every human being, listening in the way that every employee feels being listened to, following employees' rights.
   b) Documents describing the rights of an employee and a human being.
6. Ethical manager- case study.

4.3 Block III: Employer

Topics:
7. Duties of an employer towards an employee:
   a) Respect for dignity and personal possessions of an employee,

b) Paying the salary in the right way and the right time,

c) Informing employees about the range of their duties,

d) Appropriate organization of time of work,

e) Discrimination counteract,

f) To facilitate improving skills for workers,

g) Objective and fair work assessment,

h) Formation of the rules of coexistence,

i) Counteracting mobbing,

j) Following safety rules.

8. A company of equal chances.
   a) Recruitment:
      - The rule of equality of sexes in interviews,
      - The rule of equality of sexes in job advertisements,
      - Pay of women and men,
      - Differences in pay according to positions,
      - Non-financial payment.
   b) Access to training and promotions, the influence of family situations on participation in training and access to promotions.
   c) Protection against firing employees from a job, a guarantee to come back to work after non-active period at work; a guarantee of protection of employment relationship for pregnant women and women on maternity leave.
   d) Finding solution to join professional and family duties.

9. A company of equal chances- case study

10. Fair contracts:
    a) Signing contracts with employees,
    b) Signing contracts with customers,
    c) Signing contracts with subcontractors.

11. Non-ethical behaviour of an employer:
    a) Discrimination in a workplace,
    b) Sexual harassment,
    c) Mobbing,
    d) Eavesdropping of employees,
    e) Paying wages behind schedule,
    f) Verbal aggression,
    g) Breaking safety rules,
    h) Understating wages,

12. Non-ethical behaviour of an employer- case study.

13. Mobbing in the workplace.
    a) What is mobbing?
    b) Where can mobbing be found?
    c) Stages of mobbing.
    d) Effects of mobbing.
    e) Counteracting mobbing

14. Mobbing - case study.

15. How to build the ethical culture in a company? Actions creating the ethical culture in a company.

16. Ethics in e-business.

4.4 Block IV: Employee

Topics:
17. Ethical employee:
    a) Honesty,
    b) Conscientiousness,
    c) Respecting principles and duties,
    d) Care for property of the company,
    e) Involvement,
    f) Cooperation with other workers,
    g) Care for customers of the company,
    h) Whistleblowing.
18. Ethical behaviour of an employee- case study.
19. Non-ethical behaviour of an employee:
    a) Cheating at work,
    b) Wasting materials,
    c) Purposeful destruction of property,
    d) Lack of involvement, passive attitude,
    e) Abuse of sick leaves,
    f) Leaving work,
    g) Acting against other employees,
    h) Defrauding property of the company,
    i) Embezzling of other workers' belongings.
20. Non-ethical behaviour of an employee- case study.

4.5 Block V. Gaining fair profits

Topics:
21. Customers. Responsibility of a company towards a consumer.
    a) Quality of a product,
    b) Reliable information about advantages and disadvantages of the product,
    c) Packaging of the product,
    d) Safety of a consumer,
    e) Supplying products and services at fair prices,
    f) Respecting the rules of confidentiality,
    g) Making sales agreements which do not contain hidden records,
    h) Considering complaints,
    i) Protection of consumer rights. The Office of Competition and Consumer Protection.
22. Protection of consumer rights- case study.
23. Gaining fair profits. Corruption. Market competition.
    a) The essence of corruption,
    b) Economic corruption,
    c) Property corruption versus personal corruption,
    d) Who is punished for corruption?
    e) Penalties for corruption,
    f) Fight with corruption,
    g) Action against corruption – GRECO.
24. Lobbing. Groups of pressure.
    a) What is lobbing?
    b) Professional ethics of lobbyists.

25. Intellectual property. Industrial property.
    a) Definition of intellectual property,
    b) Definition of industrial property,
    c) Laws of industrial property,
    d) Restrictions connected with rights of industrial property,
    e) Registration of rights of industrial property,
    f) Infringement of intellectual property.
26. Corporate Social Responsibility (CRS). Responsibility of business as emanation of society functioning.

4.6 Block VI. Codes of ethics

Topics:
27. Ethical codes of selected professional groups.
    a) What is a code of ethics?
    b) What information should be included in a code of ethics?
28. Creating ethical codes of selected professional groups- practical exercises.

5. Essential requirements

A participant of the course should possess basic computer and Internet skills.

6. Technical requirements

A participant of the course should have: a computer (smartphone or tablet) with the Internet access.

7. Rules for participation

A participant of the e-course gets acquainted with the information placed in lesson blocks, answers audit questions and solves the summarising quiz. In the case of open questions, he/she sends his/her work on the server to have it corrected by the teacher. If there is a need, the participant contacts with the person in charge of the course via e-mail. He/ she also has the possibility to express his/her opinion on the forum.

