



Internationale methodisch-didaktische Kooperation für Lernen und Lehren

# Methopedia

## Aktives und kollaboratives Lernen





## 1. EU Projekt Comble und Blended Learning Readiness

### 2. Aktives Lernen - Besteht Bedarf?

#### 1. Einige Beispiele

#### 2. Was ist Methopedia?

#### 1. Seminar Design: M-LD Planer



# EU Projekt Comble



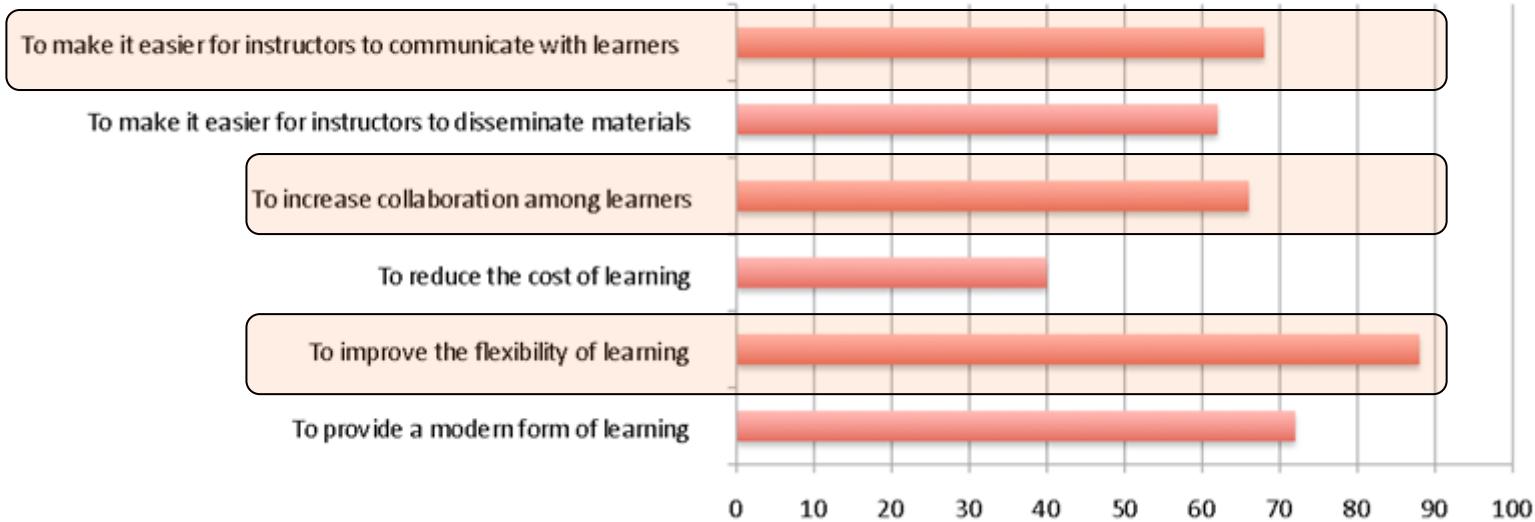
Förderung von Blended Learning



## BL Readiness

1. Wann ist eine Institution bereit für Blended Learning?
2. Was sind die häufige Probleme und Lösungen?

### Objectives for Introducing Blended Learning





## BLR - Probleme der Lehrenden

<b>Instructors are not well prepared</b>	
2,95	Instructors are not motivated to invest the extra effort
2,87	Instructors lack personal experience with blended learning
2,85	Instructors are resistant to changing their way of teaching
2,85	Instructors do not have enough technical know how about tools
2,72	Instructors do not have sufficient knowledge about media design and usability
2,67	Instructors do not have enough methodical / didactical know-how



# BL Readiness: Patterns

Appreciation of teaching			
Financing	Online Assessment	Technical and educational understanding	Recognition of instructor expertise
No or limited blended learning strategy			No acceptance of management
Instructor Competence			Participation of Learners
Focus on technology	Time for Content Creation		Outdated technology
Methodological skills	Sceptical towards technical innovations		Technical competencies
Integration of methods	Intellectual Property Rights		Tutorial support

**Integration of methods**

**Problem**

Instructors do not know how to integrate online and face-to-face learning methods and tools

**Description**

- Instructors conduct face-to-face classes as before
- They consider online learning only as a mode of presentation for the remote learning phase
- Learning activities are sometimes more determined by what is possible to do from a technical point of view (e.g. features, because they exist, even if the learning purpose has not been clearly defined)
- Learning activities are given in isolation, they are often not coordinated
- Sometimes learners are de-motivated

