



ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ

ΤΜΗΜΑ ΨΗΦΙΑΚΩΝ ΣΥΣΤΗΜΑΤΩΝ

Πρόγραμμα Μεταπτυχιακών Σπουδών

«Ηλεκτρονική Μάθηση.»

Ακαδημαϊκό έτος 2023-2024

ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΠΛΩΜΑΤΙΚΗ ΕΡΓΑΣΙΑ

Της Νικολίτσας Δούνα ΑΜ: mh2316

**ΣΧΕΔΙΑΣΜΟΣ ΚΑΙ ΑΝΑΠΤΥΞΗ ΜΑΖΙΚΟΥ ΑΝΟΙΧΤΟΥ ΔΙΑΔΙΚΤΥΑΚΟΥ
ΜΑΘΗΜΑΤΟΣ ΓΙΑ ΤΗΝ ΕΚΠΑΙΔΕΥΣΗ ΚΑΘΗΓΗΤΩΝ ΑΓΓΛΙΚΗΣ ΠΟΥ ΔΙΔΑΣΚΟΥΝ
ΣΤΟ ΝΗΠΙΑΓΩΓΕΙΟ
INSTRUCTIONAL DESIGN AND DEVELOPMENT OF A MASSIVE OPEN ONLINE
COURSE FOR TEACHER TRAINING ON TEACHING ENGLISH TO PRESCHOOL**

Επιβλέπων Καθηγητής :

Δημήτριος Σάμψων

Πειραιάς, Σεπτέμβριος 2024

ΥΠΕΥΘΥΝΗ ΔΗΛΩΣΗ ΑΥΘΕΝΤΙΚΟΤΗΤΑΣ

ΒΕΒΑΙΩΣΗ ΕΚΠΟΝΗΣΗΣ ΔΙΠΛΩΜΑΤΙΚΗΣ ΕΡΓΑΣΙΑΣ

Αυτή η Μεταπτυχιακή Διπλωματική Εργασία υποβάλλεται ως μερική εκπλήρωση των απαιτήσεων του Προγράμματος Μεταπτυχιακών Σπουδών στην «Ηλεκτρονική Μάθηση» του Τμήματος Ψηφιακών Συστημάτων του Πανεπιστημίου Πειραιώς.

Δηλώνω υπεύθυνα ότι η συγκεκριμένη Μεταπτυχιακή Διπλωματική Εργασία έχει συγγραφεί από εμένα προσωπικά και δεν έχει υποβληθεί ούτε έχει αξιολογηθεί στο πλαίσιο κάποιου άλλου μεταπτυχιακού ή προπτυχιακού τίτλου σπουδών, στην Ελλάδα ή στο εξωτερικό.

Η εργασία αυτή έχοντας εκπονηθεί από εμένα, αντιπροσωπεύει τις προσωπικές μου απόψεις επί του θέματος. Οι πηγές στις οποίες ανέτρεξα για την εκπόνηση της συγκεκριμένης διπλωματικής αναφέρονται στο σύνολό τους, δίνοντας πλήρεις αναφορές στους συγγραφείς, συμπεριλαμβανομένων και των πηγών που ενδεχομένως χρησιμοποιήθηκαν από το Διαδίκτυο.

Παράβαση της ανωτέρω ακαδημαϊκής μου ευθύνης αποτελεί ουσιώδη λόγο για την ανάκληση του πτυχίου μου. Σε κάθε περίπτωση, αναληθούς ή ανακριβούς δηλώσεως, υπόκειμαι στις συνέπειες που προβλέπονται τις διατάξεις που προβλέπει η Ελληνική και Κοινοτική Νομοθεσία περί πνευματικής ιδιοκτησίας.

Η ΔΗΛΟΥΣΑ

Ονοματεπώνυμο: Νικολίτσα Δούνα

Αριθμός Μητρώου: mhm 2316

Υπογραφή :



Στον σύζυγό μου Τάσο και την κόρη μου Συμέλα για την αγάπη, τη στήριξη και την υπομονή τους.
Στη φίλη μου και συνοδοιπόρο Αναστασία για την έμπνευση, την εμπύχωση και την υποστήριξη.

Acknowledgements

First and foremost, I would like to express my gratitude to my Professor and Master Thesis supervisor, Dr Demetrios Sampson for his guidance, motivation and support throughout this challenging venture. Also, Ms. Sofia Mougiakou and Dr. Demetrios Gkatzos, for their assistance and insightful feedback throughout the composition of this Master Thesis.

I am also thankful to my Professors in the post-graduate programme “e-Learning” at the University of Piraeus, Dr Foteini Paraskeva and Dr Symeon Retalis for the knowledge and inspiration they provided.

I would like to express my appreciation to my friend and colleague Anastasia Roussou for the encouragement, reassurance, exchange of ideas and constant support during our postgraduate studies.

Also, I would like to thank my colleagues in this post-graduate programme Aggelos Koutsoukoglou and Elissavet Vassileiadou for the effective partnership and teamwork.

Finally, I am grateful to my husband and my daughter, Tasos and Symela, for their support, patience and understanding during this period, acknowledging that my decision to attend this programme has had an effect on them too.

Table of Contents

Acknowledgements	4
Table of Contents	5
Table of figures.....	9
List of Tables.....	14
Abstract	15
Περίληψη	16
Chapter 1 - Introduction	19
1.1 The importance of Early Childhood Education in children’s development	19
1.2 The need for EFL (English as a Foreign Language) in Early Childhood Education....	19
1.3 The need for Teacher Training.....	20
1.4 Challenges in EFL Teaching at Pre-school	20
1.5 MOOCs in Teacher Training	21
1.5.1 Positive Aspects	21
1.5.2 Challenges.....	22
1.6 Aim of the Master Thesis	23
1.6.1 Details on the micro-MOOC Content and Structure	23
1.6.2 Rationale for the Instructional Design of the micro-MOOC “Teacher Training: Teaching English to Preschool”	25
1.7 Contribution of the Master Thesis	25
Chapter 2 - Field Overview on Online or non-Online Courses on Teaching EFL to Preschool or Mainstream Teaching Early Childhood Education.....	27
2.1 Indicative Examples of other Courses.....	27
2.2 Institute of Educational Policy.....	27
2.2.1 “Teacher Training for the Introduction of English in Preschool Education (EAN)” 27	
2.3 Online Professional English Network.....	30

2.3.1	“Teaching English to Young Learners”	30
2.4	COURSERA.....	32
2.5	FUTURELEARN	34
2.5.1	“Teaching Phonics in Early Childhood”	34
2.5.2	“Learning Through Play”	35
2.6	LEARNINN UOA and E LEARNING EKPA	38
2.6.1	“Training in Teaching Foreign Languages to preschool children”	38
2.6.2	“Teaching Foreign Languages to Preschool and Primary School Children”	40
2.6.3	“Foreign Language Teaching - Early Childhood”	41
2.7	Centre for Education and Lifelong learning - University of West Attica	42
2.7.1	“Mental well-being and education of infants and young children”	43
2.8	Centre for Education and Lifelong Learning - AUTH	45
2.8.1	“Design and organisation of open play and learning environments for pre-school and school-age children”	46
Chapter 3 - Instructional Design of the online Course		48
3.1	Utility of Massive Open Online Courses (MOOCs) as an effective educational method for the development of teaching EFL in Early Childhood Education	48
3.1.1	The role of MOOCs in Education and a historical review	48
3.1.2	The advantages of MOOCs	49
3.1.3	The challenges involved in the use of MOOCs	49
3.1.4	Use of MOOCs in Teacher Training for EFL in preschool	50
3.2	Justification for choosing micro-learning for the design of the online course	51
3.3	Learning Outcomes selection.....	52
3.4	General Information on the micro-MOOC	53
3.4.1	Title of the micro-MOOC	54
3.4.2	Designer of the micro-MOOC	54
3.4.3	Overview of the micro-MOOC	54

3.4.4	Duration of the micro-MOOC	54
3.4.5	Learning Outcomes (LO) of the micro-MOOC.....	54
3.4.6	Assessment of the micro-MOOC	56
3.4.7	Required Competences	61
3.4.8	Graphical Representation of Instructional Design of the micro-MOOC (Flow Chart)	62
3.4.9	Instructional Design Description of the micro-MOOC	63
Chapter 4 - Implementation of the MOOC in “Teacher Training: Teaching English to Preschool”		93
4.1	A General Overview.....	93
4.2	Implementation of the micro-MOOC	93
4.2.1	Basic Information, Schedule and Details	93
4.2.2	Course Outline	95
4.3	Learning Outcomes.....	100
4.4	Polls.....	101
4.5	Interaction with the community	103
4.6	Presentation and Demonstration (Videos and Audio Clip).....	105
4.7	Infographics and Step by Step Guide.....	107
4.8	Practice Activities	110
4.8.1	External Tools.....	110
4.8.2	Peer Instruction.....	113
4.8.3	Discussion	114
4.8.4	Word Cloud.....	115
4.8.5	Multiple Choice with Feedback	115
4.8.6	Multiple Choice Questions.....	116
4.9	Self-Assessment Activities	117
4.10	Open Response Assessment	119

4.10.1	Assignments	119
4.10.2	Rubrics	121
4.11	Further Training.....	121
4.12	Final Assessment.....	122
4.12.1	Final Assessment Quiz.....	122
4.13	Micro-MOOC Certificate.....	123
Chapter 5 - Assessment of the micro-MOOC		125
5.1	Instructional Design of the micro-MOOC.....	125
5.1.1	Learning Outcomes and Proficiency Level	125
5.1.2	Constructive Alignment	128
5.1.3	Selected Digital Media and Tools	130
5.1.4	Duration and Workload.....	130
5.1.5	Clarity of the Graphical Representation of the micro-MOOC.....	131
5.2	Development of the micro-MOOC	132
5.2.1	Effective Utilisation of Open Edx features	132
5.2.2	Content of the micro-MOOC.....	133
5.2.3	Features available to the trainees	134
Chapter 6 Conclusions and Recommendations for Further Improvement		135
6.1	Overall Conclusions	135
6.2	Course Content and Structure.....	136
6.3	Contribution of the Master Thesis	137
6.4	Recommendations for Further Improvements	137
Appendix I Complete Version of the Course in Text Format		139
Appendix II List of sources for figures in Appendix 1		232
Appendix III List of websites for the online lessons presented in Chapter 2		233
Appendix IV Self-Assessment Criteria of the micro-MOOC (Rubric).....		234
References.....		236

Table of figures

Figure 1-IEP-Programme Description	29
Figure 2-Introduction of English Language in Preschool Education-Act. 4.1	29
Figure 3- Teaching English to Young Learners (TEYL).....	31
Figure 4- Module 2 Classroom Management.....	32
Figure 5- Coursera Free Courses.....	33
Figure 6- Learning Outcomes of TESOL Certificate, Part 1: Teach English Now! Specialization	34
Figure 7- Future Learn subjects	37
Figure 8- Welcome video	37
Figure 9- Course Description	42
Figure 10- Programme’s Lessons	42
Figure 11- Centre for Education and Lifelong Learning of the University of West Attica.....	44
Figure 12- Course Modules	45
Figure 13- Centre for Education and Lifelong Learning of AUTH.....	47
Figure 14- Learning outcomes.....	47
Figure 15-Graphical Representation of the micro-MOOC.....	62
Figure 16-About this Course page	94
Figure 17-About this Course page- micro-MOOC creator	94
Figure 18-HTML code in About this Course page	95
Figure 19-Registration and Introduction Course Outline	95
Figure 20-Introduction Outline	96
Figure 21-Introduction Outline and poll	96
Figure 22-Module 1 Outline	97
Figure 23-Module 2 Outline.....	97
Figure 24-Module 2 Outline.....	98
Figure 25-Module 3 Outline.....	98
Figure 26-Module 4 Outline	99
Figure 27-Final Assessment Outline.....	99
Figure 28-Learning Outcomes general presentation	100
Figure 29- Module 1 Learning Outcomes live view	100
Figure 30-Learning Outcomes Module 2 studio	101

Figure 31-Learning Outcomes Module 3 live view	101
Figure 32-Introduction Poll	102
Figure 33-Poll Module 1	102
Figure 34-Poll Checklist	103
Figure 35-Padlet.....	104
Figure 36-Discussion Forum.....	104
Figure 37-Welcome Video	105
Figure 38-video edit creative commons.....	106
Figure 39- video-studio view	106
Figure 40-Video edit-transcript.....	107
Figure 41-Infographic co-teaching.....	107
Figure 42-co-teaching important factors	108
Figure 43 CLIL Infographic	108
Figure 44-step by step CLIL scenario	109
Figure 45-step by step CLIL.....	109
Figure 46-Learning Apps HTML	110
Figure 47-Quizziz MCQ with feedback	111
Figure 48-Quizziz HTML	111
Figure 49- Fill the blank LearningApps.....	112
Figure 50-Quizziz MCQ Feedback.....	112
Figure 51-Wordwall.neT matching pairs.....	113
Figure 52-Practice with Peer Instruction.....	113
Figure 53-Peer Instruction Practice Activity	114
Figure 54- Discussion Practice Activity	114
Figure 55-Word Cloud Practice Activity.....	115
Figure 56-Multiple Choice with Feedback.....	116
Figure 57-Multiple Choice creation with code	116
Figure 58-DropDown creation	117
Figure 59-Drop Down Problem.....	118
Figure 60- Peer Instruction Self -Assessment.....	118
Figure 61-Self-Assessment Discussion (studio)	119
Figure 62-ORA assignment description.....	120
Figure 63-ORA completed.....	120

Figure 64-ORA rubric.....	121
Figure 65-Suggestions for Further Training.....	121
Figure 66- Final Assessment creation using code	122
Figure 67-Final Assessment Quiz live view.....	123
Figure 68-Final Assessment studio.....	123
Figure 69-Instructions on Issuing the Certificate	124
Figure 70-Language teaching methodologies Competence LO 1.....	126
Figure 71-Lesson Planning LO2	127
Figure 72-Selecting, Adapting, Supplementing and Using Learning Materials	127
Figure 73-Teamwork and Collaboration LO4	128
Figure 74-Instructional design table.....	129
Figure 75-video duration	131
Figure 76-Multimodality in content presentation	133
Figure 77-welcome video	139
Figure 78-reading corner.....	140
Figure 79-Creative Commons	144
Figure 80-micro-MOOC designer.....	145
Figure 81-issuing the Certificate	148
Figure 82-1.4.1 Poll 1.....	149
Figure 83-1.4.1 Poll 2	149
Figure 84-1.4.1 Poll 3	149
Figure 85-1.4.1 Poll 4	149
Figure 86-1.4.1 Poll 5	150
Figure 87-1.4.1 Poll 6	150
Figure 88-Principles of EFL in preschool video.....	151
Figure 89-Introductory Padlet.....	152
Figure 90- 2.0.1 Poll 1	153
Figure 91-2.0.1 Poll 2	153
Figure 92-Theories and Techniques TPR video	154
Figure 93-Total Physical Response in practice video	155
Figure 94-DropDown 2.1.4 question 1	159
Figure 95-DropDown problem 2.1.4 question 2.....	160
Figure 96-Class Routines video.....	161

Figure 97-Classroom Routines examples video.....	162
Figure 98-Quizziz 2.2.3	163
Figure 99-DropDown problem 2.2.4.....	164
Figure 100-Checklist Module 1 question 1	168
Figure 101-Checklist Module 1 question 2.....	168
Figure 102-Checklist Module 1 question 3	168
Figure 103-3.0.1 Poll 1.....	170
Figure 104-3.0.1 Poll 2	170
Figure 105-Adaptive teaching strategies video	171
Figure 106-Modifying activities video.....	172
Figure 107-Wordwall.net 3.1.3.....	173
Figure 108-Arts and Crafts in preschool video	177
Figure 109-Arts and Crafts in EFL video.....	178
Figure 110-DropDown problem 3.2.4 question 1.....	181
Figure 111-DropDown problem 3.2.4 question 2	183
Figure 112-Checklist Module 2 question 1	186
Figure 113-Checklist Module 2 question 2.....	186
Figure 114-Checklist Module 2 question 3	187
Figure 115-Poll 4.0.1 question 1.....	188
Figure 116-Poll 4.0.1 question 2	189
Figure 117-Storytelling in EFL video	189
Figure 118-Practical example of storytelling video	190
Figure 119-Digital games video	195
Figure 120-Let's play and learn video	196
Figure 121-Padlet 4.2.3	197
Figure 122-DropDown problem 4.2.4 question 1.....	198
Figure 123-DropDown Problem 4.2.4 question 2	199
Figure 124-Checklist Module 3 question 1	202
Figure 125-Checklist Module 3 question 2	202
Figure 126-Checklist Module 3 question 3.....	202
Figure 127-Poll 5.0.1 question 1.....	204
Figure 128-Poll 5.0.1 question 2	204
Figure 129-Infographic 5.1.1 page 1	205

Figure 130-Infographic 5.1.1 page 2.....	206
Figure 131-Infographic 5.1.1 page 3.....	206
Figure 132-Infographic 5.1.1 page 4.....	207
Figure 133-Infographic 5.1.1 page 5.....	208
Figure 134-Co-teaching video.....	209
Figure 135-Wordwall.net 5.1.3.....	210
Figure 136-DropDown problem 5.1.4 question 1.....	211
Figure 137-DropDown problem 5.1.4 question 2.....	213
Figure 138-Infographic 5.2.1 page 1.....	214
Figure 139-Infographic 5.2.1 page 2.....	215
Figure 140-Infographic 5.2.2 page 1.....	216
Figure 141-Infographic 5.2.2 page 2.....	217
Figure 142-LearningApps 5.2.3.....	218
Figure 143-DropDown problem 5.2.4.....	220
Figure 144-LearningApps 5.2.4.....	221
Figure 145-5.3.3 Poll 1.....	224
Figure 146-5.3.3 Poll 2.....	225
Figure 147-5.3.3 Poll 3.....	225
Figure 148-Progress, issuing the Certificate.....	231

List of Tables

Table 1-Instructional Design of the Micro-MOOC	63
Table 2-Peer Instruction 2.1.3 question 1	155
Table 3-Peer Instruction 2.1.3 question 2	157
Table 4-DropDown problem 2.1.4 question 1.....	159
Table 5-DropDown problem 2.1.4 question 2.....	160
Table 6-DropDown problem 2.2.4	164
Table 7-ORA rubric Module 1	166
Table 8-Peer Instruction 3.1.4 question 1	174
Table 9-Peer Instruction 3.1.4 question 2.....	175
Table 10-Peer Instruction 3.2.3 question 1.....	178
Table 11-Peer Instruction 3.2.3 question 2	180
Table 12-DropDown problem 3.2.4 question 1	181
Table 13-DropDown problem 3.2.4 question 2.....	182
Table 14-ORA rubric Module 2	185
Table 15-Peer Instruction 4.1.4 question 1.....	192
Table 16-Peer Instruction 4.1.4 question 2	193
Table 17-DropDown problem 4.2.4 question 1.....	197
Table 18-DropDown Problem 4.2.4 question 2	198
Table 19-ORA rubric Module 3	201
Table 20-DropDown Problem 5.1.4 question 1.....	211
Table 21-DropDown Problem 5.1.4 question 2	212
Table 22-DropDown problem 5.2.4.....	219
Table 23-ORA rubric Module 4.....	223
Table 24-Assessment Criteria (Rubric)	234

Abstract

Massive Open Online Courses have been gaining ground in the field of Education during the last 2 decades, due to the convenience, accessibility and scientific credibility they offer to learners. MOOCs facilitate potential for both personal and professional development without time and geographical constraints. In this Master Thesis we examine the utilization of MOOCs in Teacher Training, and more specifically, in equipping EFL teachers with the knowledge they need so as to teach in Early Childhood Education. We analyse and describe a range of courses aiming at providing information regarding the importance of Early Childhood Education, the integration of Foreign languages and the significance of play, accompanied by a critical reflection. We discuss the need for Teacher Training, as well as the benefits and challenges involved in the use of MOOCs for this purpose. We elaborate into the techniques lying behind the Instructional Design of a micro-MOOC aimed at EFL teachers in preschool, the principles of micro-learning and the structure and content of the micro-MOOC “Teacher Training: Teaching English to preschool”. We justify the selection of Learning Outcomes and Lesson Objectives for this online Course, according to «Cambridge English Teaching Framework», highlighting their alignment with the needs not only of the Educators but also of the preschoolers.