8. Credit system

The only requirement to complete the course is participation in all the activities with the points given.

III ICT

Katarzyna Gagan, Anna Krawczuk

1. Course description

ICT skills are the competencies cited as crucial by the European Union. ICT includes the ability to use information technology in learning, work, and leisure. These are the basic skills in the use of computers to capture, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet, in personal, social, professional life. Using the tools for creating and presenting information, the ability to find and use information on the Internet, is the support for critical thinking, creativity and innovation for each of us.

This course is directed to people who want to improve their ICT skills. It includes 4 thematic blocks: resources and applications "in the cloud", the creation of business documents with a text editor, calculations and statistics, tools for presentation and promotion of professional achievements. In the course, the authors have proposed computer applications, services and resources "in the cloud", as well as social media. Their use will improve the work and make it more attractive; in addition, it will ensure saving space on your computer. Applications available "in the cloud" allow you to work in a distributed environment, where data is not "tied" to any device; there are virtual network "clouds", which you can reach from any location, using any network device, without synchronization in place or time.

2. Course objectives

2.1 Main aim:
Improving students' digital and information skills using innovative multimedia and mobile technologies.

2.2 Objectives:
After the course the student can:
- use applications and services working in the "cloud",
- create business documents in a text editor,
- use formulas and functions in a spreadsheet,
- present statistics in a graphical manner,
- develop and present a multimedia presentation,
- use social networking sites and blogs to promote their company,
- work in a group.

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3. Course format

The course is designed to carry out online in the amount of 30 hours. Each module of the course will include instruction of the "next steps". The course will include the following resources and activities:

- communication tools (chat, forum, e-mail, voting, webinars),
- educational materials (e-books, glossaries, multimedia presentations, instructional videos)
- exercises / practical tasks (occur in the form of an open and will need to upload a file)
- learning tests and checks.

Teaching content in individual modules will form an integral whole and should be carried out in order. Practical tasks will enable the acquisition of the ability to use ICT tools. Obligatory tasks will be evaluated on a point scale according to the correctness of the task.

4. Educational content

4.1 Block 1 – Resources and applications „in the cloud"
Topics:
1. What is working in the cloud?
2. Applications and services running in the cloud:
- Mail (gmail),
- Office applications (Google documents and spreadsheets),
- Network drives (Google Drive),
- Image galleries (Google Images, Flickr, Pixabay),
- Calendar (Google Calendar).
3. Advantages and disadvantages of working in the cloud.
4. Cloud work safety.

4.2 Block 2 – The creation of business documents with a text editor
Topics:
1. Working on documents without the need of installing software.
2. Creating a letterhead template.
3. Co-creating business documents.

4.3 Block 3 – Calculations and statistics
Topics:
1. Formulas and functions to create calculations and statistical lists in a spreadsheet:
   a. types of data,
   b. formatting and editing,
   c. functions and formulas.
2. Graphical presentation of data – creating graphs.

4.4 Block 4 – Tools for presentation and promotion of professional achievements
Topics:

1. The art of presentation and the basics of public speaking:
- characteristics of a good presentation,
- the 5W principle,
- structure of the presentation,
- way of information transfer.

2. Developing a presentation using Prezi application.

3. The use of social media in the company development:
- social networking sites that specialize in dealing professionally-business (e.g. LinkedIn, Twitter, Google+),
- company profiles on social networking sites,
- corporate blogs.

5. Essential requirements

The students participating in the training are expected to possess: basic computer skills (operating system, e-mail, instant messaging, office productivity applications and eLearning platforms), the ability of reading comprehension, the correct formulation of the messages written in the technical (the ability to work with the keyboard) as well as and linguistic sense (logical statements, correct grammar and spelling, functional composition, selection of appropriate language means); they are also expected to carry out effective mental operations leading to achieving the intended purpose.

6. Technical requirements

The list of software (free ware) essential to use the course materials:
− Adobe Acrobat – https://get.adobe.com/pl/reader/
− file compression IZArc.http://www.izarc.org/
− VLC Media Player – https://www.videolan.org/vlc/
− recommended Internet browser – Google Chrome

7. Rules for participation

Participation in the course means to log into the e-learning platform and communication with the teacher – mentor of the course, who is a guide to the course modules. The course will include learning materials: e-books, multimedia resources, links to websites, dictionaries of terms. It gives the opportunity to present one's views in forum discussions, conversations via chat, and email correspondence.

Each module will include materials consolidating the given topics (e.g. a multimedia presentation, instructional video) and assessment materials, e.g.: open tasks (carried out individually or in groups), closed tasks (test types: true / false, choose the correct answer, give short answers, complete the sentence).

8. Credit system

To complete the course, a student needs to participate in all scored activities.