**Context**

Business, university, further education

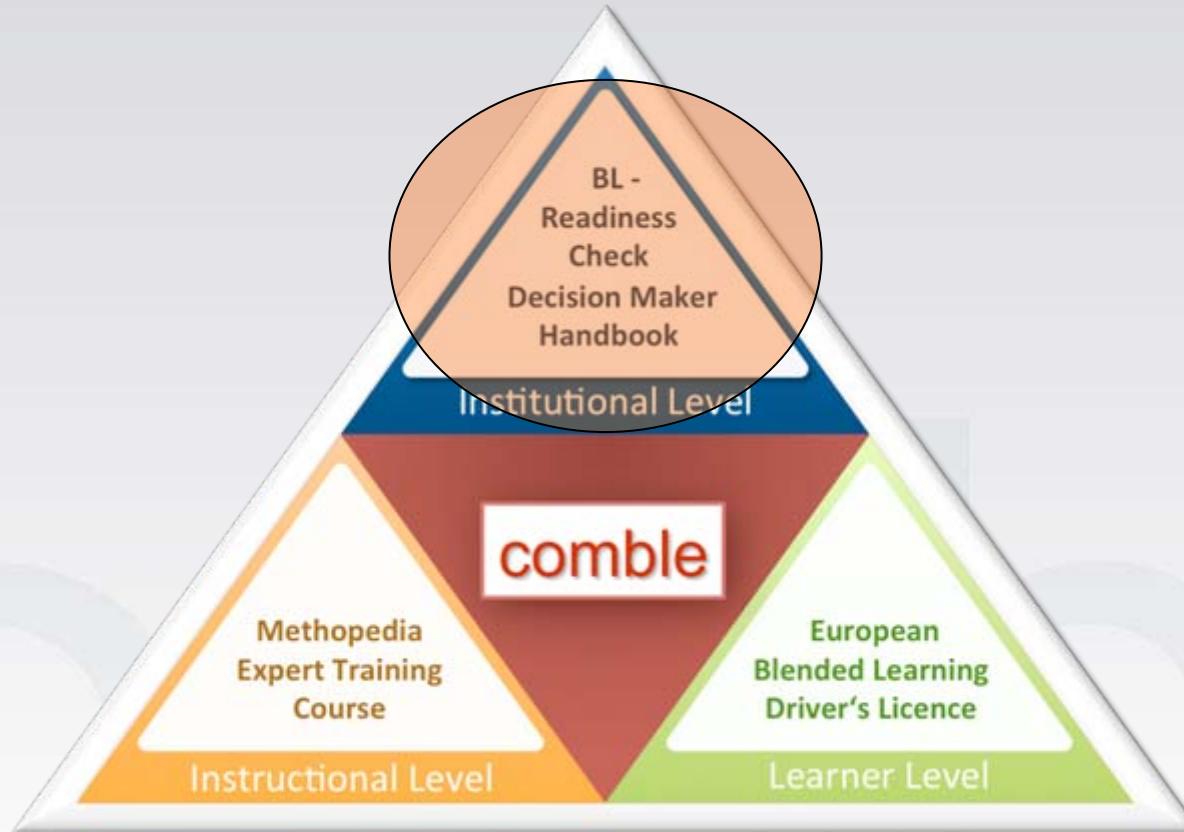
**Solutions**

- Online learning activities can be integrated in face-to-face learning sessions
- This has the advantage that they can be demonstrated and practiced before learners start
- The didactical purpose of an activity should be made transparent
- Activities should be coordinated in a didactically/methodically meaningful way
- Instructors should see best practice examples of how this can be accomplished

<<Wiki>>



# EU Projekt Comble





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### 2. Aktives Lernen - Besteht Bedarf?