Key Words: MOOCs, Teacher Training, EFL in Preschool, Early Childhood Education, micro-learning

Περίληψη

Τα Μαζικά Ανοιχτά Διαδικτυακά Μαθήματα γίνονται ολοένα και πιο δημοφιλή, ειδικά τα τελευταία 20 χρόνια, κυρίως λόγω της ευελιξίας, της εύκολης πρόσβασης και της Επιστημονικής αξιοπιστίας που παρέχουν στους εκπαιδευόμενους. Η αξιοποίηση των ΜΑΔΜ δίνει την δυνατότητα στους συμμετέχοντες τόσο για προσωπική όσο και επαγγελματική εξέλιξη και ανάπτυξη ικανοτήτων σε μεγάλο εύρος Επιστημονικών και Γνωστικών Πεδίων, χωρίς χρονικούς και γεωγραφικούς περιορισμούς.

Στη συγκεκριμένη Μεταπτυχιακή Διπλωματική Εργασία εξετάζουμε την χρησιμότητα των ΜΑΔΜ στην επιμόρφωση Εκπαιδευτικών και Εκπαιδευτών, και πιο συγκεκριμένα στην κατάρτιση των Καθηγητών της Αγγλικής Γλώσσας προκειμένου να διδάξουν σε μαθητές προσχολικής ηλικίας. Παρουσιάζεται μια περιγραφή και συγκριτική ανάλυση άλλων Διαδικτυακών Μαθημάτων που εστιάζουν προς αυτή την κατεύθυνση, και συγκεκριμένα:

- ✓ στην σημασία της Προσχολικής Αγωγής και Εκπαίδευσης
- ✓ στην χρησιμότητα της εισαγωγής σε αυτήν της Ξένης Γλώσσας
- ✓ στην σπουδαιότητα της χρήσης του παιχνιδιού
- ✓ στα αναπτυξιακά στάδια, στα χαρακτηριστικά και στις ανάγκες των μαθητών της συγκεκριμένης ηλικίας

Γίνεται αναφορά στην έλλειψη εμπειρίας αναφορικά με την Εισαγωγή της Αγγλικής ως Δεύτερης ή Ξένης Γλώσσας στο Νηπιαγωγείο, στην ανεπάρκεια αντίστοιχων Επιμορφωτικών Προγραμμάτων, αλλά και στην παντελή απουσία έντυπου υλικού ή προγράμματος Σπουδών, που θα μπορούσε να φανεί χρήσιμο και να παρέχει κατευθυντήριες γραμμές στους Διδάσκοντες της Αγγλικής Γλώσσας.

Συζητείται η αναγκαιότητα περαιτέρω ανάπτυξης δεξιοτήτων στους Εκπαιδευτικούς, καθώς επίσης και τα πλεονεκτήματα αλλά και οι δυσκολίες που ενέχει η χρήση και αξιοποίηση των ΜΑΔΜ ως μέσο επιμόρφωσης και κατάρτισης.

Βασικά θετικά χαρακτηριστικά των ΜΑΔΜ είναι:

- ✓ η ευελιξία
- ✓ η αυτορρύθμιση αναφορικά με τον τρόπο και τον χρόνο μελέτης υλικού
- ✓ η δυνατότητα αυτοαξιολόγησης
- ✓ η αλληλεπίδραση και ανταλλαγή υλικού και απόψεων με άλλα μέλη της κοινότητας

Προβλήματα που δεν μπορούν να αγνοηθούν, ωστόσο, αποτελούν :

- ✓ η έλλειψη κινήτρου

- ✓ το υψηλό ποσοστό διακοπής παρακολούθησης ενός μαθήματος πριν από την περάτωσή του
- ✓ η ετεροχρονισμένη ανατροφοδότηση σε Εργασίες Ανοιχτής Απόκρισης
- ✓ η απουσία προσωπικής σχέσης μεταξύ Εκπαιδευτή και Εκπαιδευόμενου

Εξετάζουμε και αναπτύσσουμε τις τεχνικές που χρησιμοποιήθηκαν για τον Εκπαιδευτικό Σχεδιασμό ενός ΜΑΔΜ με τίτλο «Εκπαίδευση Καθηγητών Αγγλικής που διδάσκουν στο Νηπιαγωγείο», το οποίο στοχεύει στην προετοιμασία Καθηγητών Αγγλικής Γλώσσας που θα απασχοληθούν στη συγκεκριμένη εκπαιδευτική βαθμίδα.

Το περιεχόμενο του Διαδικτυακού Μαθήματος είναι βασισμένο τόσο σε αρχές που διέπουν την Διδασκαλία στην προσχολική ηλικία, όσο και σε Θεωρίες Μάθησης αναφορικά με τα Αγγλικά και τις πλέον αποτελεσματικές μεθόδους για την εκμάθησή τους από μαθητές Νηπιαγωγείου.

Αναπτύσσουμε τις αρχές της μικρο-μάθησης, όπως και τον λόγο για τον οποίο ο συγκεκριμένος τρόπος θεωρείται ενδεδειγμένος για την Κατάρτιση των Εκπαιδευτικών στο συγκεκριμένο Γνωστικό Αντικείμενο. Γίνεται εκτενής αναφορά στις 7 διαφορετικές διαστάσεις της μικρο-μάθησης, τι αυτές περιλαμβάνουν, καθώς και παραδείγματα από το περιεχόμενο του ΜΑΔΜ που σχετίζονται με αυτές.

Παρουσιάζουμε αναλυτικά τη δομή και το περιεχόμενο του Μαθήματος, όπως και την υλοποίησή του στην πλατφόρμα Open Edx. Συμπεριλαμβάνονται ενδεικτικές οθόνες από το περιβάλλον του Διαδικτυακού Μαθήματος, καθώς επίσης και ολόκληρη η Δομή και Σχεδίαση, εντός του Παραρτήματος. Εξηγείται επίσης η χρησιμότητα της πολυτροπικότητας στην παρουσίαση του περιεχομένου, προκειμένου να εξασφαλιστεί η ενεργός συμμετοχή και κινητοποίηση ενδιαφέροντος όλων των εκπαιδευομένων.

Αιτιολογείται η επιλογή των Μαθησιακών Αποτελεσμάτων που έχουν τεθεί για αυτό το ΜΑΔΜ, με βάση το «Cambridge English Teaching Framework», που θεωρείται ένα από τα πιο αξιόπιστα Πλαίσια Ικανοτήτων για Εκπαιδευτικούς.

Τονίζεται η σύνδεσή τους με τις ανάγκες τόσο των Εκπαιδευτικών όσο και των μαθητών προσχολικής ηλικίας. Πιο συγκεκριμένα, αναφερόμαστε στις παρακάτω δεξιότητες:

- ✓ Διδακτική Μεθοδολογία της Αγγλικής Γλώσσας
- ✓ Σχεδίαση μαθήματος
- ✓ Επιλογή, Τροποποίηση, Ενίσχυση και Χρήση Εκπαιδευτικού Υλικού
- ✓ Συλλογικότητα και Συνεργασία

Μετά την ολοκλήρωση παρακολούθησης του ΜΑΔΜ ο Εκπαιδευόμενος αναμένεται ότι θα είναι σε θέση

- ✓ να χρησιμοποιήσει τις κατάλληλες Εκπαιδευτικές Μεθόδους και Θεωρίες προκειμένου να ενισχύσει την συμμετοχικότητα των μαθητών
- ✓ να προσαρμόσει και να τροποποιήσει τις δραστηριότητες που έχει σχεδιάσει, προκειμένου να ανταποκρίνεται στις έκτακτες συνθήκες που προκύπτουν, χωρίς να αποκλίνει ωστόσο από τον μαθησιακό στόχο
- ✓ να επιλέξει τις κατάλληλες πηγές, υλικά και μαθησιακά εργαλεία και να τα ενσωματώσει στη μαθησιακή διαδικασία
- ✓ να αναγνωρίσει την αξία της συνεργασίας και συμμετοχικότητας μεταξύ των Εκπαιδευτικών της ίδιας τάξης (Συνδιδασκαλία)

Ακολουθεί η αξιολόγηση του Μαζικού Ανοιχτού Διαδικτυακού Μαθήματος με βάση συγκεκριμένη ρουμπρίκα αυτοαξιολόγησης. Σε αυτήν εξετάζεται η πλήρωση ορισμένων κριτηρίων κατά τον Σχεδιασμό και την Υλοποίηση του ΜΑΔΜ, μεταξύ των οποίων η καταλληλότητα του περιεχομένου, η σαφήνεια, η αξιοποίηση εργαλείων και η συνάφεια με την επιλογή των Μαθησιακών Αποτελεσμάτων.

Τέλος, παρουσιάζονται τα συμπεράσματα που προέκυψαν από την ανασκόπηση και αξιολόγηση του Διαδικτυακού Μαθήματος. Παρατίθενται προτάσεις για μελλοντική βελτίωση και περαιτέρω εξέλιξη στο θέμα της Επιμόρφωσης των Εκπαιδευτικών για τη Διδασκαλία των Αγγλικών στο Νηπιαγωγείο.

Λέξεις κλειδιά : ΜΑΔΜ, Επιμόρφωση Εκπαιδευτικών, Αγγλική Γλώσσα στο Νηπιαγωγείο, Προσχολική Αγωγή και Εκπαίδευση, μικρο-μάθηση

Chapter 1 - Introduction

1.1 The importance of Early Childhood Education in children's development

Pre-school or Early Childhood or Pre-Primary Education is crucial for children's development, because it is the child's first encounter with surroundings other than the security of their home and with people other than their family members. For the first time, they are asked to become members of a community new to them, adjust to new rules and circumstances, and all that "far away" from the family nucleus or the extended family that has provided them with stability and support, up to that moment.

In preschool, children learn to become independent, develop multiple cognitive and social skills and prepare for Formal Schooling (UNESCO, n.d.).

Therefore, the particular Educational level is of vital importance for their future personal, professional and academic life. During the years of Early Childhood Education, their view of the world, their personality and their critical thinking are formed and developed, along with their personality traits (Khojamatova, 2023). Their academic and overall performance during these early years of their life, is highly indicative of their developmental potential as adults, and lays the foundation for future learning and development (Umairi, 2024).

1.2 The need for EFL (English as a Foreign Language) in Early Childhood Education

There has been a growing demand for Foreign language Learning in preschool, and particularly English, worldwide. Specifically in Greece, where this Master Thesis is being written, English was first introduced to preschool in 2021 for two 45'-sessions a week.

From a very early age, children are given as many stimuli as possible, partly as a result of globalisation and emerging technologies, and partly as an attempt on their parents behalf to provide them with positive parenting and encourage development of various cognitive skills. Foreign Language Learning is ranked really high among them, due to the fact that societies have become multilingual and multicultural, and therefore, the need for Foreign Language acquisition becomes urgent in an effort to promote personal development (Thieme et al., 2022).

Children of this age have the ability to absorb knowledge at great ease, hence Foreign Language Learning occurs naturally and effortlessly (Akdağ Çimen & Çeşme, 2022); scientific

research has shown that when we are younger, we tend to use both of our brain hemispheres in order to learn and consolidate information, in the particular case, English Language. As we get older, we tend to use only half of our brain, the left-hand side, and consequently, Foreign Language Learning takes longer to achieve (ITTT International TEFL & TESOL Training,2017).

1.3 The need for Teacher Training

The educators who are asked to teach English in Early Childhood Education are English Language Instructors, who, in most cases, have little or no experience in teaching the specific age group. Before the need for teaching English at preschool arose, English Language Teachers only dealt with students who attended Formal Schooling, and hence, could read and write, or adults who needed to study English for professional or other reasons. Pre-primary Education learners belong to a different category, since they learn in a distinct way and following diverse internal mechanisms. The EFL teacher has to implement such techniques and strategies that will maintain the learner's interest and keep them engaged and motivated throughout the learning process (Richards & Rodgers, 2001)

In order for teachers to identify the specific group's developmental stages and needs so as to achieve effective Language Teaching, Teacher Training is considered essential.

1.4 Challenges in EFL Teaching at Pre-school

As we already mentioned, young children's learning mechanisms function in a totally different way compared to that of older students. Therefore, educators need to adjust their teaching methods and strategies in order to tailor the specific group's learning needs. Young learners have limited attention span, so it is not so easy for the English Instructor to maintain their interest and focus throughout the lesson; they become easily bored, they can be impatient and unwilling to cooperate, and in combination with the fact that they all have distinct learning styles and abilities, the learning process is hindered (Patanduk et al., 2023).

Another issue that EFL preschool teachers can come up against, is the lack of motivation; learners of this age can easily be discouraged if they get the feeling that they do not understand the spoken language, and as a result they become disappointed and refuse to participate. Taking into consideration the fact that children of this age are often shy or hesitant to ask for clarifications or explanations, one can understand how easy it is for

preschoolers to experience frustration and feel totally unmotivated. Even in the case of storytelling, which is widely used as a teaching technique in preschool, results are encouraging only if the teacher manages to engage learners, draw their attention and create a feeling of self-confidence in them (Mavriqi & Alkaaby, 2022).

Unfortunately, all the above are worsened by the lack of specialised Training and resources, and insufficient or even inappropriate infrastructure/ classroom equipment.

1.5 MOOCs in Teacher Training

Massive Open Online Courses, or MOOCs, are, as the name suggests, courses delivered online to anyone interested, usually free of charge. The term was first used in 2008 and since then MOOCs have been gaining ground among members of the educational community, due to the fact that they are affordable, convenient and allow for flexibility and active participation (Kumari & Naaz, 2020).

Several educational organisations offer MOOCs, which aim at promoting professional development and facilitating the learning process. Subject areas offered in MOOCs are inexhaustible, hence professionals or anyone in general who is interested in broadening their knowledge and horizons, can find a course that gives them the opportunity to elaborate into subject matters that, if it weren't for MOOCs, they would never have the prospect of doing (Misra, 2018).

For teachers, more specifically, MOOCs are a great opportunity for further training and specialisation, as well as for gaining knowledge in education-related topics from experts worldwide, without time or geographical restrictions. In the case of teaching EFL to preschool, a cognitive domain where there is lack of resources and specialised training, MOOCs appear to be even more useful, since the abundance of knowledge offered, can help in their building expertise and gaining valuable knowledge (Smyrnova-Trybulska et al., 2022).

1.5.1 Positive Aspects

Educators who use MOOCs to advance their professional development, greatly benefit from them, in various ways (Salas-Rueda et al., 2022).

To begin with, MOOCs promote trainees' autonomous and independent learning; learners study the given material at their own pace, complete the tasks and activities and receive

instant feedback from automated quizzes. They have free access to the study material, can go back and reconsider whatever they find confusing, or even retake specific tests for reasons of self-assessment and consolidation. Also, the content is well organised, broken into sections, subsections and units, and progressively structured from simpler to more challenging items, so as to facilitate the learning process on behalf of the participants and make understanding and assimilation easier (Zakharova & Tanasenko, 2019).

Digital Literacy that is enabled through attending a MOOC, is another crucial benefit for teachers worth mentioning. It is a fact that the future of education is technologically dependent; educators need to be digitally proficient and keep up to date with the latest technologies if they want their teaching to be effective and aimed at a broad student audience (Redondo et al., 2021).

Most importantly, MOOCs promote trainees' active participation and engagement, as well as interaction with other educators from all over the world. The exchange of ideas and material, the communication between other fellow trainees and the appreciation of new insights and teaching approaches, gives another perspective to the concept of teaching and fosters a dynamic learning environment.

Finally, Lifelong Learning and Ongoing Training are promoted, contributing towards the cultivation of knowledgeable and skilled educators.

1.5.2 Challenges

While the role of MOOCs in promoting professional development and making steps towards the establishment of innovative teaching methods and techniques cannot be doubted, there are pitfalls and challenges for educators, involved in the implementation of MOOCs.

First of all, learning through MOOCs is impersonal; that is, there is no real-time interaction between the trainee and the professional who designed and created the course, nor among the trainees themselves. The fact that training is conducted in asynchronous mode leaves no room for concurrent communication and the trainee does not experience the feeling of being part of a community. In cases where feedback is not provided automatically, such as Open Response Assessments, the participant receives the results of their evaluation non-simultaneously, which can create confusion and interruptions in the learning process.

Another challenge involved, is the possibility of dropping out of the course before completing it. The drop-out rate in MOOCs is high due to several factors; one of them is lack of motivation,

which occurs when the trainee realises that there is no pressure in completing the course and that the learning content can be presented to them “in-demand”, on a later date. Another factor is the long Course Startup; some MOOCs are of extended duration, or contain sequential modules, which leads to the participants’ boredom and discouragement, and, as a result, withdrawal from the course. Sometimes, the intensive workload also results in adverse effects, as the trainee feels that it is difficult or impossible for them to complete the course-included tasks, and the lack of self-confidence and determination leads to opting out of the course (Mougiakou, 2020).

1.6 Aim of the Master Thesis

The aim of this Master Thesis is to design, develop and assess a Massive Open Online Course to support EFL (English as a Foreign Language) Teachers who already teach or are interested in instructing young learners in pre-Primary Education. This micro-MOOC focuses on introducing Educators who attend the course to the main theories, principles and techniques to be followed when addressing preschool students. Early Childhood Education Teachers would also find the course informative, since insights are given into the way the English lesson is conducted in preschool, as well as the importance of effective and constructive cooperation between the EFL teacher and the preschool teacher.

The name given to the course is “Teacher Training: Teaching English to Preschool”, and it is highly descriptive of the micro-MOOC’s content; it provides training to educators who will find themselves working in pre-Primary Education, giving guidelines and suggestions on how the learning process can be enhanced and effective.

1.6.1 Details on the micro-MOOC Content and Structure

Following the general characteristics of MOOCs, the particular course is open to a large number of trainees. Even though it is addressed to EFL teachers, anyone interested in the particular cognitive field is welcome and free to attend it, by simply registering. The main prerequisite is that the trainee is proficient in the English Language, since the whole course is developed and realised in English.

Furthermore, the fact that it is conducted online and in asynchronous mode, gives attendees the opportunity to watch and study the material and complete the practice and self-

assessment activities at their own pace, from the comfort of their home, provided of course that they complete all tasks in the scheduled time that the designer of the MOOC has set.

The course entails an Introduction, 4 Modules which focus on distinct thematic units, and the Final Assessment. The Introduction starts with a welcome video and provides general information on the course, such as the Learning Outcomes and Objectives, and the skills that the trainee is expected to acquire upon completing the training. Information on the way the course is assessed is given, along with the series of actions that the trainee needs to carry out in order for the course to be successfully completed. There's also a poll, with which the trainee can self-assess their prior knowledge on the topic, a short resume of the MOOC designer, and finally a video presentation that gives some useful insights into the topic of the course.

Each Module contains a short introduction with a poll, to check prior knowledge, and a text presenting the Module's Learning Outcomes, so that the trainee knows exactly what they are going to study in the specific section. Each Module is broken down to two subsections, and each subsection entails a presentation, a demonstration, a practice and a self-assessment unit. The presentation and demonstration units comprise videos, audio clips, infographics and step by step guides, which introduce theories and techniques related to the specific Learning Outcome of the subsection. The practice and self-assessment units incorporate various types of mini quizzes and problems, such as DropDown problem, Peer Instruction and Multiple-Choice Questions, as well as activities in interactive external tools, all of which assess trainees' understanding of the presented material. There are also opportunities for them to express their opinion and interact with each other, by posting in the Course Forum and commenting on their fellow trainees' posts or using Padlets.

At the end of each Module, there is an Open Response Assessment, a task in which the trainee is given an alleged scenario and is asked to provide their own answer. Following, the trainee self-assesses their response, based on a rubric with criteria provided by the MOOC designer, and answers a poll to self-assess their skills and abilities after completing the Module.

Finally, at the end of the micro-MOOC the trainee completes a Final Assessment Quiz, entailing five Multiple Choice or True/False questions per Module, and if they get a total minimum score of 80%, they are entitled to a certificate. I need to clarify that in this particular case, the Course Certificate is not valid, since it was created to serve the needs of the Master Thesis.

1.6.2 Rationale for the Instructional Design of the micro-MOOC “Teacher Training: Teaching English to Preschool”

According to Theo Hug, micro-learning is based on 7 dimensions: time, content, curriculum, format, process, media and learning models. Therefore, it is “a technique that allows for distance training, but provided in small amounts that the learner can assimilate in brief training periods which are interspersed with other activities”. (Redondo et al., 2020)

In order to support micro-learning, the guidelines for the particular approach were carefully followed when creating the specific micro-MOOC for the Master Thesis.

The format is precise and accurate, the units are clearly designed, and the topics and lesson objectives are stated in brief and concise sentences; each module contains information that is independent to the rest of the course, so that trainees can complete the activities by just revising the content in the particular module; the units take no longer than 15’ each to complete; the audio, visual and audio-visual material is presented in an interesting way to retain the trainees’ attention.

The content is carefully chosen, based on personal experience, so as to provide useful insights into the topic and not just theories that cannot be applicable; the material shown in the presentation videos contains information I would have liked somebody to share with me when I started instructing preschoolers; and finally, the suggestions and ideas presented in the demonstration videos are things that I have tried in my class and saw that they worked. The practice and self-assessment activities are created in such a way that the trainees receive feedback and can evaluate the learning process.

1.7 Contribution of the Master Thesis

This Thesis contributes to the field of EFL in Early Childhood Education, with the design and creation of a Massive Open Online Course for Teacher Training, in multiple ways.

Since EFL was only recently introduced to Preschool in Greece, the availability of resources and specialised training programmes is significantly limited. Most courses or seminars that have been developed offer theoretical support without using specific instructional design methods and techniques, hence, they do not give insights into practical and realistic ways in which educators can enhance their teaching methods. Activities suggested most of the time cannot be applicable in the classroom reality, either due to time restriction or overpopulated classes. Educators feel they are “sailing in uncharted waters” and the potential lack of

cooperation between EFL and Preschool teachers exacerbates the situation and can make Teaching EFL to preschool a real struggle.

The Master Thesis “Instructional Design and Development of a Massive Open Online Course for Teacher Training on Teaching English to Preschool” lays the foundation for filling this gap. The micro-MOOC is designed by means of applying the theories of micro-learning (short duration and focused content), Gamification (activities that include leaderboards and earn badges), Constructivism (interactive activities, real-life scenarios and self-assessment activities) and Social Learning (Discussion Forum and Padlet) (Koochang et al., 2009).

It suggests ways and techniques on how to apply Learning Theories and use Adaptive Teaching Strategies effectively, make wise selection of resources and support cooperation among educators; all these with the aim of promoting EFL teachers’ in preschool professional development, enhancing and updating the practice of online learning and introducing contemporary methods and techniques that are applicable in today’s world.

Chapter 2 - Field Overview on Online or non-Online Courses on Teaching EFL to Preschool or Mainstream Teaching Early Childhood Education.

2.1 Indicative Examples of other Courses

There are various Organizations, Institutions and Platforms that offer online or offline courses for the cultivation and development of personal and professional skills. In this unit, I examine some of them and carry out a critical reflection on the courses related to the teaching of English Language in early childhood and to teaching young children in general that these Institutions have designed. Following are some indicative examples of such courses. Information on platforms and courses is drawn from the respective web pages the URLs of which are written below.

2.2 Institute of Educational Policy

[The introduction of the English language in pre-primary education – EAN Programme \(auth.gr\)](#)

The Institute of Educational Policy is the main Scientific and Research Body that supports the Ministry of Education, Religious Affairs and Sports, as well as other organisations that deal with any issues that might come up regarding Primary and Secondary Education, Teacher Training, Transition among various levels of Education, Inclusion etc. The main focus of the Institute is on securing every child's right to Education.

2.2.1 “Teacher Training for the Introduction of English in Preschool Education (EAN)”

Among several training programmes organized and held for educators, the Institute of Educational Policy (IEP), in partnership with the Aristotle University of Thessaloniki and the National and Kapodistrian University of Athens, launched “Teacher Training for the Introduction of English in Preschool Education (EAN)” <https://elearning.iep.edu.gr/study/course/view.php?id=511> in order to prepare everyone involved in Pre-Primary Education learning procedure for the smooth integration of English Language into the existing curriculum. The course is conducted online and is addressed to English and Preschool Teachers, as well as Coordinators of Education, with the aim of creating

the appropriate pedagogical environment, where students' needs, inclinations and special interests will be taken into account so as to help them develop their skills and competences. Introduction, instructions and details on the course are offered both in Greek and English, but the actual modules and study material are available only in Greek. Thomai Alexiou, Professor of the Aristotle University, is the Scientific Supervisor and Coordinator of the project.

When the course was first introduced it combined synchronous and asynchronous learning, and each week a different section was released. Now, it is conducted only in asynchronous mode, it is self-paced, and the main emphasis is on integrating material and activities into the learning process in a way that communication and holistic development of students are encouraged. The idea lying behind the way the course is organized, is cooperation between English and Preschool Teachers and introduction of English Language to young learners in a creative, fun and gamified way through cross-cultural approach. The development characteristics of Preschoolers along with the appropriate Methodology and Pedagogical Approaches are studied, and Interdisciplinary thematic areas are used. All these are relevant to the Pre-Primary Curriculum, and several educational scenarios are available to teachers for use in the classroom through the repository of the course.

The course consists of 8 units. The content and study material are presented by means of videos, PPT and PDF files, and trainees are asked to complete a series of tasks successfully before being allowed to proceed to the next unit. Some videos with integrated questions are also included, making the course more interactive and interesting. Multiple choice quizzes are used to assess the educators' progress and participation in the Forum of the course is encouraged.

After the participants have completed all assignments, they are asked to submit training evaluation questionnaires and do the final assessment Quiz, which, if done successfully and a score of at least 80% is achieved, leads to a certificate of Attendance. There is also support available for all trainees, which can be sought by means of the "helpdesk" section.

In my perspective, the course can prove useful for Educators who haven't had experience in pre-school Teaching before, in that it provides insights into the way young learners function and ideas on how to approach various thematic areas. The educational scenarios seem complete, but some of them are outdated and not appealing for children at all. Also, it lacks hands-on practice and mainly emphasises on cultivating a theoretical background. Co-

teaching and cooperation between Preschool and English Teachers is for me the key to the successful integration of English into the Preschool curriculum.

The volume with the Program description and the research results has just been released! [Click here](#)

The EAN main goals are:

- the design and implementation of the necessary training programme for English language teachers, preschool teachers and the school administrators involved
- monitoring and supervising the introduction of the English language in preschools and the collection of evidence from all the key stakeholders in the implementation of the programme
- the development of educational material in order to provide teacher support and,
- the design of the finalised form of teacher training educational material based on the needs of the participants and utilising the data that will be collected in the process of introducing the English language in preschools.

Based on the above, the following constitute some of the objectives of the programme:

Figure 1-IEP-Programme Description

Source: [Programme Description – The introduction of the English language in pre-primary education \(auth.gr\)](#)

ΟΠΣ Επιμόρφωσης - Ι.Ε.Π.

Η Εισαγωγή Αγγλικής γλώσσας στο Νηπιαγωγείο (EAN)

Dashboard > My courses > EAN > Ενότητα 4: Μεθοδολογία και κατάλληλες τεχνικές στην προσχολική ηλικία - Φάση Α > Δραστηριότητα 4.1

Question 1
Not yet answered
Marked out of 1.0
Flag question

Όλες οι προτεινόμενες μέθοδοι για την εισαγωγή της αγγλικής στην προσχολική εκπαίδευση

Select one:

- a. θεωρούν ότι η γλώσσα πρέπει να διδάσκεται ρητά
- b. θεωρούν το λεξιλόγιο ως το πλέον βασικό γλωσσικό στοιχείο
- c. θεωρούν τη γλώσσα ως μέσο επικοινωνίας
- d. θεωρούν ότι η εκμάθηση γλώσσας είναι αυτοσκοπός

Next page

Quiz navigation

1 2 3 4 5 6 7 8
9 10

Finish attempt ...

Previous activity
◀ Μεθοδολογία και κατάλληλες τεχνικές στην προσχολική ηλικία - Μέρος Α -

Jump to...

Next activity
Μεθοδολογία και κατάλληλες τεχνικές στην προσχολική ηλικία - Μέρος Β -

Figure 2-Introduction of English Language in Preschool Education-Act. 4.1

Source : [Δραστηριότητα 4.1 \(page 1 of 10\) \(iep.edu.gr\)](#)

2.3 Online Professional English Network

openenglishcommunity.org)

The Online Professional English Network (OPEN) is part of “American English”, a site managed and supported by The Bureau of Educational and Cultural Affairs, U.S. Department of State. It offers Global Online Courses, Webinars and Massive Open Online Courses, both self-paced and instructor-led, to learners, teachers and professionals of English Language worldwide. The length of the programmes varies from 5-12 weeks for completion. With the courses and programmes it offers, it promotes exchange of culture and provides opportunities for professional development. Study material, which can be adapted, reused and shared freely, is created by experts in the field of TESOL (Teaching English to Speakers of Other Languages).

2.3.1 “Teaching English to Young Learners”

“Teaching English to Young Learners” <https://openenglishcommunity.org/page/teaching-english-to-young-learners-teyl> is a course designed to help educators teach English as a foreign language to learners aged 3-10 years old. It primarily aims to familiarize educators with those methods and techniques that will keep learners engaged and motivated, becoming at the same time active participants. It is provided online by George Mason University through the OPEN platform, and it is instructor-led. Unfortunately, at the time this Master Thesis is being written, registration to the course is not open, but all study material is available and downloadable, so critical reflection and analysis on the particular course is made possible.

The course consists of 5 modules which require approximately 5 hours of work each, on behalf of the trainee. They contain video lectures, articles, a self-assessment quiz, an optional activity or assignment, a module-reflection quiz, and finally a “wrap-up”, where the trainee with the use of a checklist can make sure that they have completed all the tasks assigned and that are ready to proceed to the next module. Upon completion of each module the trainee receives a relevant badge, and in the end all badges contribute to the completion of the course.

The thematic structure is such that participants progressively move from theory to practice, reaching a point where they can create their own material and lesson plans for implementation in the classroom environment. The learning objectives and thematic concepts

are clearly set and described at the beginning of each module, making navigation through the course easy and effortless.

The course is considered complete and leads to a Certificate of Award when all badges have been earned and a final survey on the course has been submitted.

Support is available through Regional English Language Officer (RELO) during the course, and upon completion, MOOC Certificate Download Instructions are provided.

As far as I am concerned, the course provides useful and creative ideas which are based on a theoretical background and enables trainees to smoothly familiarise their students with the Foreign Language. The study material seems uptodate and can keep the learners interested and engaged.

OPEN Online Professional English Network

About OPEN OPEN Courses AE Webinars The OPEN CoP Login

This module covers materials, activities and vocabulary about the following key concepts:

- rationale for starting English as a foreign language instruction earlier in a learner's life
- "young learner" vs. "very young learner"
- classroom environments and activities appropriate for young learners

Downloadable Materials:

[Teaching English to Young Learners - Module 1.pdf](#)

[Teaching English to Young Learners - Module 1.docx](#)

Module 2:

vocabulary about the following key concepts:

- teachers as managers in the classroom
- classroom environments that are conducive to learning English
- class structures that implement routines and rules
- the use of English and the native language in the classroom

Downloadable Materials:

[Teaching English to Young Learners - Module 2.pdf](#)

[Teaching English to Young Learners - Module 2.docx](#)

Module 3: Teaching Listening and Speaking

This module covers materials, activities and vocabulary about the following key concepts:

- skills involved with speaking and listening
- making listening input comprehensible
- rationale behind the use of songs, rhymes, chants and storytelling to teach listening and speaking

Downloadable Materials:

[Teaching English to Young Learners - Module 3.pdf](#)

Module 4: Teaching Reading and Writing

This module covers materials, activities and vocabulary about the following key concepts:

- how young learners learn to read and write in L1 and L2
- bottom-up and top-down reading skills and strategies for developing both
- the movement from spoken to written word

Downloadable Materials:

[Teaching English to Young Learners - Module 4.pdf](#)

Figure 3- Teaching English to Young Learners (TEYL)

Source: <https://openenglishcommunity.org/page/teaching-english-to-young-learners-teyl>



MODULE 2: CLASSROOM MANAGEMENT

Table of Contents

Module 2: Overview	2
Module 2: Task 1 – Video Lecture (30 minutes)	4
Module 2: Task 2 – Read Articles (1-2 hours)	10
Module 2: Task 3 – Self-Assessment Quiz (30 minutes)	19
Module 2: Task 4 – Activity Share #1: Games and Classroom Management Techniques (1-1.5 hours) (optional)	20
Module 2: Task 5 – Module Reflection Quiz (30 minutes)	29
Module 2: Wrap-up.....	30

Figure 4- Module 2 Classroom Management

Source: [Module 2 Packet_TEYL MOOC_2024.pdf](#)

2.4 COURSERA

[Coursera | Degrees, Certificates, & Free Online Courses](#)

Coursera is a global online learning platform that was established in 2012 by Stanford University computer science professors Andrew Ng and Daphne Koller. It offers courses, certificate programmes, tutorials and even Master’s or Bachelor’s Degree Programmes in a wide variety of topics, ranging from Computer Science to Psychology and from Literature to Social Studies. All this is done in partnership with the world’s top Universities and Companies, such as Yale, Stanford, IBM and Google, showcasing that Quality Learning is among Coursera’s main priorities. A large number of courses are offered for free, and all trainees need to do is create an account and enroll in the lesson that they find appealing or useful.

2.4.1 “TESOL Certificate, Part 1: Teach English Now!”

“TESOL Certificate, Part 1: Teach English Now!” [TESOL Certificate, Part 1: Teach English Now! | Coursera](#) is a specialisation course, which if combined with the respective course Part 2, earns the trainee the TESOL Certificate from Arizona State University via Coursera Platform. It is addressed to Teachers of English as a Second Language and aims at elaborating into

lesson plan designing and theories on Second Language acquisition. Participants of the course have the opportunity to familiarise themselves with techniques and strategies that will help their students develop all necessary skills for the learning and acquisition of Second Language.