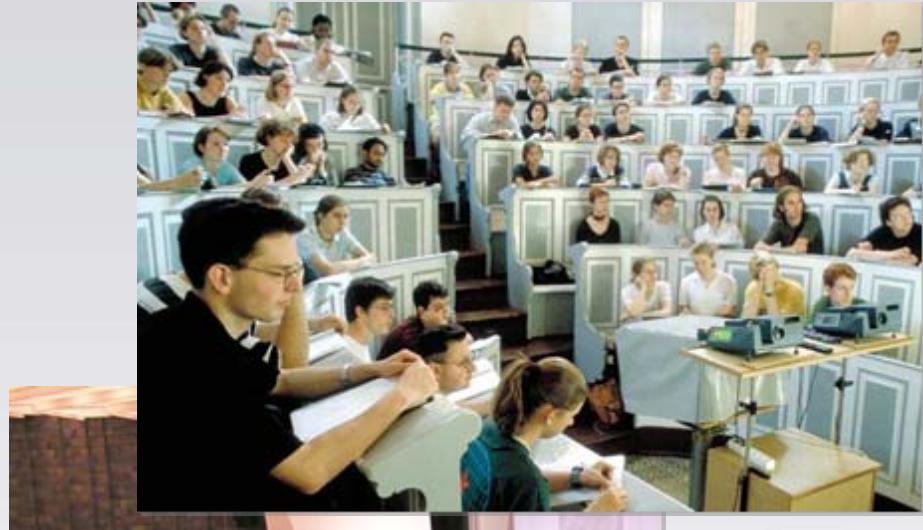
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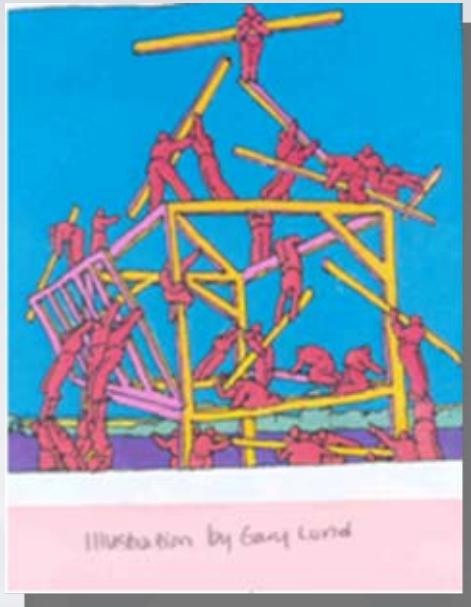
#### 1. Seminar Design: M-LD Planer



# comble



# comble

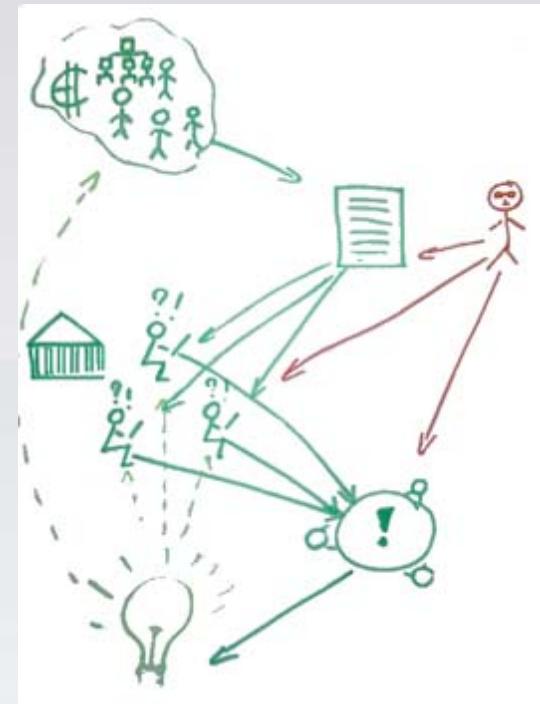




# Aktives und kooperatives Lernen

“...learner-centred guidance, **group work** and inquiry projects result in **better skills** and competencies...”

...interactive forms of e-learning can lead to a more **reflective, deeper and participative learning**... ”



European Commission 2008. *The use of ICT to support innovation and lifelong learning for all - A report on progress.* [Online] Retrieved August 31, 2009 from <http://ec.europa.eu/education/lifelong-learning-programme/doc/sec2629.pdf>