This is an online, asynchronous course, delivered by Senior International and Global Educators, under the auspices of Arizona State University. It takes two months to complete and includes 10 hours of studying per week. It is offered in 22 languages, which makes it easily accessible by teachers worldwide, and a Certificate of Career is awarded to trainees upon successful completion of all tasks assigned.

Unfortunately, the fact that this is not a free course, gives limited access to the syllabus, contents and study material, which is really inconvenient and composes a hindrance for anyone ambivalent about attending it or not.

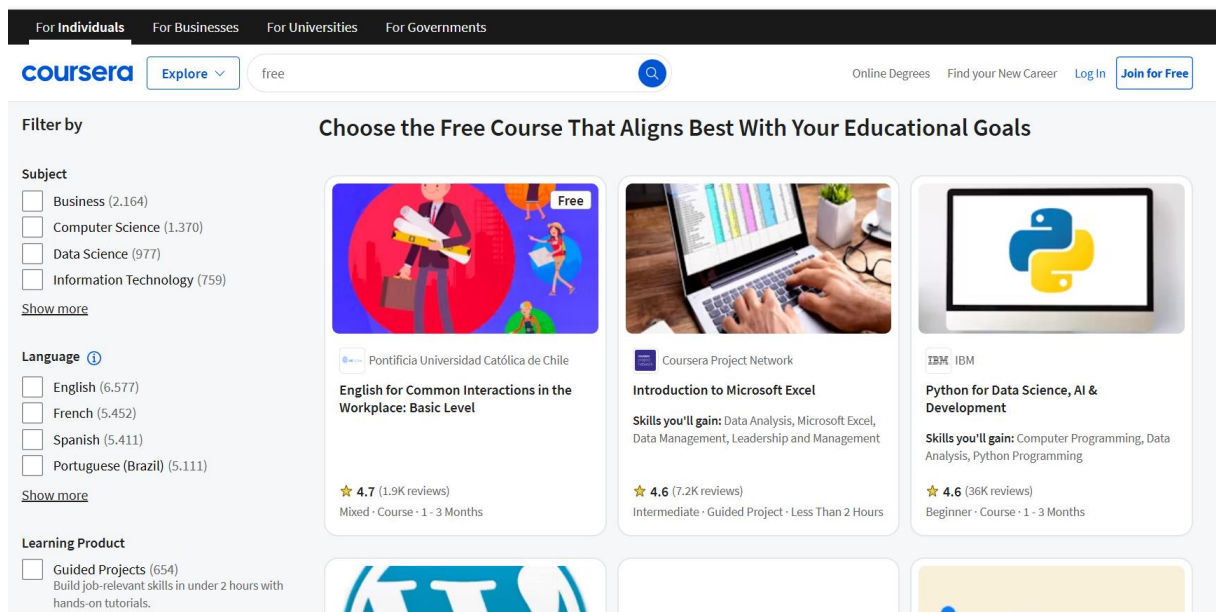


Figure 5- Coursera Free Courses

Source : [Best Free Courses Online with Certificates \[2024\] | Coursera](#)

Advance your subject-matter expertise

- Learn in-demand skills from university and industry experts
- Master a subject or tool with hands-on projects
- Develop a deep understanding of key concepts
- Earn a career certificate from Arizona State University



Earn a career certificate

Add this credential to your LinkedIn profile, resume, or CV
Share it on social media and in your performance review

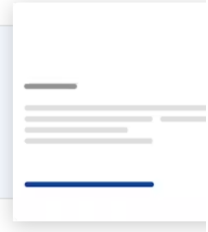


Figure 6- Learning Outcomes of TESOL Certificate, Part 1: Teach English Now! Specialization

Source : [TESOL Certificate, Part 1: Teach English Now! | Coursera](#)

2.5 FUTURELEARN

[Future Learn - Wikipedia](#)

[Future Learn: Online Courses and Degrees from Top Universities](#)

Future Learn is a digital Education Platform that was founded in Britain in 2012. It offers Massive Open Online Courses, micro-credentials and Degree programmes in a wide range of subjects, covering multiple topics from Healthcare and Medicine to Teaching and Business Management. It addresses all kinds of Professionals and students, with a good number of the available courses being offered under free tuition. Following , we look into two courses offered by Future Learn, which deal with the Teaching and Learning process in early childhood.

2.5.1 “Teaching Phonics in Early Childhood”

“Teaching Phonics in Early Childhood” <https://www.futurelearn.com/courses/teaching-phonics/10/todo/138245> is a short online course which is addressed to early childhood educators, parents, or anyone else involved in the support and preparation of preschoolers

for Formal Education. Recognising the importance of children’s literacy development, the course emphasises on making trainees capable of describing phonemic and phonological awareness and teaching young children accordingly.

The course duration is two weeks, and the workload for the trainees is 2 hours. According to the general description, upon completing the course the participants will be able to identify and implement the appropriate strategies in early childhood learning environments, so that children can understand the relationship between letters and sounds. Also, they will gain the ability to explain the significance of teaching and learning code related literacy.

In order for the course to be considered complete, trainees must upgrade their account, that is opt for a paying plan or subscription. Then, they must check that they have done 90% of the steps included and achieve a score of more than 70% in all questions. The above will earn them a Certificate of Achievement.

Stacey Campbell, Early childhood literacy lecturer, is the instructor of the course on behalf of Queensland University of Technology.

Phonics is a fundamental aspect of learning how to read and write, whether in the mother tongue, foreign or second language. Therefore, the duration of the course and workload for the trainees is too limited for such an important feature and I would reckon the particular course is only introductory and examines the issue superficially.

2.5.2 “Learning Through Play”

“Learning Through Play” <https://www.futurelearn.com/microcredentials/learning-through-play> is an online course that explores the role that play has, not only in the learning and teaching procedure, but also in the holistic development of children. It gives trainees the opportunity to examine different ways in which they can integrate play and gamified activities into their classroom so as to achieve the best possible learning outcome. Participants are also given the chance to experience the positive effect of play themselves in practice and look into the way it is used in different cultures worldwide.

The course is addressed to a wide target group, from parents and educators to Education leaders and facilitators, and generally to anyone interacting with young children and wanting to expand their skills. There are some certain prerequisites that participants need to meet in

order to be able to attend the course, such as basic computer skills, sufficient knowledge in the use of emails and web browsers, and finally, the ability to use the English language eloquently, since the programme is delivered in English.

The duration of the course is 11 weeks, and it requires a 4 hour- study per week, that is a total workload of 44 hours. Upon finishing the programme, the trainees will gain an understanding of stages of early childhood development and the significance of play-based activities in the whole learning and teaching procedure. They will be presented with the benefits and diversity of play, the characteristics creative play has, and the attitude and role they should keep as educators.

Successful completion of the programme requires course upgrade ,that is opt for a payment plan, 90% completion of the entailed activities and a minimum score of 70% for all quiz questions attempted. It is delivered by Federation University in Australia It leads to a micro-Credential.

The subject that the course deals with is a very interesting and significant one, since the role of play is of vital importance regarding children's physical, social and cognitive development. With our lives, and consequently our offsprings', becoming more and more hectic, the amount of time that young children spend playing and occupying themselves with activities that encourage creativity and taking initiative, keeps decreasing. Hence, the specific course is somehow counterbalancing opinions that are against play and consider it a waste of time and prepares participants to advocate and implement it in all stages of children's development.

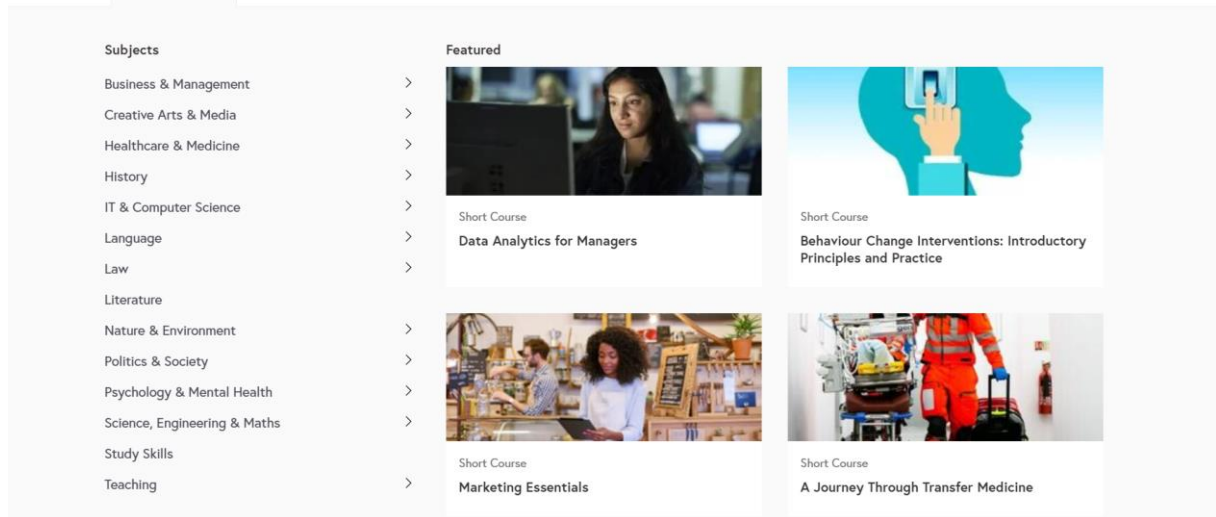


Figure 7- Future Learn subjects

Source : [Future Learn: Online Courses and Degrees from Top Universities](#)

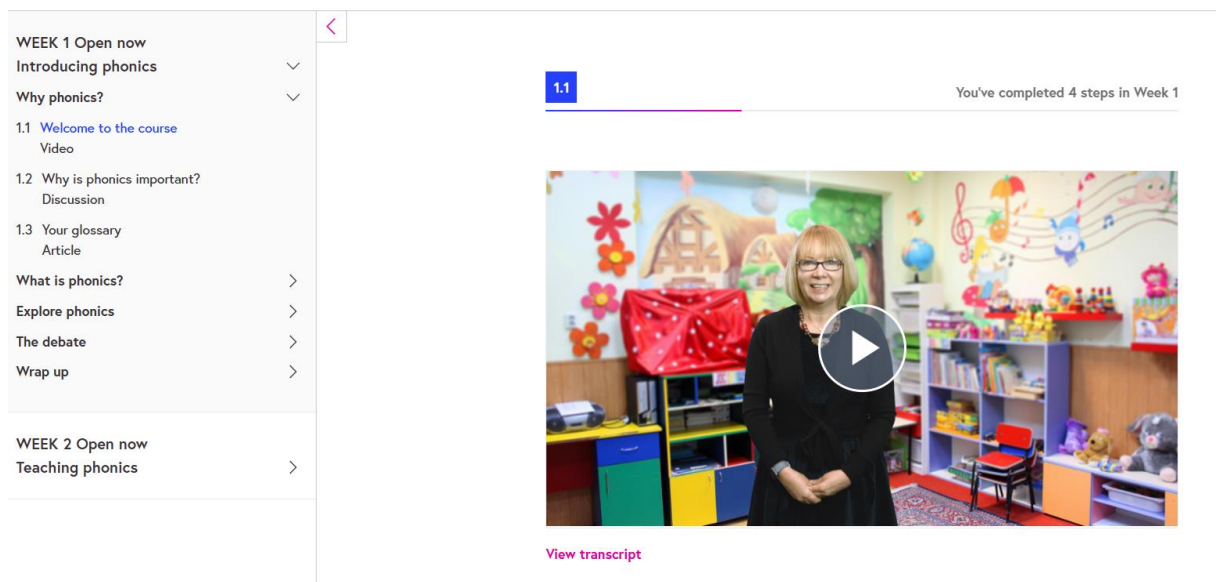


Figure 8- Welcome video

Source : [Welcome to the course - Teaching Phonics in Early Childhood - Queensland University of Technology \(futurelearn.com\)](#)

2.6 LEARNINN UOA and E LEARNING EKPA

[About us | National and Kapodistrian University of Athens](#)

<https://learninn.cce.uoa.gr/sychnes-erotiseis/>

<https://elearninguoa.org/about>

The National and Kapodistrian University of Athens (NKUA or UOA) was established in 1837, and it is the first University to be established not only in Greece but also in the Balkan Peninsula and the North Mediterranean region. It is also listed among the largest Universities in Europe, and it aims at excellence both in Research and Teaching. It offers a wide range of both Undergraduate and Postgraduate courses, as well as seminars and training programmes via the respective Centre for Education and Lifelong Learning and its Education Platforms LearnINN and eLearning.

Even though the two Platforms are part of the same organisation, they function and operate in different ways. More specifically, LearnINN focuses on programmes relating to practical education and vocational training and aims at developing specific skills, both online and in person. According to its webpage “It offers supplementary education and training programmes for adults in a wide range of scientific fields, such as Education, Pedagogy and Research». Whereas eLearning “provides distance education programmes that link theoretical and academic knowledge to the practical and applied skills required in their respective professional fields” as its official website describes. Following, we are going to explore 3 of the courses offered by the two Platforms, relevant to Teaching English in Preschool Education.

2.6.1 *“Training in Teaching Foreign Languages to preschool children”*

“Training in Teaching Foreign Languages to preschool children”

<https://learninn.cce.uoa.gr/courses/ekpaidefsi-sti-didaskalia-ton-xenon-glosson-se-paidia-proscholikis-ilikias-7mini-diarkeia/>.

is a course that, as the name suggests, prepares Foreign Language Teachers to teach in preschool and kindergarten. More specifically, the course is offered in Greek and is addressed to preschool teachers or teachers willing to teach English in preschool, regardless of the educational setting-public or private, in person or at a distance. It offers guidance for implementation of learner-centred techniques and approaches, so as

to enable skill development for young children. During the course, teachers are said to enhance their teaching practice by obtaining self-efficacy and confidence.

It is delivered online in asynchronous mode via the University's E-class platform and LearnINN, by Fragkou Efrosyni, PhD holder and Special Teaching Staff. The course consists of 7 modules which delve into communication and the different ways in which it can occur, the importance of play, music and exercise in all stages of children's development, the "art" of storytelling and arts and crafts and their special place in Foreign Language Teaching, as well as classroom management and the role of ICT in Language Development and Foreign or Second Language acquisition.

More specifically, upon completing the course trainees will gain valuable knowledge and skills regarding teaching English either as a Second or Foreign language in the particular age group, designing courses and lesson plans that serve the purpose of smoothly introducing English into the existing curriculum, and implementing methods, techniques and strategies that satisfy learners' needs. They will be able to understand the difference between Second and Foreign Language and organise the teaching procedure in a way that promotes student's initiative and creative thinking. Furthermore, they will have the ability to evaluate and assess not only the educator's role but also the material that the educator has available for use.

The duration of the course is 7 months and the workload for participants is at least 310 hours. They need to complete all assigned weekly tasks and an online quiz for each of the 7 modules, based on self-assessment criteria, in order to earn the Training Certificate.

As far as I am concerned, the particular course approaches the issue of Foreign Language Teaching to young children in an interesting way, since it employs techniques and methods that are sure to prove effective with that age group. By stressing the importance of play, movement and narration in the learning procedure and by emphasising on a learner-centred approach, it gives the educator the knowledge and skills they need in order to create a positive learning environment for the introduction of the Foreign Language. The syllabus is quite detailed and informative, since the structure of the course is clear and the learning outcomes are presented separately for each module, along with the workload required on behalf of the trainee.

2.6.2 “Teaching Foreign Languages to Preschool and Primary School Children”

“Teaching Foreign Languages to Preschool and Primary School Children”

<https://elearningekpa.gr/courses/didaskalia-ksenwn-glwsswn-se-paidia-prosxolikhs-kai-prwths-sxolikhs-hlikias>

is a course addressed to Professionals of Education who occupy themselves with the aforementioned age group, and parents who are seeking a pedagogical way to integrate a foreign language into their children’s activities. It aims to show and analyse the disposition towards Foreign Language Learning at preschool or generally at a young age, concerns that might exist about second language exposure, and methods or strategies that can make Foreign Language Teaching more effective.

The course is delivered online by Ms. Priovolou Stella - Professor Emeritus of the Department of Italian Language and Literature of the National and Kapodistrian University of Athens and Mr. Antoniou Alexandros- Stamatios - Professor of Psychology at the Department of Primary Education of the National and Kapodistrian University of Athens, in partnership with the University’s life-long learning centre and eLearning. It mainly discusses the utility of the introduction of a Foreign Language to young children and the path leading to the implementation of the appropriate techniques on behalf of the teacher.

Attending the programme, trainees will be able to understand the peculiarities and characteristics of preschool and early-age school children and practice teaching accordingly, whether addressing to classes or individual learners, as well as create or adapt existing material or tools, with the aim of achieving language acquisition on behalf of the learners. They will familiarise themselves with audiolingualism, audio-visual methods, Total Physical Response, Tasked-Based Language Teaching and Multiple - Intelligences, which are all applicable to young audiences. Finally, they will be taught how to integrate a Foreign Language into the school or preschool curriculum using theatre, narration, storytelling and music education.

The course is offered in Greek, lasts 5 months and requires 90 hours of study. Participants must achieve a score of at least 50% on the quiz of each module and on the final examination, in order to earn a Training Certificate.

Similar to the previous course presented, this programme emphasises on the study and understanding of the target group’s characteristics in order to achieve a smooth integration of the Foreign Language; storytelling, theatre and student-centred approaches are employed

to engage the learner and lead to natural language acquisition. Even though the syllabus presents information on technical and practical issues, details on the structure of each unit are limited.

2.6.3 “Foreign Language Teaching - Early Childhood”

“Foreign Language Teaching - Early Childhood”

<https://learninn.cce.uoa.gr/courses/didaskalia-xenon-glosson-proscholiki-ilikia-3mini-diarkeia/>

is the third course from the Centre for Education and Lifelong Learning of the National and Kapodistrian University of Athens that is described in this Master Thesis. It is offered by the LearnINN platform, and it is aimed at Teachers of English in preschool and early childhood education. It is intended to familiarise teachers with all the new theories and approaches that have to be followed for the gradual and mild integration of the English Language into the particular education level’s curriculum and puts emphasis on the tools and techniques the teacher will use in order to help students develop specific skills.

The duration of the course is 3 months and trainees are expected to devote at least 140 hours of work and study to it. It is offered in Greek through the Centre for Education and Lifelong Learning E-class and Ms. Fragkou Efrosyni, associate Lecturer, is the Academic Supervisor.

The truth is, that the course is congruous with **“Training in Teaching Foreign Languages to preschool children”**, in that it has the same structure and includes almost the same learning outcomes. The methods and techniques used are similar, as well as the assessment upon completion of the programme. Apart from the duration and the workload, there does not seem to be any other huge dissimilarity between the two courses, since they both earn the attendees the same Training Certificate.

The screenshot shows a course description page with a dark blue header containing navigation links: Περιγραφή, Πρόγραμμα Σπουδών, Εκπαιδευτές/τριες, Εκπαιδευτική Πολιτική, and Πιστοποιητικό. Below the header are social media icons for Facebook, Twitter, LinkedIn, YouTube, Email, and Print. The main content area is titled 'Περιγραφή' and contains several paragraphs of text describing the course's goals and structure. On the right side, there is a photo of children in a classroom and a yellow button labeled 'Κάντε Εγγραφή'. Below the photo, there is a 'Πληροφορίες' section with icons and text: Διάρκεια: 7 μήνες | 310 ώρες, Εγγραφές: Ανοικτές, Έναρξη: 24/07, Μέθοδος: 100% εξ αποστάσεως ασύγχρονη, and Περιβάλλον: eclass.

Figure 9- Course Description

Source : [Εκπαίδευση στη Διδασκαλία των Ξένων Γλωσσών σε παιδιά προσχολικής ηλικίας | Learn INN Ε.Κ.Π.Α. \(uoag.gr\)](#)

The screenshot shows a course page with a dark sidebar on the left containing course information: ΠΛΗΡΟΦΟΡΙΕΣ ΠΡΟΓΡΑΜΜΑΤΟΣ, ΠΡΟΘΕΣΜΙΑ ΥΠΟΒΟΛΗΣ ΑΙΤΗΣΕΩΝ: 15/9/2024, ΕΝΑΡΞΗ ΜΑΘΗΜΑΤΩΝ: 23/9/2024, ΔΙΑΡΚΕΙΑ: 5 Μήνες (90 ώρες), and a 'Share 548' button. The main content area is titled 'Μαθήματα Προγράμματος' and includes a 'Κάνε Αίτηση' button. Below the title, there is a table listing three lessons:

Μάθημα 1	Προσχολική και Πρώτη Σχολική Ηλικία και Ξένες Γλώσσες
Μάθημα 2	Σύγχρονες Επιστημονικές Θεωρίες και Μέθοδοι Γλωσσοδιδασκτικής και η Εφαρμογή τους στις Μικρές Ηλικίες
Μάθημα 3	Δεξιότητες, Τεχνικές, Εργαλεία και Παραδείγματα Δραστηριοτήτων για τη Διδασκαλία Ξένων Γλωσσών σε Μικρές Ηλικίες

Figure 10- Programme's Lessons

Source : [Διδασκαλία Ξένων Γλωσσών σε Παιδιά Προσχολικής και Πρώτης Σχολικής Ηλικίας | E-Learning Πανεπιστήμιο Αθηνών \(elearningekpa.gr\)](#)

2.7 Centre for Education and Lifelong learning - University of West Attica

[Το Πανεπιστήμιο - Πανεπιστήμιο Δυτικής Αττικής \(uniwa.gr\)](#)

[Κέντρο Επιμόρφωσης & Δια Βίου Μάθησης | Σκοπός](#)

UNIWA is a relatively newly created Institution, since it was founded in 2018, when the former Technological Educational Institute of Athens and Piraeus University of Applied Sciences merged. Currently, it consists of 27 Departments, covering a wide range of disciplines, offering both Undergraduate and Postgraduate programmes. The Centre for Education and Lifelong Learning of the University of West Attica is the body through which the University offers and certifies all forms of education beyond the formal education system (initial and continuing vocational training, specialisation, further education).

2.7.1 “Mental well-being and education of infants and young children”

“Mental well-being and education of infants and young children” <https://kedivim.uniwa.gr/course/psychiki-eyimeria-kai-agogi-vrefon-kai-nipion/> is a programme for Early childhood educators, Education consultants in pre-school education, Psychologists, Social Workers or anyone else wishing to be trained in the mental well-being, education and training of pre-school children. Through pedagogical, psychological and cultural approach, participants come into contact with issues related to children’s development, whether cognitive, social, emotional or communicative.

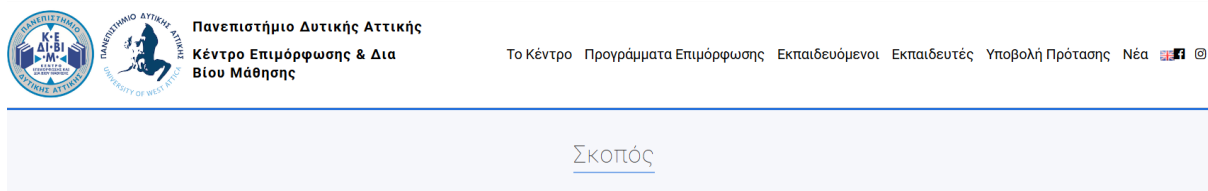
The programme aims at sensitising and informing educators or anybody interacting with infants and young children, about ways of supporting and promoting preschoolers’ well-being. It is delivered online, in both synchronous and asynchronous mode, via the Microsoft Teams and E-class UNIWA platforms, its duration is 9 months and 7 days, and requires 481 hours of work and study on behalf of the trainees (50 hours synchronously and 431 asynchronously). Ms. Eleni Katsiada, Assistant Professor in the Department of Early Childhood Education and Care, is the programme’s scientific supervisor.

The syllabus provided is quite detailed and informative regarding fees, package courses available, technical or practical issues and the timetable. The course website, on the other hand, presents the 7 modules that the programme consists of with a short description each. More specifically, by attending the course, participants have the opportunity to familiarise themselves with any problems in language and communication development that young children might face and suggestions for interventions accordingly, as well as realise the role of art and culture in their wellbeing. Moreover, the importance of children’s surroundings, how their interaction within these surroundings affects them, the bonds they create with

their carers at this early stage and finally the impact music and other creative activities have on them, are highlighted in relation with the role these aspects have in children's wellbeing.

In order for the programme to be considered successfully completed, trainees need to attend at least 80% of the hours of synchronous lectures and get a score of 50% minimum to the total number of questions in the assessment quizzes. Therefore, on condition that all the above are fulfilled, they earn a Certificate of Continuing Professional Education. Registration for the particular programme is not currently open.

In my point of view, the course seems interesting and helpful for Professionals of Education or young children's carers, in that it prepares them for their interaction with infants and preschoolers and gives insight into the way learning is achieved at this young age. The fact though that learning outcomes are not clearly stated in the course description and nor are the skills that the participants are expected to develop, is an important factor that might discourage enrollment.



Πανεπιστήμιο Δυτικής Αττικής
Κέντρο Επιμόρφωσης & Δια Βίου Μάθησης

Το Κέντρο Προγράμματα Επιμόρφωσης Εκπαιδευόμενοι Εκπαιδευτές Υποβολή Πρότασης Νέα

Σκοπός

Το Κέντρο Επιμόρφωσης και Δια Βίου Μάθησης (Κ.Ε.Δι.Βι.Μ.) του Πανεπιστημίου Δυτικής Αττικής αποτελεί τον φορέα διά του οποίου το Πανεπιστήμιο προσφέρει και πιστοποιεί εκπαίδευση όλων των μορφών, πέραν του τυπικού εκπαιδευτικού συστήματος (αρχική και συνεχιζόμενη επαγγελματική κατάρτιση, εξειδίκευση, μετεκπαίδευση).

Μέσω των ποικίλων δραστηριοτήτων του στοχεύει:

- Στη δημιουργία ενεργών και αυτοδύναμων πολιτών για ουσιαστική συμμετοχή τους στο οικονομικό και κοινωνικό γίγνεσθαι σε τοπικό, εθνικό και ευρωπαϊκό επίπεδο, με γνώμονα τη διευκόλυνση και εξομάλυνση της κοινωνικής ένταξης, την εξασφάλιση ίσων ευκαιριών και την ενίσχυση της κοινωνικής συνοχής
- Στην ενίσχυση των δεσμών του Πανεπιστημίου και στην ανάπτυξη ισχυρών συνεργειών με την κοινωνία, με επιστημονικούς και επαγγελματικούς φορείς για την παροχή υψηλού επιπέδου επιμόρφωσης, επαγγελματικής κατάρτισης και εξειδίκευσης στα επιστημονικά πεδία δραστηριοποίησής του, σε συμφωνία με τις τάσεις και την εξέλιξη των ζητούμενων γνώσεων και δεξιοτήτων.
- Στην ανάπτυξη στρατηγικών συνεργασιών με εθνικούς, Ευρωπαϊκούς και διεθνείς φορείς διαμόρφωσης πολιτικών και καινοτομίας στη δια βίου μάθηση για τον εκσυγχρονισμό και την εν γένει προαγωγή και αναβάθμιση της ποιότητας των συστημάτων και των λειτουργιών της δια βίου εκπαίδευσης σε διεθνές επίπεδο.
- Στη σύναψη προγραμματικών συμβάσεων με φορείς της τοπικής αυτοδιοίκησης, εκπαιδευτικούς φορείς και αναγνωρισμένους φορείς δια βίου μάθησης του δημοσίου και ιδιωτικού τομέα, επαγγελματικούς και κοινωνικούς φορείς, αλλά και λοιπούς φορείς εγνωσμένου κύρους, με στόχο την από κοινού ανάπτυξη και υλοποίηση επιμορφωτικών προγραμμάτων, προγραμμάτων δια βίου μάθησης, προγραμμάτων εκπαίδευσης ενηλίκων, μελετών διάγνωσης εκπαιδευτικών αναγκών, εκπαιδευτικού υλικού και εν γένει δράσεων, που συνάδουν με τους σκοπούς και την αποστολή του.

Figure 11- Centre for Education and Lifelong Learning of the University of West Attica

Source : [Κέντρο Επιμόρφωσης & Δια Βίου Μάθησης | Σκοπός \(uniwa.gr\)](https://uniwa.gr)

Διδακτικές Ενότητες

1η	Προβλήματα στην ανάπτυξη της επικοινωνίας και της γλώσσας σε βρέφη και νήπια	+
2η	Παιδαγωγική μέσω αλληλεπιδράσεων	+
3η	Η συμβολή των Τεχνών και των μουσείων στην ευημερία και την αγωγή των βρεφών και νηπίων	+
4η	Περιβάλλοντα για βρέφη και μικρά παιδιά	+
5η	Οι πρώτες σχέσεις: Ο «δεσμός» του παιδιού με τα άτομα που παρέχουν φροντίδα	+
6η	Μουσικοκινητική αγωγή και ευημερία	+
7η	Παιδαγωγικές πρακτικές για την ευημερία του παιδιού	+

Figure 12- Course Modules

Source : [Κέντρο Επιμόρφωσης & Δια Βίου Μάθησης | Ψυχική Ευημερία και Αγωγή Βρεφών και Νηπίων \(uniwa.gr\)](#)

2.8 Centre for Education and Lifelong Learning - AUTH

<https://www.auth.gr/en/>

<https://kedivim.auth.gr/en/home-en/>

The Aristotle University of Thessaloniki is the largest and the second oldest University in Greece. It was founded in 1925 and comprises 11 Faculties, which entail 40 Schools. It offers a wide range of Undergraduate and Postgraduate studies in various fields and aims at achieving Educational and Teaching Excellence along with excellence in Research. The Centre for Education and Lifelong Learning which operates under the auspices of the Aristotle University of Thessaloniki aims at providing high-quality services through specialised training programmes for Companies and Organisations members of staff.

2.8.1 “Design and organisation of open play and learning environments for pre-school and school-age children”

“Design and organisation of open play and learning environments for pre-school and school-age children” <https://kedivim.auth.gr/programs/schediasmos-kai-organosi-anoichton-perivallonton-paichnidiou-kai-mathisis-gia-paidia-proscholikis-kai-scholikis-ilikias/> is a programme that emphasises on the role of open play in children’s development and aims to familiarise trainees with the necessary skills to design and organise such a learning environment. The course is addressed to Teachers and Professionals in Education and is offered online, combining both synchronous and asynchronous mode, with Ms. Alexandra Gloumbou – Laboratory Teaching Staff, being the Academic Supervisor.

According to the course description, upon completion of the Training Programme participants should be able to accredit the significance and value of play in children’s holistic development and make use of different types of play in order to enhance the learning procedure. In addition, they should have the potential to either organise or redesign inclusive play environments that encourage children’s active participation and ensure that kids can test their skills and strengths safely. Most importantly, they learn to do all of the above using and evaluating the appropriate materials, strategies and tools in a way that children’s creativity is enabled.

The programme’s modules delve into some key terms by clarifying the characteristics of open play and its difference from other types of play, and presenting risky play, messy play, adventure play and loose parts play. Emphasis is given on the importance of space (indoor or outdoor), current perspectives in general and children’s perspectives specifically on play, as well as children’s engagement and contribution to the actual design of playing environments.

The course is delivered in Greek via Zoom Platform, its duration is 3 months and 4 days and the workload for the trainees is 108 hours. The study material includes videos, PowerPoint presentations and journals. The course is successfully complete on condition that the trainee has missed no more than 10% of the lessons of the Training Programme and has achieved at least the grade of 5 in the formative and final assessment; it earns the participants a Qualification Certificate.

As far as I am concerned, the particular course introduces trainees to the world of play, giving it the place and role it deserves in formal and non-formal learning environments. Even though registration to the course is not open at the time this Master Thesis is being written, its web page is quite enlightening giving a satisfactory amount of information as to what the trainees should expect.

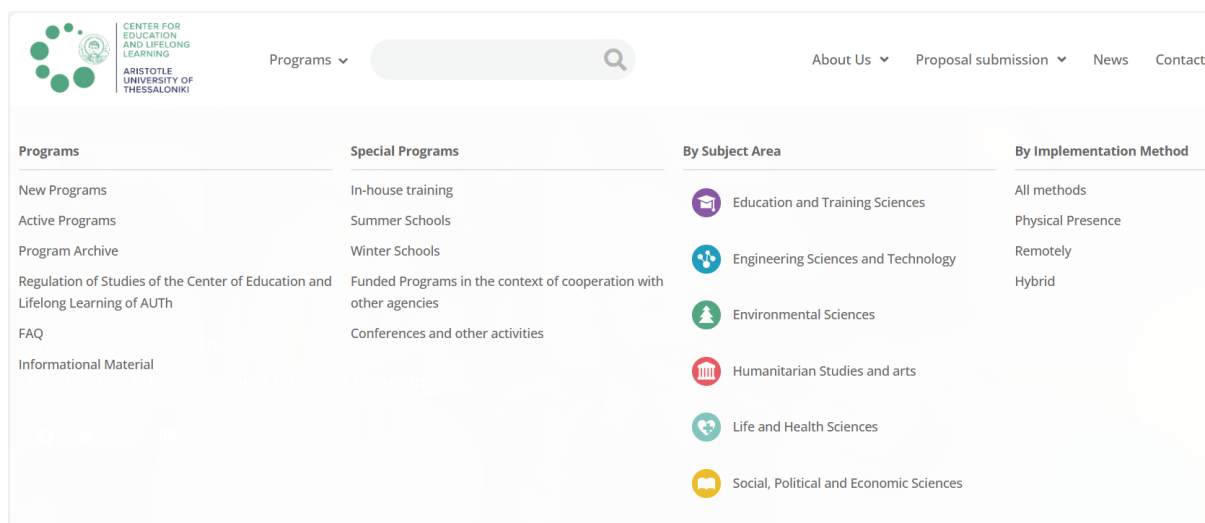


Figure 13- Centre for Education and Lifelong Learning of AUTH

Source : [Κέντρο Επιμόρφωσης και Διά Βίου Μάθησης – Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης \(auth.gr\)](http://auth.gr)



Figure 14- Learning outcomes

Source : [Σχεδιασμός και οργάνωση ανοιχτών περιβαλλόντων παιχνιδιού και μάθησης για παιδιά προσχολικής και σχολικής ηλικίας – Κέντρο Επιμόρφωσης και Διά Βίου Μάθησης \(auth.gr\)](http://auth.gr)

Chapter 3 - Instructional Design of the online Course

3.1 Utility of Massive Open Online Courses (MOOCs) as an effective educational method for the development of teaching EFL in Early Childhood Education

In this chapter we examine the role of Massive Open Online Courses in education, specifically emphasising on their impact in the development of teaching EFL in preschool settings. Their overall features, advantages as well as challenges are discussed.

3.1.1 *The role of MOOCs in Education and a historical review*

At the dawn of the 21st century significant changes were made in the field of Education, with the advent of the Internet in the learning process being the most prominent. As a result, the traditional methods of teaching were replaced by other, technologically supported ones, with highly regarded Universities around the globe embracing this practice. MIT was the first Academic Institution that made course material available online in 2000. Yale College followed in 2007 by creating an online platform with selected courses free and accessible to everyone, and in 2008 the first MOOC in the form we know it today was launched by George Siemens and Stephen Downes. George Siemens was also one of the two emeritus professors who introduced the term MOOC; the second one was David Cornier. In 2011 Stanford University established the “Udacity” platform with the course “Artificial Intelligence”, and in 2012 the platforms “Coursera” (by Stanford University, Princeton University, the University of Michigan and the University of Pennsylvania), “EDX” (by Harvard University and MIT) and “Future Learn” (by OPEN University) were founded (Voudoukis & Pagiatakis, 2022).

The average MOOC duration varies from 6 to 12 weeks and most commonly the course material is presented by means of video lectures and tutorials. The access is free 24 hours a day 7 days a week, giving participants the opportunity to complete the course at their own pace, and certificates are obtained with or without a fee, after the completion of a final assessment quiz or peer-to-peer evaluation. Therefore, everyone can benefit from the plethora of courses provided and pursue professional development, regardless of their location and social or economic status.