# Was meint aktives Lernen?

# Weniger “Input”

# Mehr Elaboration

# Mehr Kollaboration





1. EU Projekt Comble und Blended Learning Readiness

2. Aktives Lernen - Besteht Bedarf?

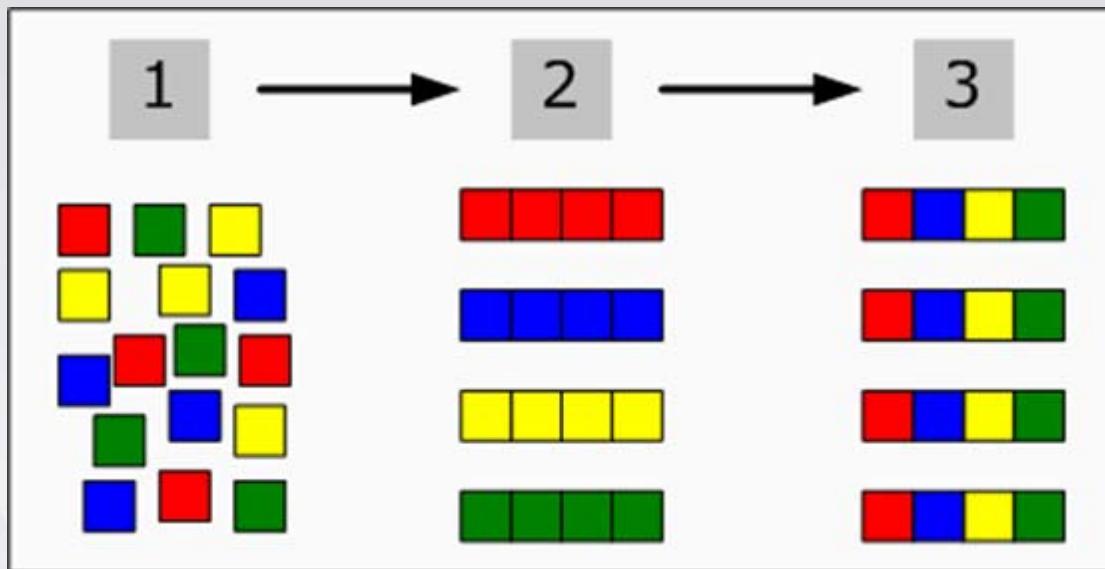
1. Einige Beispiele

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# Expertenlernen



Online

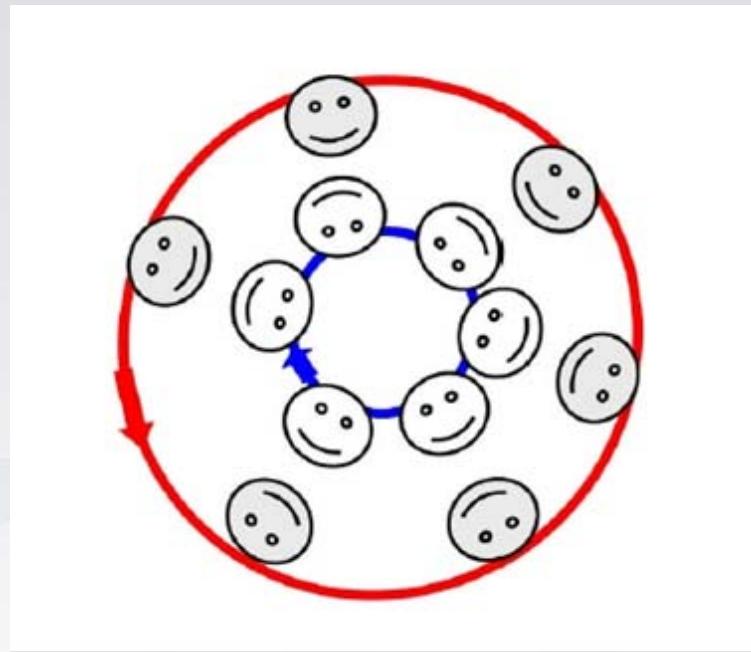
F2F

Online





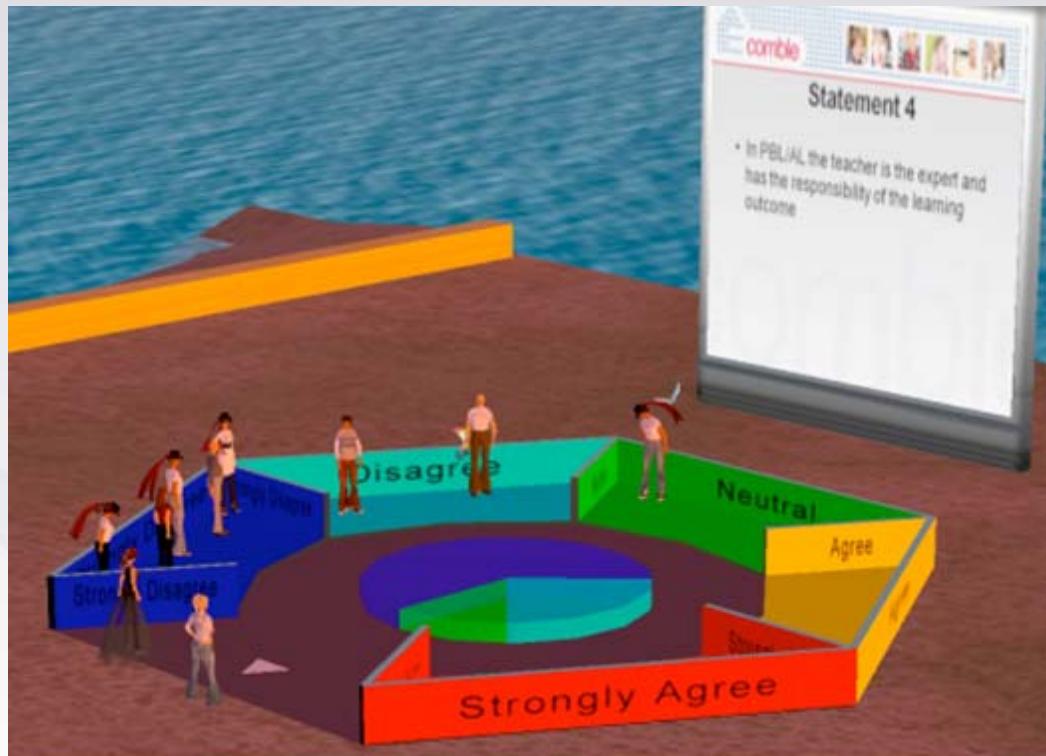
## Doppelkreis



F2F oder/und online