3.1.2 The advantages of MOOCs

There are several advantages involved in the deployment of MOOCs as a learning and further training method (Palacios-Hidalgo et al., 2020).

First of all, they are cost-effective; no registration fee is required in order for someone to attend the course, and in some cases even the certificate is provided free of charge, with the only prerequisite being the completion of the tasks and the assessment quizzes.

They are accessible to anyone wishing to broaden their knowledge and gain any kind of specialisation, without any geographical or regional restrictions, since the only requirement is for the participant to have a computer, laptop or other electronic device, and Internet Connection. Most of the time MOOCs are provided in a vast array of languages, reinforcing inclusive learning.

They have a large participant capacity, that is, platforms which host MOOCs can accommodate a large number of attendees, without limitations (Mouskountakis, 2018).

Also, learning is conducted in asynchronous mode, hence the courses are self-paced, giving trainees the opportunity to make their own schedule in order to tailor their distinct needs. This also promotes learners' autonomy.

As regards the resources, the content presentation in MOOCs is characterised by multi-modality; MOOC designers and creators use a variety of ways to present the study material to the trainees, such as videos, podcasts or audio clips, articles, infographics, PDFs and so on. As a result, they keep the participants engaged and motivated, increasing the possibility for successful course completion. In some cases, MOOCs even give learners access to Higher Education material, validating their expertise and specialisation. Finally, the fact that the learning material is reusable and can be retrieved at any time by the trainee, is also worth mentioning, to emphasise the ease at which knowledge is accessible by everyone.

Another advantage is the promotion of Collaborative Learning, which is beneficial for all MOOC participants; the exchange of ideas and material along with the peer-assessment and peer interaction through dynamic exercises, encourages the integration to professional communities and the building of networks with other professionals of the same or similar cognitive fields (Kumari & Naaz, 2020).

3.1.3 The challenges involved in the use of MOOCs

Despite the benefits MOOCs have for learners, their pitfalls are also prominent.

To begin with, the fact that they are addressed to a large and broad audience entails lack of personalisation in the learning process and the chosen material. MOOC creators cannot possibly completely satisfy their audience's distinct and diverse needs; therefore they try to cover the average learner's expectations.

The fact that lessons are conducted in asynchronous mode, provide limited opportunity for interaction among trainees, limiting the connection within the community members. Feedback and assessment provided out of sync might often lack objectivity, since they are automated and created without taking into consideration adverse learning needs.

Therefore, in situations where MOOC participants lack self-regulation and self-discipline, they find themselves unmotivated, since directness and personalised guidance are not present in the educator-learner relationship. In these cases, MOOCs demonstrate a low retention rate, with participants feeling discouraged and ending up dropping out of the course (Mougiakou, 2020).

3.1.4 Use of MOOCs in Teacher Training for EFL in preschool

As mentioned before, MOOCs have been used in Education for approximately two decades and their contribution to the field is significant. In the case of EFL teaching more specifically, modern society's multilingualism and multiculturalism have made the implementation of the English Language in all educational levels urgent. In Greece, English was introduced to preschool recently, in 2021, and the need for Teacher Training was, and still is, a priority.

MOOCs seem to be the ideal means by which a teacher can accomplish ongoing training, for several reasons. First of all, since they are conducted online, they serve a very important purpose which is the need for digital literacy. Trainees, teachers in the particular case, have the opportunity to accustom themselves to the use of the latest technological educational tools and platforms or applications, while at the same time familiarising themselves with the latest methods, techniques and pedagogical strategies involved in Foreign Language teaching (Palacios-Hidalgo et al., 2020).

MOOCs addressed to EFL teachers in preschool enable their participants to receive further training and specialisation in a field they have little knowledge in. Apart from cognitive skills, trainees develop linguistic and communicative competences by means of interacting with other professionals of the same field, exchanging ideas and resources and sharing knowledge.

Classroom practices that can be easily implemented are presented too, giving MOOC attendees ideas on how to keep their students engaged and interested; and all these without requiring from educators to spend extra time to travel to the place where training occurs, but rather educating themselves at home while saving time, which can be used to organise constructive and educational projects for the benefit of their young learners.

The structure and methodology that MOOCs follow, facilitate the creation of efficient environments that promote teachers' professional development; material is broken down to smaller units, making information acquisition easier, and interactive tasks and quizzes ensure active engagement and autonomy.

3.2 Justification for choosing micro-learning for the design of the online course

So far, we have established the importance of MOOCs in education in general, and in EFL teaching in preschool in particular. The micro-MOOC that was created and is described in this Master Thesis follows the main principles of micro-learning and aims at providing useful knowledge, further training and specialisation to EFL teachers who work in the pre-primary educational level (Díaz Redondo et al., 2021).

The first dimension of micro-learning that needs to be taken into consideration, is time. Micro-MOOCs need not be too extensive and should be able to provide accurate and valid information in a relatively short period of time. Hence, the aforementioned MOOC focuses on 4 content areas and can be completed within 5 weeks, which is a reasonable amount of time for someone to familiarise themselves with the basic principles and methodologies lying behind teaching EFL to preschool.

Another dimension is the content of the micro-MOOC. It is organised in short units with specific subject matters presented in each one of them, and linkable content within the modules of the micro-MOOC. Therefore, learning is facilitated through the decomposition of new concepts into smaller fragments. This is also similar to curricular content, and it entails brief didactic elements such as short videos and audio clips, mini quizzes etc., providing quick learning and better learning experience.

The diversity of Formats involved in micro-learning is equally important, since the wide range of the content delivery increases engagement and interaction on behalf of the participant. Audiovisual presentations, self-assessment quizzes, open response assessments, games and interactive quizzes on external tools embedded in the micro-MOOC, provide an interesting

and dynamic learning environment for MOOC participants, almost identical to the environment that educators consider ideal for their own students.

The process to be followed when completing a micro-MOOC is another important dimension; attendees can act autonomously, following a self-paced mode, studying the material and learning on-demand, whenever they feel it is necessary. Subject areas are interrelated, so new knowledge is built upon prior knowledge and experience, and as a result skill development is achieved gradually.

The use of Media is another dimension that also plays a significant role in micro-learning, entailing videos, documentaries, lectures, use of interactive educational platforms and real-world scenarios especially in Open Response Assessment activities. Therefore, teacher training becomes more effective and the learning experience far more engaging and interesting.

Finally, the learning models on which micro-learning is based, ensure trainees development, since they are structured around

- ✓ Constructivism - trainees construct knowledge themselves incorporating the content previously demonstrated to them (Koochang et al., 2009)
- ✓ Repetition - specific methods and key concepts appear recurrently in practice and self-assessment activities, polls etc
- ✓ Collaboration - peer interaction or interaction with the community

3.3 Learning Outcomes selection

The Learning Outcomes of “Teacher Training: Teaching English to Preschool” micro-MOOC were selected based on the Cambridge English Teaching Framework and correspond to specific competences, at proficient level.

First, “Use of appropriate Learning Theories and Methods” was chosen since the understanding and effective utilisation of methods and techniques related to EFL acquisition are necessary for anyone interested in instructing. Not only in the case of teachers instructing preschoolers, who are the target audience in this case, but all different kinds of learners, regardless of their age and cognitive abilities.

Elaboration into the Total Physical Response method and the Establishment of Classroom Routines were selected as, according to personal experience as an EFL teacher in preschool

myself, were the two techniques which mostly helped me create and implement effective lessons.

The second learning outcome which entails “adapting activities and responding to unforeseen events without deviating from your lesson objectives” serves the purpose of preparing educators for classroom reality and challenges that they are very probable to come up against. Instructing is unpredictable, and no matter how well you might have prepared your lesson lots of things can get out of hand. Therefore, developing the particular competence (Lesson Planning) facilitates teachers’ readiness and adjustability and serves towards enhancing the learning process.

“Selecting the appropriate material and incorporating it into the lesson” is the next Learning Outcome of the specific micro-MOOC, which is built upon the competence of selecting, adapting and supplementing teaching materials. As mentioned earlier, since the introduction of EFL in preschool was recently launched, not enough resources exist. As a result, the instructor’s ability to select appropriate material and modify it for the learners’ benefit, is essential. More specifically, hints are given, and suggestions are made towards the use of storytelling as a teaching technique; through narration, young learners develop multiple skills and achieve English Language acquisition much more easily and faster compared to other methods. The same is true for the implementation of digital educational games in the lesson (Jarnac de Freitas & Mira da Silva, 2020).

Finally, the fourth Learning Outcome is that of “valuing teamwork and collaboration”. The need for cooperation between EFL teachers and Early Childhood Education teachers requires prompt attention; the expertise of the former in EFL acquisition and the experience and knowledge of the latter of methods and techniques that help children learn according to their developmental stages, is the combination that leads to effective learning (Alexiou, 2022).

3.4 General Information on the micro-MOOC

Following is the general information on the micro-MOOC, the learning outcomes, a list of the evaluation tools, the graphical representation of the overall structure of the online course and finally the Instructional Design description of the micro-MOOC in the form of a table.

3.4.1 Title of the micro-MOOC

“Teacher Training: Teaching English to Preschool” (Level: Proficient according to Cambridge English Teaching Framework)

3.4.2 Designer of the micro-MOOC

Nikolitsa Douna – English Language Instructor

3.4.3 Overview of the micro-MOOC

The programme “Teacher Training: Teaching English to Preschool” is a micro-MOOC addressed to English Language Teachers who are asked to teach to early childhood, and more specifically to Public Preschool. It introduces trainees to the theories, principles and techniques they need to implement in order to cope with this challenging but interesting venture. It aims at helping them understand the Methodologies lying behind teaching to the specific age group as well as the learners’ needs. At the same time, participants can familiarise themselves with adapting and modifying materials and activities in order to suit young learners needs and preferences, always with the cooperation and support of their fellow teachers, whether they are Preschool or Shadow Teachers.

3.4.4 Duration of the micro-MOOC

The workload for the trainees is 14 hours and the course can be completed within 5 weeks.

3.4.5 Learning Outcomes (LO) of the micro-MOOC

Teacher competence: Language Teaching Methodologies/Level: Proficient (Cambridge English Teaching Framework) (Cambridge Assessment English, 2018)

The teacher

- Has a good understanding of approaches and methods for language teaching and language-learning concepts.

Upon completing the micro-MOOC, the trainee will be able to

LO1 (APPLY): make use of appropriate learning theories and methods in order to ensure students' learning and participation.

LO1 is broken down to

- **LO1.1** The trainee can apply the method of "Total Physical Response" to promote active learning of the English Language.
- **LO1.2** The trainee can make use of classroom routines in order to engage the learners during the lesson.

Teacher competence : Lesson Planning / Level: Proficient (Cambridge English Teaching Framework) (Cambridge Assessment English, 2018)

The teacher

- Adapts the lesson plan where necessary and is able to respond appropriately to most unforeseen classroom events.

Upon completing the micro-MOOC, the trainee will be able to

LO2 (APPLY): make adjustments to the planned activities in order to suit the demands that arise during the lesson and not deviate from the lesson objectives.

LO2 is broken down to

- **LO2.1** The trainee can modify planned activities when difficulties occur carrying them out.
- **LO2.2** The trainee can enrich planned activities by incorporating craft projects.

Teacher competence: Selecting, adapting, supplementing and using learning materials/ Level: Proficient (Cambridge English Teaching Framework) (Cambridge Assessment English, 2018)

The teacher

- Has a good understanding of how to select, adapt and exploit materials.

Upon completing the micro-MOOC, the trainee will be able to

LO3 (EVALUATE): Select the appropriate resources, materials and tools and implement them into the learning procedure.

LO3 is broken down to

- **LO3.1** The trainee can select appropriate stories to enhance EFL learning through effective storytelling.
- **LO3.2** The trainee can evaluate or create appropriate digital educational games in order to revise specific content.

Teacher competence: Teamwork and collaboration / Level: Proficient (Cambridge English Teaching Framework) (Cambridge Assessment English, 2018)

The teacher

- Clearly understands the importance of collaboration and teamwork.

Upon completing the micro-MOOC, the trainee will be able to

LO4 (EVALUATE): to value teamwork and partnership among teachers within the same classroom.

LO4 is broken down to

- **LO4.1** The trainee can identify the value of co-teaching for effective classroom management.
- **LO4.2** The trainee can cooperate with pre-school teachers for the design and implementation of CLIL scenarios.

3.4.6 Assessment of the micro-MOOC

Assessment Tool 1: [Self-assessment with the activity of Open Response Assessment (ORA) which the trainees assess themselves based on a rubric. There is an Open Response Assessment at the end of each Module].

Self-assessment for LO1 [2.3.2] The trainee is asked to design 2 activities based on the theories and methods presented in Module 1 (Total Physical Response and the Importance of Routines Establishment) in order to teach numbers 1-5 to preschoolers.

Self-assessment for LO2 [3.3.2] The trainee is given a planned activity for weather-related vocabulary consolidation; they are asked to apply Adaptive Teaching Strategies in order to modify the given activity, and incorporate a craft project into it, with the aim of improving learners' skills.

Self-assessment for LO3 [4.3.2] Trainees are asked to design 2 activities to support narration of the story of "The Rainbow Fish" by Marcus Pfister. One of them must be non-digital and entail visual prompts and tactile objects, and the other should be in the form of a Digital Educational Game.

Self-assessment for LO4 [5.3.2] Trainees are asked to design an activity as part of a CLIL scenario, in which they should present the study material in different ways (multimodality). The activity should bear connection with previously taught material and a real-life situation and should be realised in cooperation with the Early Childhood Education Teacher.

Assessment Tool 2: [Practice activities that assess trainees' performance with mini quizzes of various types such as Multiple-Choice Questions (with Quizziz external tool), Poll, Word Cloud, Discussion Forum, Matching pairs (with Wordwall.net external tool), Multiple Choice with feedback, Padlet (external tool), Fill-in the blank (LearningApps external tool), Multiple Choice Questions]

2.1.3 [Peer Instruction] Trainees are given 2 questions about the Total Physical Response method and possible answers. They are asked to justify their answer, and they can see some of the other trainees' responses.

[Discussion] Trainees are asked to give their opinion on the TPR method and suggest an example on how it could be used in practice in order to teach a specific thematic unit.

-assessment of LO1.1

2.2.3 [MCQ - Quizziz external tool] Trainees are asked to complete a short Multiple Choice Question quiz with feedback in the educational platform Quizizz. The questions focus on Routines Establishment and their importance for creating a secure learning environment.

[Word Cloud] Trainees are asked to recall aspects of school life that can be improved with the use of routines in the classroom.

-assessment of LO1.2

3.1.3 [Matching pairs-Wordwall.net external tool] Trainees need to complete an activity in Wordwall.net, where they match 5 specific Adaptive Teaching Strategies with their characteristics.

[Word Cloud] Trainees are asked to remember the acronym of the word TEACHER, which was presented in one of the section's videos, and write 3 of the words included.

-assessment of LO2.1

3.2.3 [Peer Instruction] 2 questions and possible answers are given to the trainees, who should justify their opinion regarding the response they give. Both questions refer to craft projects and the effect their implementation in the learning process has on young learners.

[Discussion] Trainees use the course Discussion Forum to write a paragraph on the benefits of arts and crafts in EFL preschool.

-assessment of LO2.2

4.1.3 [Multiple Choice with feedback] Trainees are asked to answer 2 multiple choice questions about storytelling and narration. After they submit their answer, feedback is provided to them.

[Word Cloud] Trainees need to recall 3 skills that learners can improve when storytelling is used by the educator.

-assessment of LO3.1

4.2.3 [Padlet] Trainees use Padlet to express their opinion on Digital Educational Games and refer to their benefits. Comment on at least one of their fellow-trainees posts is encouraged.

[Word Cloud] Retrieving information from the videos they watched, trainees need to write the names of 4 Digital Educational Platforms.

-assessment of LO3.2

5.1.3 [Matching Pairs - Wordwall.net external tool] Trainees are asked to do the Matching Pairs activity in Wordwall.net where they should match educators' actions with their effects on students or educators themselves. (6 pairs)

[Word Cloud] Trainees need to write 4 of the benefits of co-teaching, either for learners or teachers.

-assessment of LO4.1

5.2.3 [Fill in the blank - LearningApps external tool] Trainees are given a Fill-in-the-blank activity in the LearningApps platform, to check their knowledge on CLIL scenarios, their advantages and disadvantages.

[Multiple Choice Questions] There are 5 Multiple Choice Questions where trainees are asked to complete the sentences about CLIL scenarios, by choosing between 2 words.

-assessment of LO4.2

Evaluation Tool 3: [Self-assessment is carried out with mini quizzes of various types, such as Peer Instruction, DropDown Problem, List the Steps (with LearningApps external tool), and Discussion Forum]

2.1.4 [DropDown Problem] Trainees are given 2 scenarios related to the Total Physical Response method and are asked to choose from the DropDown menus the options that apply.

-assessment of LO1.1

2.2.4 [DropDown Problem] A scenario about Routines establishment in the classroom is presented and trainees are asked to choose from the DropDown menus the options that are most suitable.

[Discussion] Trainees use the Discussion Forum to explain how routines in the classroom turn out to be timesaving for educators.

-assessment of LO1.2

3.1.4 [Peer Instruction] 2 questions about Adaptive Teaching Strategies and Differentiated Instruction are given to the trainees, with possible answers. Trainees justify their response before submitting the answer.

[Discussion] Trainees write a paragraph in the Forum to present the advantages of Adaptive Teaching Strategies in EFL preschool.

-assessment of LO2.1

3.2.4 [DropDown Problem] 2 scenarios about the role of craft projects are given to the trainees, who should choose from the DropDown menus the options that are correct and can be applied in the learning process.

-assessment of LO2.2

4.1.4 [Peer Instruction] 2 statements about storytelling and the ways the educator can make narration more interesting are given. Trainees choose the answer they think is correct and justify their opinion.

[Discussion] Trainees write a paragraph in the Forum about the skills that learners develop when storytelling is used as a teaching technique.

-assessment of LO3.1

4.2.4 [DropDown problem] 2 scenarios about Digital Educational Activities are given to the trainees, who need to choose from the DropDown menus the correct options.

-assessment of LO3.2

5.1.4 [DropDown Problem] Trainees are given 2 scenarios related to co-teaching, and the advantages and challenges cooperation with another teacher in the classroom might have. From the DropDown menus they should choose the ones that are valid.

[Discussion] Trainees use the Discussion Forum to talk about the benefits of co-teaching.

-assessment of LO4.1

5.2.4 [DropDown problem] A scenario about CLIL scenario design and implementation is given to the trainees, who are asked to choose from the DropDown menus the options that are true.

[List the steps- LearningApps external tool] Trainees are asked to put the steps of Designing a CLIL scenario in the correct order.

-assessment of LO4.2

Evaluation Tool 4: [Final Assessment Quiz] Elaborate Multiple Choice Questions which aim at assessing trainees' skills and competences, as well as the knowledge they acquired by attending the micro-MOOC.

-assessment of all Learning Outcomes (LO) of the micro-MOOC [6.1 in #3.4.9]

3.4.7 Required Competences

Attending the micro-MOOC leads to the acquisition of the level of Proficiency in specific Teacher Competences according to Cambridge English Teaching Framework. These are:

- 1) Language Teaching Methodologies
- 2) Lesson Planning
- 3) Selecting, adapting, supplementing and using learning materials
- 4) Teamwork and collaboration

The trainee should already have basic computer skills, knowledge of pedagogics and psychology and be proficient in the English Language.

3.4.8 Graphical Representation of Instructional Design of the micro-MOOC (Flow Chart)

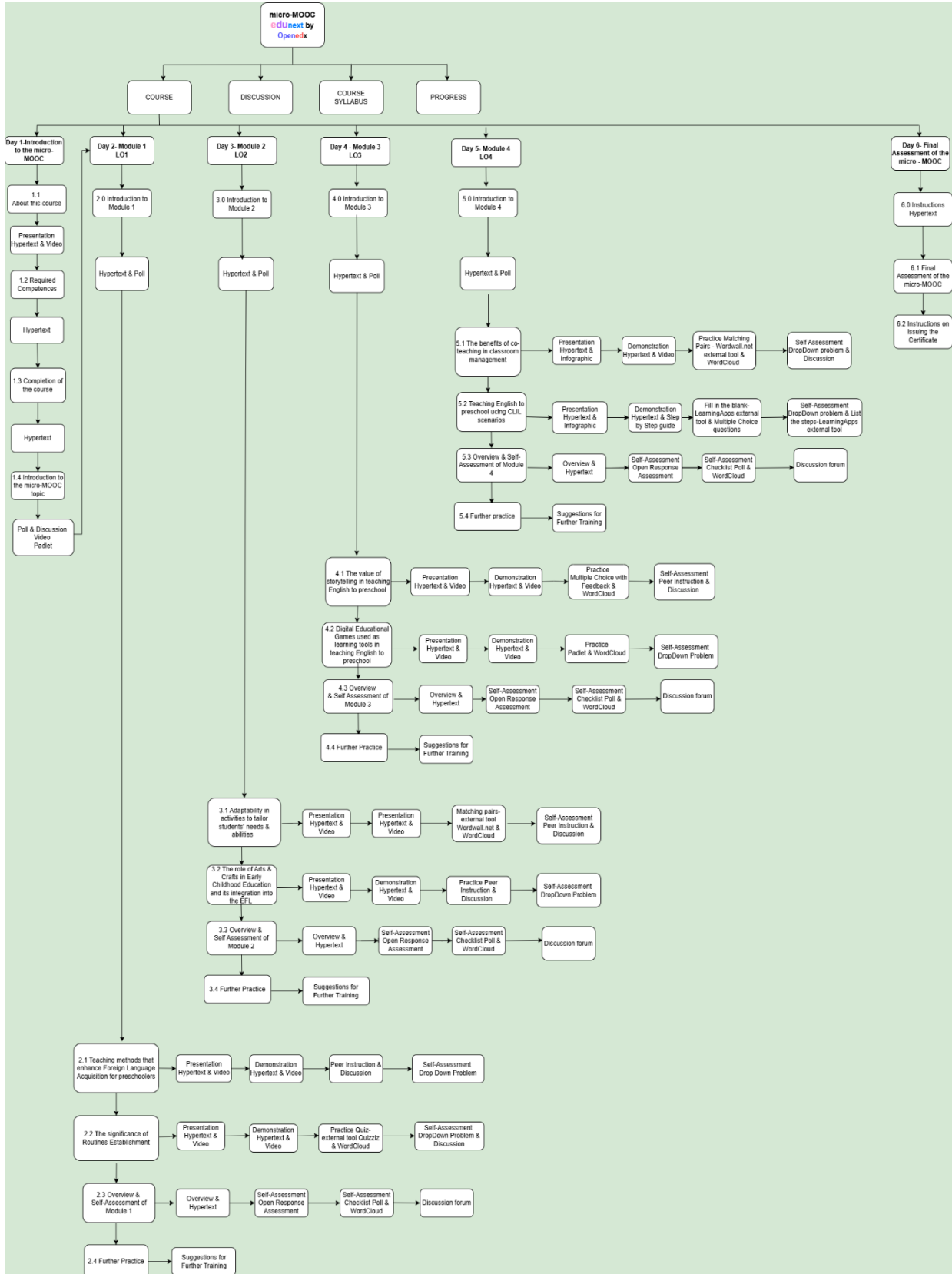


Figure 15-Graphical Representation of the micro-MOOC

source: <https://drive.google.com/file/d/1-L5yU-AmpeXZhGoluiPNZqo3-cZ45Qda/view?usp=sharing>

3.4.9 Instructional Design Description of the micro-MOOC

Table 1-Instructional Design of the Micro-MOOC¹

ACTIVITY ID [ACT_ID]	Description of Educational Activity	Digital Technologies	Indicative Duration of Educational Activity (in minutes)	Link to Learning Outcomes
Day 1: Registration and Introduction to the micro-MOOC (60')				
1.1	About this course (23')			
1.1.1	<p>[Presentation] Welcome</p> <p>https://www.youtube.com/watch?v=ErJuazsU5Yc [1:29]</p> <p>Short video of 1 and a half minutes created by the micro-MOOC designer, where Lesson Objectives and Learning Outcomes are presented.</p>	video	5'	-

¹ Μουγιάκου, Σ. ΨΣ-ΗΜ-721 Εκπαιδευτική Τεχνολογία Εργασία Ε-4 Υποδειγματική Επίλυση

1.1.2	<p>[Presentation] Introduction- Lesson Objectives</p> <p>Text where the Lesson Objectives, the knowledge which trainees will gain after attending the course, and what they will be able to do upon completion are presented.</p> <p><i>[as set in 1.3]</i></p>	Hypertext & picture	3'	-
1.1.3	<p>[Presentation] Learning Outcomes of the micro-MOOC as a whole</p> <p>Text where the Learning Outcomes of the micro-MOOC as a whole are presented. <i>[as set in 3]</i></p>	Hypertext	7'	-
1.1.4	<p>[Presentation] Structure of the micro-MOOC</p> <p>Text where the structure of the micro-MOOC is presented</p>	Hypertext	4'	
1.1.5	<p>[Presentation] Creative Commons of the micro-MOOC</p> <p>Text where the Creative Commons of the micro-MOOC are presented</p>	Hypertext & Picture	2'	

1.1.6	[Presentation] Designer of the micro-MOOC Text with a short CV of the Designer of the micro-MOOC (max 80 words) and a photo(optionally)	Hypertext & Picture	2'	
1.2	Required Competences (7')			
1.2.1	[Presentation] Required Skills and Knowledge Text presenting the prerequisites regarding the necessary skills and knowledge in order to attend the micro-MOOC <i>[as set in 5]</i>	Hypertext	5'	
1.2.2	[Presentation] Minimum Required Infrastructure Text presenting the minimum Required Infrastructure for attendance in the micro-MOOC	Hypertext	2'	
1.3	Completion of the course (10')			
1.3.1	[Presentation] Required Actions	Hypertext	2'	

	Text presenting the Required Actions for Completion of the micro-MOOC and progress monitoring			
1.3.2	[Presentation] Self-Assessment Tasks for the Modules of the micro-MOOC Text describing the completion of Open Response Assessment (ORA) self-assessment task.	Hypertext	4'	
1.3.3	[Presentation] Final Assessment of the Micro-MOOC Text describing the Final Assessment Task of the micro-MOOC.	Hypertext	2'	
1.3.4	[Presentation] Micro-MOOC Certificate Text giving instructions on issuing the micro-MOOC Certificate.	Hypertext & Picture	2'	
1.4	Introduction to the micro-MOOC topic (20')			
1.4.1	[Poll] What I already know Poll activity [Discussion] Trainees discuss their experience in Teaching English to Preschool and the difficulties.	Poll & Discussion	5'	

1.4.2	<p>[Video] Presentation</p> <p>“The Principles of Teaching EFL in a Kindergarten’</p> <p>https://www.youtube.com/watch?v=x4jH48b95Uc [5:09]</p> <p>Existing video on YouTube which presents the Principles of Teaching EFL in kindergarten, and the importance of the teacher’s role and attitude in this process.</p>	Hypertext & video	5'	
1.4.3	<p>[Padlet] Introducing yourself to other trainees</p> <p>Trainees are asked to introduce themselves and say why they chose to attend the course.</p> <p>https://padlet.com/my-smart-padlet-ck6yjreke6yheq9r</p>	Padlet	10'	

Day 2: Module 1 (3 hours)							
2.0	Introduction to Module 1 (10') "Use of appropriate methods and Classroom Routines"						
2.0.1	<p>[Presentation] Learning Outcomes Module 1 (LO-1) + [Poll]</p> <p>Text presenting the Learning Outcomes of Module 1</p> <p>1-4 Polls for Self-Assessment and evaluation on what they already know on the topic or former experience. Trainees have the opportunity to check the results of the Poll later, when more answers have been submitted. [to engage with the community]</p>	Hypertext, Poll			10'		
2.1	1st section of Module 1(1 hour): Teaching methods that enhance Foreign Language acquisition for preschoolers.						
2.1.1	<p>[Presentation] section 1.1 "Theories, Methods & Techniques of Teaching - Total Physical Response"</p> <p>https://www.youtube.com/watch?v=d79-veEBXQ [3:46]</p>	Hypertext & Video			15'	LO1.1 - The trainee can apply the method of "Total	

	Existing YouTube video which presents and explains the method of Total Physical Response and how it works.				Physical Response" to promote active learning of the English Language.
2.1.2	[Demonstration] section 1.1 "Total Physical Response Demonstration Video LO1.1" https://www.youtube.com/watch?v=xKpQHZJg-Q [2:42] Video created by the micro-MOOC designer which gives specific tips on how to implement the TPR method in the classroom.	Hypertext & Video		15'	
2.1.3	[Practice] section 1.1 Practice activity with Peer Instruction & Discussion	Peer Instruction & Discussion		15'	
2.1.4	[Self-Assessment] section 1.1 Self-assessment activity containing DropDown Problem with scenarios related to TPR method and its use.	DropDown Problem		15'	

2.2	2nd section of module 1 (1 hour): The significance of Routines Establishment.				
2.2.1	<p>[Presentation] section 1.2</p> <p>“The importance of establishing routines in class”</p> <p>https://www.youtube.com/watch?v=mDvTG6rYVq8 [3:18]</p> <p>Video created by the micro-MOOC designer explaining the main reasons why routines are important in a classroom.</p>	Hypertext & Video		15’	LO1.2 The trainee can make use of classroom routines in order to engage the learners during the lesson.
2.2.2	<p>[Demonstration] section 1.2</p> <p>“Suggestions for classroom routines in EFL preschool to promote active learning”</p> <p>https://www.youtube.com/watch?v=x97VHbtUieA [2:51]</p> <p>Video created by the micro-MOOC designer giving specific examples and</p>	Hypertext & Video		15’	

	ideas on routine establishment in EFL and how this can engage learners.				
2.2.3	[Practice] section 1.2 Practice Activity Quiz-external tool Quizziz & Word Cloud	Quiz-external tool Quizziz & Word Cloud		15'	
2.2.4	[Self-Assessment] section 1.2 Self-Assessment activity containing DropDown Problem with a scenario related to the role of routines in EFL preschool and discussion on routines being timesaving.	DropDown Problem & Discussion		15'	
2.3	Overview and self-Assessment of Module 1 (50')				
2.3.1	[Presentation] Review of Module 1 Text summarising Module 1	Hypertext		10'	LO1 (APPLY): The trainee can make use of
2.3.2	[Self-Assessment] Assignment: Design 2 activities applying the theories of TPR and Classroom Routines to teach numbers 1-5	Open Response Assessment		30'	

	Complete the task with a view of improving your skills regarding LO1 Open Response Assessment and self-Assessment according to the relevant rubric.				appropriate learning theories and methods in order to
2.3.3	<p>[Self-Assessment] Checklist: I can do it...</p> <ul style="list-style-type: none"> ● I can apply... ● I can engage ● I can establish... <p>[Poll] Text with 1-4 polls where trainees self-assess themselves on material they studied in the module. Trainees have the opportunity to check the results of the Poll later, when more answers have been submitted. [to engage with the community]</p> <p>[Word Cloud] Word cloud is used to collect short answers to quick questions which summarise the main objective of</p>	Poll, Word Cloud		10'	ensure students' learning and participation.

	the module. Trainees have the opportunity to check the results of the Poll later, when more answers have been submitted. [to engage with the community]				
2.3.4	[Discussion Forum] Trainees are encouraged to further develop their ideas based on the answers they gave on the word cloud and Poll , by posting on the course Forum. [to engage with the community]	Discussion Forum		10'	
2.4	Suggestions for further practice on the Module topic				
2.4.1	[Suggestions for further training] List of similar Online Courses	Hypertext			
Day 3 - Module 2 (3 hours)					
3.0	Introduction Module 2 (10') "Adaptability in planned activities and the role of craft projects"				
3.0.1	[Presentation] Learning Outcomes Module 1 (LO-1) + [Poll] Text presenting the Learning Outcomes of Module 2	Hypertext, Poll		10'	

	1-4 Polls for Self-Assessment and evaluation on what they already know on the topic or former experience. Trainees have the opportunity to check the results of the Poll later, when more answers have been submitted. [to engage with the community]				
3.1	1st section of Module 2(1 hour) : Adaptability in Activities to tailor students' needs and abilities.				
3.1.1	<p>[Presentation] Section 2.1 “Adaptive Teaching Strategies- Theory”</p> <p>https://www.youtube.com/watch?v=Pp1SKqEuwto [4:06]</p> <p>Audio clip created by the micro-MOOC designer introducing and briefly explaining some of the Adaptive Teaching Strategies.</p>	Hypertext & audio clip		15'	LO2.1 The trainee can modify planned activities when difficulties occur carrying them out.
3.1.2	<p>[Demonstration] Section 2.1 “Modifying activities in preschool classroom to enhance EFL learning”</p> <p>https://www.youtube.com/watch?v=8Pj</p>	Hypertext & video		15'	

	v_Wyxu5k [3:53] Video created by the micro-MOOC designer giving specific examples on how an activity can be modified in different ways to accommodate students' needs.				
3.1.3	[Practice] Section 2.1 Practice Activity with Matching Pairs “Wordwall.net”- external tool & Word Cloud	Matching Pairs “Wordwall.net”- external tool & Word Cloud		15'	
3.1.4	[Self-Assessment] Self-assessment Activity with Peer instruction and Discussion	Peer Instruction & Discussion		15'	
3.2	2nd section of module 2 (1 hour):The role of Arts and Crafts in early childhood education and its integration into the EFL .				
3.2.1	[Presentation] Section 2.2 “The importance of Arts and Crafts in early childhood education” https://www.youtube.com/watch?v=uZ2xo6jNuio [2:55]	Hypertext & Video		15'	LO2.2 The trainee can enrich planned activities by incorporatin

	Video created by the micro-MOOC designer explaining the Importance of Arts and Crafts in early childhood education and the skills it helps learners develop.				g craft projects.
3.2.2	<p>[Demonstration] Section 2.2 “Using Arts and Crafts in EFL” https://www.youtube.com/watch?v=dCCxZDIItXI [3:00] Video created by the micro-MOOC designer explaining how craft projects can be organised in EFL in order to promote learning.</p>	Hypertext & Video		15’	
3.2.3	<p>[Practice] Section 2.2 Practice activity with Peer Instruction & Discussion</p>	Peer Instruction & Discussion		15’	
3.2.4	<p>[Self-Assessment] Section 2.2 Self-assessment activity containing DropDown Problem with scenarios related to the role of craft projects in</p>	DropDown Problem		15’	

	early childhood education and in EFL specifically				
3.3	Overview and self-Assessment of Module 2 (50')				
3.3.1	[Presentation] Review of Module 1 Text summarising Module 1	Hypertext		10'	LO2 (APPLY):
3.3.2	[Self-Assessment] Assignment: Modify a given planned activity applying Adaptive Teaching Strategies and incorporate a craft project into it. Complete the task with a view of improving your skills regarding LO2 Open Response Assessment and self-Assessment according to the relevant rubric. Open Response Assessment and self-Assessment according to the relevant rubric.	Open Response Assessment		30'	The trainee can make adjustments to the planned activities in order to suit the demands that arise during the lesson and
3.3.3	[Self-Assessment] Checklist: I can do it... <ul style="list-style-type: none"> ● I can modify ● I can apply ● I can use 	Poll, Word Cloud		10'	not deviate from the lesson objectives.