# Opinionator





# Lernansätze und Aktivitäten?

**Resources**  
Learning material



**Learning Activities / Tasks**  
Group work, webquests, wiki project

**Course Design**  
Structure, plans for projects & collaboration?



**Pedagogical Approach**  
Problem Based Learning, Constructivism, Networked Learning



1. EU Projekt Comble und Blended Learning Readiness

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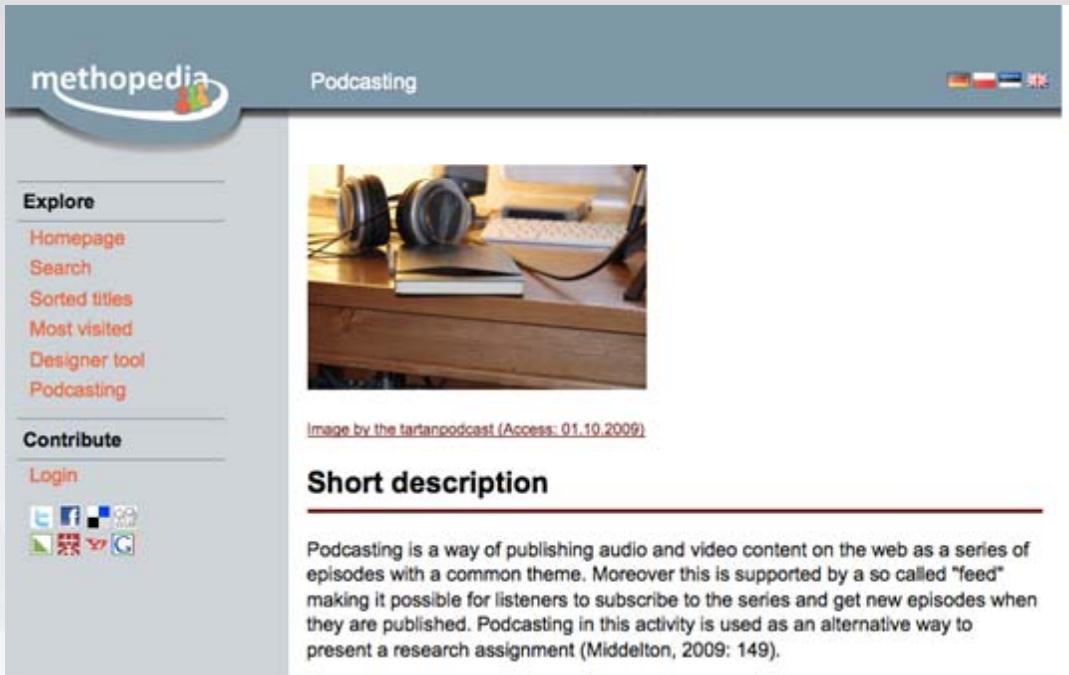
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# Was ist Methopedia?



The screenshot shows the methopedia website's interface. At the top, there's a navigation bar with the methopedia logo, a "Podcasting" link, and language selection icons. On the left, a sidebar lists "Explore" options like Homepage, Search, Sorted titles, Most visited, Designer tool, and Podcasting. Below that is a "Contribute" section with a Login link and social media sharing icons. The main content area features a large image of headphones and a keyboard on a desk, with a caption below it. A "Short description" section follows, containing text about what Podcasting is.

**Image by the tartanpodcast (Access: 01.10.2009)**

**Short description**

Podcasting is a way of publishing audio and video content on the web as a series of episodes with a common theme. Moreover this is supported by a so called "feed" making it possible for listeners to subscribe to the series and get new episodes when they are published. Podcasting in this activity is used as an alternative way to present a research assignment (Middleton, 2009: 149).

[www.methopedia.eu](http://www.methopedia.eu)

Wiki      Sharing

Approaches  
Activities

WYSIWYG

Metadata W



#### Explore

- [Homepage](#)
- [Search](#)
- [Sorted titles](#)
- [Most visited](#)
- [Designer tool](#)
- [Brainwriting](#)

#### Contribute

- [Login](#)



[Foto von e\\_walk \(abgerufen am 28.09.2009\)](#)

## Kurzbeschreibung

Brainwriting wird auch als „Methode 6-3-5“ bezeichnet. Grundsätzlich gelten die gleichen Regeln wie beim Brainstorming. Der Unterschied beim Brainwriting liegt nur darin, dass während der Kreativphase nicht diskutiert und gesprochen sondern geschrieben wird, wobei jeder einzeln an seinen Ideen arbeitet.

## Ablauf

1. Das Problem wird definiert.
2. 6 Teilnehmer generieren 3 neue Ideen gleichzeitig.



**methopedia**

Podcasting

DE EN FR ES

**Explore**

- Homepage
- Search
- Sorted titles
- Most visited
- Designer tool
- Podcasting

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**Contribute**

Login

[Image by the tartanpodcast (Access: 01.10.2009)]

### Short description

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### Required resources

Computer, basic microphone, podcaster software (windows users can use the free program: audacity, Mac users can use Garageband).

This example is developed in relation to the two EU projects COMBLE (<http://comble-project.eu/>) and ETRAIN2 (<http://www.eatraining.eu/>)

### Examples

The image shows a cartoon illustration of four stylized human figures watching a television set. The television screen displays the words "The End". Below the TV is a horizontal progress bar with a red slider, indicating a duration of 0:11 / 3:00. The overall style is light and playful, suggesting a break or end of a video.



## Metadata

### Number of learners

- Single
- Partner
- Group
- Large group

### Target Groups

- University
- Business
- Further education
- Vocational education

### Timeline

- Beginning
- Main learningphase
- End

### Settings

- Face to face
- Online
- Synchronous
- Asynchronous

Tags

Trivial change



## Short description



Follow Me on Twitter!

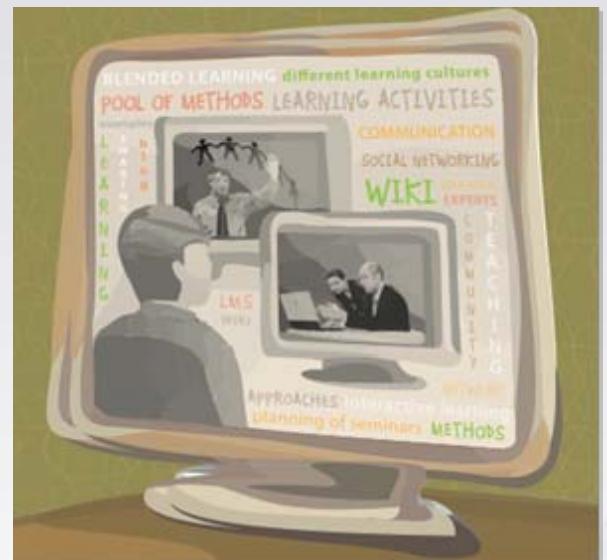
[Image by szlea \(Access: 28/09/2009\)](#)

A new way to engage students through social software – the possibilities of twitter as a tool for communication and reflection.

## Process description

# Methopedia - aktueller Stand

- Verfügbar in 4 Sprachen
- Ca. 100 Methoden (in DE und EN)
- Handbuch als PDF (ca. 160 Seiten)
- z.Z. rund 1.500 Besucher / Monat
- z.Z. rund 9.000 Pageviews / Monat
- Workshops mit Trainern in DK,EE,PL,IT,DE,AT,ET





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# Seminar Designer

New seminar Import seminar Export seminar Export seminar (CSV) English ▾

Learning activities

Single

- ABC List
- more
- Association chain
- more
- Letter to myself
- more
- Mindmapping
- more

Partner

Group

Large group

Workspace

( ScopeSeminarPlaner v.0.8.8 Beta )

Start: Working in projects

- Your ideas to PM  
ABC List 08:00 - 08:15
- Group work: What is PM?  
Mindmapping 08:15 - 09:00

PM software (online)

- Research the software  
Webquest 08:05 - 10:05
- Feedback on PM software  
Blogging 10:05 - 12:10

Workshop

Day 1

- Warm up  
Funky Questions - Icebreaker 08:00 - 08:15
- The role of the PM manager  
Jigsaw classroom 08:15 - 09:45
- Feedback  
Clothesline 09:45 - 10:00

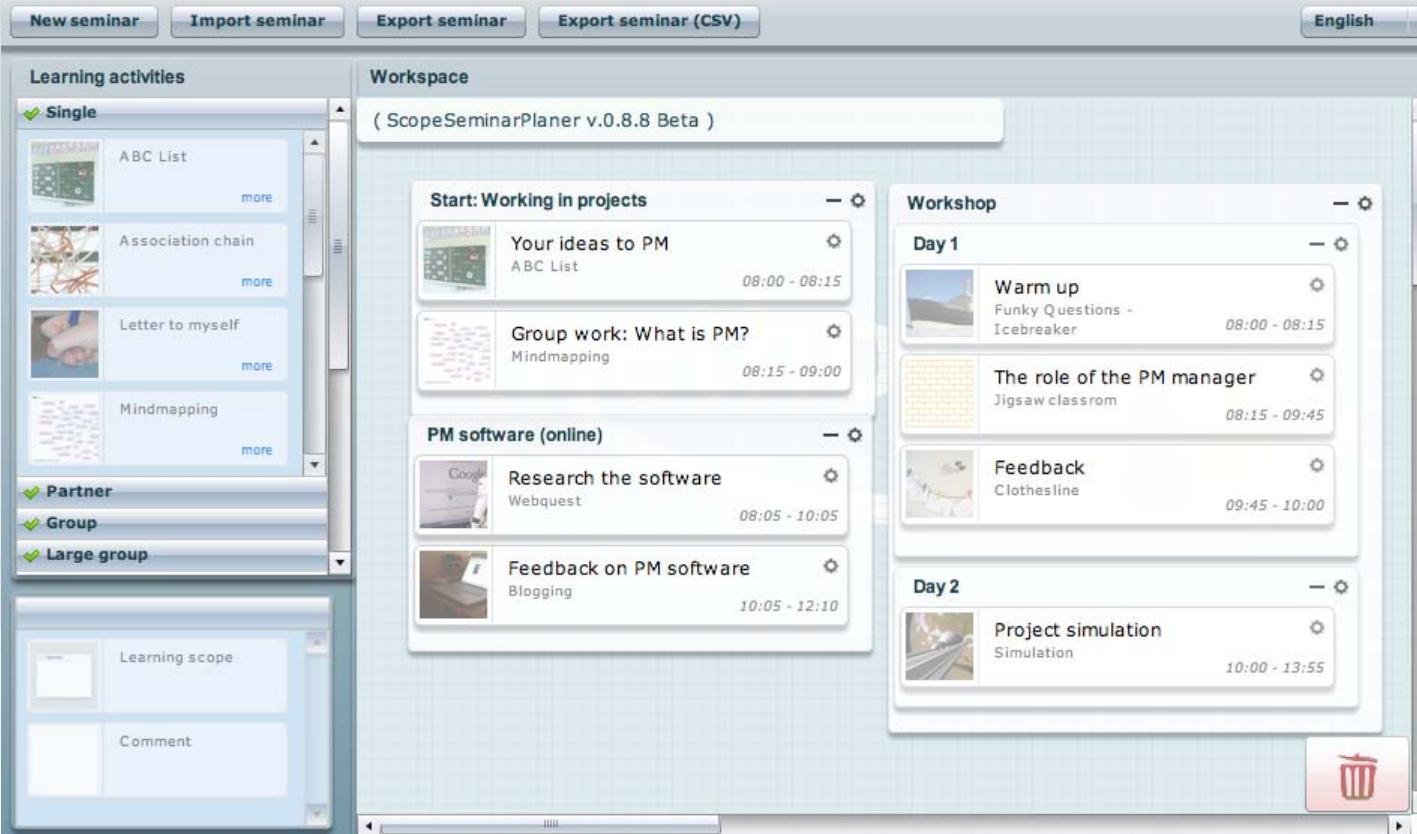
Day 2

- Project simulation  
Simulation 10:00 - 13:55

Learning scope

Comment

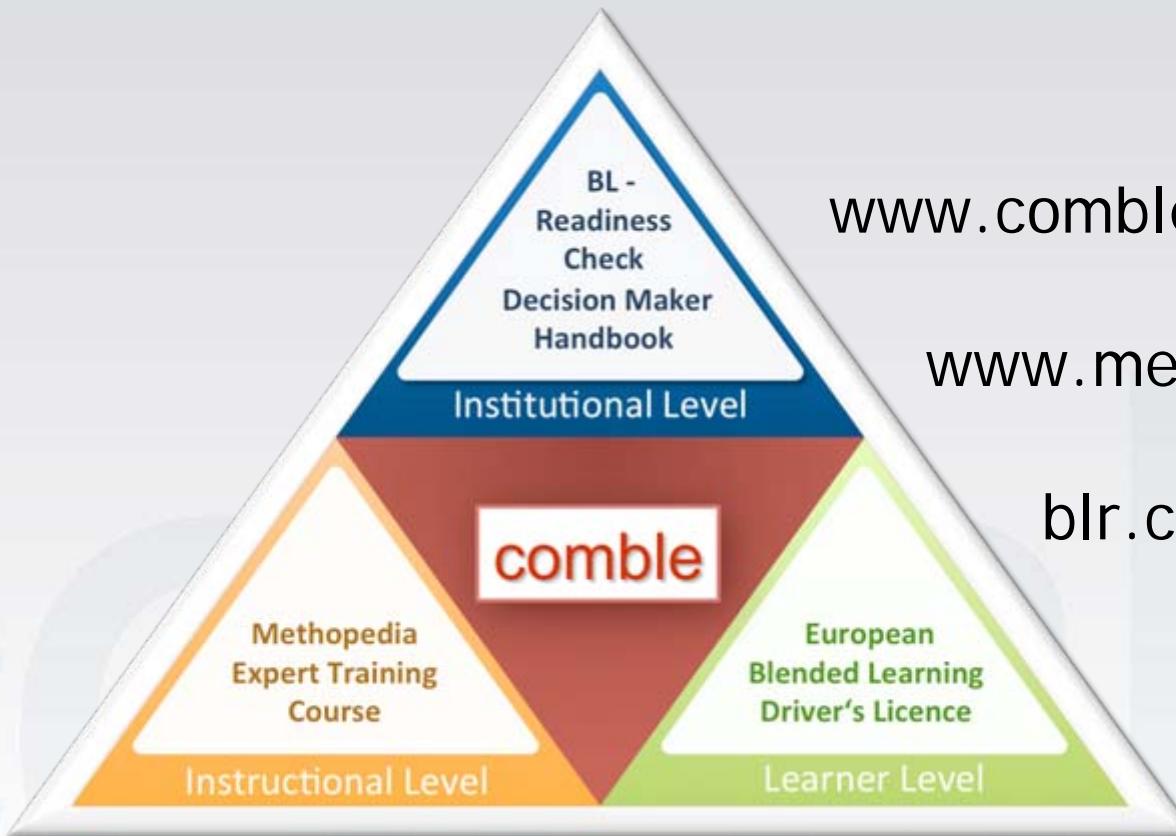
trash icon



<http://de.methopedia.eu/Designer>



# Comble Produkte: Creative Commons



[www.comble-project.eu](http://www.comble-project.eu)

[www.methopedia.eu](http://www.methopedia.eu)

[blr.comble-project.eu](http://blr.comble-project.eu)



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[http://www.tfh-wildau.de/web\\_wvr/scholl/](http://www.tfh-wildau.de/web_wvr/scholl/)