	<p>[Poll] Text with 1-4 polls where trainees self-assess themselves on material they studied in the module. Trainees have the opportunity to check the results of the Poll later, when more answers have been submitted. [to engage with the community]</p> <p>[Word Cloud] Word cloud is used to collect short answers to quick questions which summarise the main objective of the module. Trainees have the opportunity to check the results of the Poll later, when more answers have been submitted. [to engage with the community]</p>				
3.3.4	<p>[Discussion Forum]</p> <p>Trainees are encouraged to further develop their ideas based on the answers they gave on the word cloud and Poll, by</p>	Discussion Forum		10'	

	posting on the course Forum. [to engage with the community]				
3.4	Suggestions for further practice on the Module topic				
3.4.1	[Suggestions for further training] List of similar Online Courses	Hypertext			
Day 4 - Module 3 (3 hours)					
4.0	Introduction Module 3 “How to select and make use of the right resources and materials”				
4.0.1	[Παρουσίαση] Learning Outcomes Module 1 (LO-1) + [Poll] Text presenting the Learning Outcomes of Module 1 1-4 Polls for Self-Assessment and evaluation on what they already know on the topic or former experience. Trainees have the opportunity to check the results of the Poll later, when more answers have been submitted. [to engage with the community]	Hypertext, Poll		10’	
4.1	1st section of Module 3(1 hour): The value of storytelling in teaching English to Preschool.				
4.1.1	[Presentation] Section 3.1	Hypertext & Video		15’	LO3.1 The

	<p>“Benefits of storytelling in early childhood education EFL”</p> <p>https://www.youtube.com/watch?v=466oPRq2luY [3:47]</p> <p>Video created by the micro-MOOC designer explaining the benefits of storytelling in EFL early childhood education.</p>				<p>trainee can select appropriate stories to enhance EFL learning through effective storytelling.</p>
4.1.2	<p>[Demonstration] Section 3.1</p> <p>“Practical example of storytelling in EFL early childhood education”</p> <p>https://www.youtube.com/watch?v=XQBcnzC2Zwg [3:31]</p> <p>Video created by the micro-MOOC designer suggesting ways of implementing storytelling in the lesson to enhance the learning procedure.</p>	Hypertext & Video		15’	
4.1.3	<p>[Practice] Section 3.1</p> <p>Practice activity with Multiple choice with feedback and WordCloud</p>	Multiple choice with feedback and WordCloud		15’	

4.1.4	[Self-Assessment] Section 3.1 Self-Assessment activity with Peer Instruction and Discussion about the role of storytelling in EFL and the ways it can be implemented	Peer Instruction & Discussion		15'	
4.2	2nd section of Module 3 (1 hour): Digital Educational Games used as learning tools in Teaching English to Preschool.				
4.2.1	[Presentation] Section 3.2 “ Why Digital Games in Education” https://www.youtube.com/watch?v=vmGdqOqegJc [3:46] Video created by the micro-MOOC designer discussing the benefits of Digital Educational Games in EFL preschool class, and the skills it helps develop.	Hypertext & Video		15'	LO3.2 The trainee can evaluate or create appropriate digital educational games in order to revise specific content.
4.2.2	[Demonstration] Section 3.2 “Let’s Play and Learn” https://www.youtube.com/watch?v=jaquHkC1B-o [4:15]	Hypertext & Video		15'	

	Video created by the micro-MOOC designer providing suggestions and examples on how specific Digital Educational Games can be used in EFL.				
4.2.3	[Practice] Section 3.2 Practice activity with Padlet, in which trainees are asked to express their opinions on digital Educational Games & Word Cloud	Padlet & Word Cloud		15'	
4.2.4	[Self-Assessment] Section 3.2 Self-assessment activity containing DropDown Problem with scenarios related to Digital Educational Games.	DropDown Problem		15'	
4.3	Overview and self-Assessment of Module 3 (50')				
4.3.1	[Presentation] Review of Module 3 Text summarising Module 3	Hypertext			LO3(EVALUATE): The trainee can select the appropriate resources,
4.3.2	[Self-Assessment] Assignment: design 2 activities, a digital and a non-digital one to be used after narration of a specific book.	Open Response Assessment		30'	

	<p>Complete the task with a view of improving your skills regarding LO3</p> <p>Open Response Assessment and self-Assessment according to the relevant rubric.</p>				<p>materials and tools, and implement them into the learning procedure.</p>
4.3.3	<p>[Self-Assessment] Checklist: I can do it...</p> <ul style="list-style-type: none"> ● I can make use of ● I can create ● I can evaluate <p>[Poll] Text with 1-4 polls where trainees self-assess themselves on material they studied in the module.</p> <p>Trainees have the opportunity to check the results of the Poll later, when more answers have been submitted. [to engage with the community]</p> <p>[Word Cloud] Word cloud is used to collect short answers to quick questions</p>	Poll, Word Cloud		10'	

	which summarise the main objective of the module. Trainees have the opportunity to check the results of the Poll later, when more answers have been submitted. [to engage with the community]				
4.3.4	[Discussion Forum] Trainees are encouraged to further develop their ideas based on the answers they gave on the word cloud and Poll , by posting on the course Forum. [to engage with the community]	Discussion Forum		10'	
4.4	Suggestions for further practice on the Module topic				
4.4.1	[Suggestions for further training] List of similar Online Courses	Hypertext			
	Day 5: Module 4 (3 hours)				
5.0	Introduction Module 4 “Working Together: Cooperation among educators and what it can offer”				
5.0.1	[Παρουσίαση] Learning Outcomes Module 1 (LO-1) + [Poll]	Hypertext, Poll		10'	

	Text presenting the Learning Outcomes of Module 4 1-4 Polls for Self-Assessment and evaluation on what they already know on the topic or former experience. Trainees have the opportunity to check the results of the Poll later, when more answers have been submitted. [to engage with the community]				
5.1	1st section of Module 4(1 hour): The benefits of co-teaching in classroom management.				
5.1.1	[Presentation] Section 4.1 “Co-teaching and cooperation between EFL Teacher and early childhood education Teacher” https://www.youtube.com/watch?v=qTkQOgZhd7A [3:50] Infographic created by the micro-MOOC designer with Canva Education, containing information and results from 2 papers written on the specific issue.	Hypertext & Infographic		15’	LO4.1 The trainee can identify the value of co-teaching for effective classroom management.
5.1.2	[Demonstration] section 4.1	Hypertext & Video		15’	

	<p>“Co-teaching for the benefit of effective classroom management”</p> <p>Video created by the micro-MOOC designer providing examples on what effective collaboration between the 2 educators entails.</p>				
5.1.3	<p>[Practice] section 4.1</p> <p>Practice activity with Matching pairs - Wordwall.net External Tool about the effects of specific actions in co-teaching and WordCloud</p>	<p>Matching Pairs - Wordwall.net External Tool & Word Cloud</p>		15'	
5.1.4	<p>[Self-Assessment] section 4.1</p> <p>Self-Assessment activity containing DropDown Problem with scenarios related to collaboration between the ELT and the ECT and Discussion.</p>	<p>DropDown Problem & Discussion</p>		15'	
5.2	<p>2nd section of module 4 (1 hour): Teaching English to Preschool using CLIL scenarios.</p>				
5.2.1	<p>[Presentation] section 4.2</p> <p>Infographic created by the micro-MOOC designer with Canva Education,</p>	<p>Hypertext & Infographic</p>		15'	<p>LO4.2 The trainee can cooperate</p>

	presenting the main characteristics of a CLIL scenario				with pre-school
5.2.2	[Demonstration] section 4.2 Step by Step Guide in the form of a poster created by the micro-MOOC designer with Canva Education, explaining the steps on how to create a CLIL scenario.	Hypertext & Step by Step Guide		15'	teachers for the design and implementation of CLIL scenarios.
5.2.3	[Practice] section 4.2 Practice activity with Fill in the blank in LearningApps external tool & Multiple-Choice Questions containing information on CLIL scenarios.	Fill in the blank - LearningApps external tool & Multiple-Choice Questions		15'	
5.2.4	[Self-Assessment] section 4.2 Self-assessment activity DropDown problem with scenarios based on CLIL, and List the steps- LearningApps external tool.	DropDown problem and List the steps - LearningApps External Tool		15'	
5.3	Overview and self-Assessment of Module 4 (50')				
5.3.1	[Presentation] Review of Module 4 Text summarising Module 4	Hypertext			LO4 (EVALUATE)

5.3.2	<p>[Self-Assessment] Assignment: Complete the task with a view of improving your skills regarding LO4</p> <p>Open Response Assessment and self-Assessment according to the relevant rubric.</p>	Open Response Assessment		30'	: The trainee can value teamwork and partnership among
5.3.3	<p>[Self-Assessment] Checklist: I can do it...</p> <ul style="list-style-type: none"> ● I can ask for ● I can collaborate ● I can apply <p>[Poll] Text with 1-4 polls where trainees self-assess themselves on material they studied in the module.</p> <p>Trainees have the opportunity to check the results of the Poll later, when more answers have been submitted. [to engage with the community]</p> <p>[Word Cloud] Word cloud is used to collect short answers to quick questions which summarise the main objective of the module. Trainees have the</p>	Poll, WordCloud		10'	teachers within the same classroom.

	opportunity to check the results of the Poll later, when more answers have been submitted. [to engage with the community]				
5.3.4	[Discussion Forum] Trainees are encouraged to further develop their ideas based on the answers they gave on the word cloud and Poll , by posting on the course Forum. [to engage with the community]	Discussion Forum		10'	
5.4	Suggestions for further practice on the Module topic				
5.4.1	[Suggestions for further training] List of similar Online Courses	Hypertext			
Day 6: Final Assessment of the micro-MOOC (1 hour)					
6.0	[Presentation] Instructions on the Final Assessment Quiz of the micro-MOOC Text describing the requirements and the minimum score the trainee must achieve for the exam to be considered successful.	Hypertext		10'	
6.1	[Final Assessment] 5 MCQs for each Learning Outcome of the micro-MOOC.	<Quiz>		45'	The trainee can

	<p>Multiple Choice Questions based on sophisticated practice, aiming to assess trainees' skills and understanding of the acquired knowledge during the micro-MOOC- all Learning Outcomes are evaluated.</p>				<p>LO1 (APPLY) : make use of appropriate learning theories and methods in order to ensure students' learning and participation.</p> <p>LO2 (APPLY): make adjustments to the planned activities in order to suit</p>
--	---	--	--	--	---

					<p>the demands that arise during the lesson and not deviate from the lesson objectives.</p> <p>LO3 (EVALUATE) : Select the appropriate resources, materials and tools and implement them into the learning procedure.</p>
--	--	--	--	--	--

					LO4 (EVALUATE) : to value teamwork and partnership among teachers within the same classroom.
6.2	[Presentation] Instructions on issuing and downloading the Certificate. Text giving instructions on issuing and downloading the micro-MOOC Certificate and Picture.	Hypertext & Picture		5'	

Chapter 4 - Implementation of the MOOC in “Teacher Training: Teaching English to Preschool”.

4.1 A General Overview

The micro-MOOC “Teacher Training: Teaching English to Preschool” is an online course which gives insights into the challenges involved in teaching EFL to Early Childhood Education and provides meaningful suggestions. It follows the structure of a micro-MOOC, that is it entails an Introduction, 4 complete Modules (the number here is indicative, you will come across micro-MOOCs that consist of more or fewer Modules), and an Overview and Assessment Section. The online course is developed in eduNEXT service-provider, which is supported by Open Edx LMS (Learning Management System) Platform and as this Master Thesis is being written, it is open to up to 50 participants.

In order for someone to have access to the full content of the online course, they should navigate to the following link: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/about and use the details provided in order to log in and enroll to the micro-MOOC : **email:** guest.mde777@gmail.com **password:** Guest777!

4.2 Implementation of the micro-MOOC

Following, some screenshots and indicative examples are showcased so as to facilitate the reader’s better understanding of the technical choices made and the hands-on implementation of the technologies used.

4.2.1 Basic Information, Schedule and Details

The first 2 pictures are from the course “About” page, where general information on the content, learning outcomes and the creator’s CV is given. In the 3rd picture you can see how the “about” page was technically made using HTML code. Also, this is where the participant can see significant dates about the course implementation, such as enrollment, course start and end date, Course Content License etc.

Teaching English at Preschool Teacher Training : Teaching English to Preschool You are enrolled in this course [View Course](#)

"Teacher Training: Teaching English to preschool" is a course addressed to EFL teachers of Early Childhood Education.

About This Course

[View About Page in studio](#) You are enrolled in this course [View Course](#)

The programme "Teacher Training: Teaching English to Preschool" is a micro-MOOC addressed to English Language Teachers who are asked to teach to early childhood, and more specifically to Public Preschool. It introduces trainees to the theories, principles and techniques they need to implement in order to cope with this challenging but interesting venture. It aims at helping them understand the Methodologies lying behind teaching to the specific age group as well as the learners' needs. At the same time, participants can familiarise themselves with adapting and modifying materials and activities in order to suit young learners needs and preferences, always with the cooperation and support of their fellow teachers, whether they are Preschool or Shadow Teachers.

Learning Outcomes

Upon completing the micro-MOOC the trainee will be able to

- LO1 (APPLY) : make use of appropriate learning theories and methods in order to ensure students' learning and participation.
- LO2 (APPLY): make adjustments to the planned activities in order to suit the demands that arise during the lesson and not deviate from the lesson objectives.
- LO3 (EVALUATE): Select the appropriate resources, materials and tools and implement them into the learning procedure.
- LO4 (EVALUATE): to value teamwork and partnership among teachers within the same classroom.

Figure 16-About this Course page


source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/about

Requirements

The trainee should already have basic computer skills, knowledge of pedagogics and psychology and be proficient in the English Language

Nikolitsa Douna

I am a graduate of the Philosophical School Faculty of English Language and Literature of the National and Kapodistrian University of Athens. I have been working as an English Teacher and Tutor teaching various levels from Beginners to C2 level and Business English, to age groups ranging from Primary School children to adults for more than 2 decades. For the last 2 years I have taught English in State Preschool, which, apart from being a great challenge, has also taught me new things and has made me more creative and flexible. Currently, I am a postgraduate student at the University of Piraeus in "e-Learning" and I am writing my Master Thesis, part of which is the particular micro-MOOC.



Online courses from preschool. This Open edX site is provided by eduNEXT

[About eduNEXT](#) [Get your own Open edX site](#)




  

Figure 17-About this Course page- micro-MOOC creator

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/about



Figure 18-HTML code in About this Course page

source: https://studio.edunext.co/settings/details/course-v1:preschool+CS08_2024+2024_T3

4.2.2 Course Outline

The course is divided into sections, sub-sections and units. In the following pictures, you can see the micro-MOOC structure in the form of an outline, which I would characterise as the backbone of the Course. By examining it someone can have a general idea on the course and the way the material is organised. Particles can be added or deleted, change order and their titles can be changed from the outline page at any time during the micro-MOOC creation. Another useful feature is the one indicating whether your content has been published in the version you are working on or not.

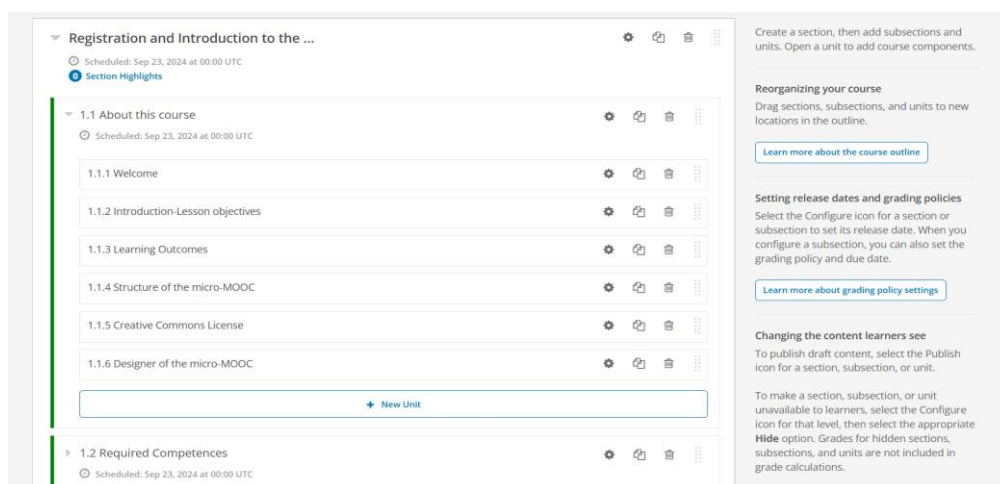


Figure 19-Registration and Introduction Course Outline

source: https://studio.edunext.co/course/course-v1:preschool+CS08_2024+2024_T3

The screenshot displays a course outline interface. It features two main sections, 1.2 and 1.3, each with a dropdown arrow on the left and a set of icons (gear, copy, trash, and a vertical ellipsis) on the right. Section 1.2, titled 'Required Competences', is scheduled for Sep 23, 2024 at 00:00 UTC and contains two sub-units: 'Required Skills & Knowledge' and 'Required infrastructure'. Below these is a '+ New Unit' button. Section 1.3, titled 'Completion of the course', is also scheduled for Sep 23, 2024 at 00:00 UTC and contains four sub-units: 'Required Actions', 'Self-Assessment Activities', 'Final Assessment', and 'Issuing the Certificate'. Each sub-unit has its own set of icons.

Figure 20-Introduction Outline

source: https://studio.edunext.co/course/course-v1:preschool+CS08_2024+2024_T3

The screenshot displays a course outline interface for unit 1.4. It features a dropdown arrow on the left and a set of icons (gear, copy, trash, and a vertical ellipsis) on the right. The unit is titled 'Introduction to the micro-MOO...' and is scheduled for Sep 23, 2024 at 00:00 UTC. It contains three sub-units: 'What I already know', 'Presentation', and 'Introducing yourself to other trainees'. Each sub-unit has its own set of icons.

Figure 21-Introduction Outline and poll

source: https://studio.edunext.co/course/course-v1:preschool+CS08_2024+2024_T3

▼ Module 1 "Use of appropriate method..."

Scheduled: Sep 23, 2024 at 00:00 UTC

Section Highlights

- ▶ 2.0 Introduction to Module 1
 - Scheduled: Sep 23, 2024 at 00:00 UTC
- ▶ 2.1 Teaching methods that enhance...
 - Scheduled: Sep 23, 2024 at 00:00 UTC
- ▶ 2.2 The significance of Routines Est...
 - Scheduled: Sep 23, 2024 at 00:00 UTC
- ▶ 2.3 Overview and self-Assessment ...
 - Scheduled: Sep 23, 2024 at 00:00 UTC
- ▶ 2.4 Additional Study Material
 - Scheduled: Sep 23, 2024 at 00:00 UTC

Figure 22-Module 1 Outline

source: https://studio.edunext.co/course/course-v1:preschool+CS08_2024+2024_T3

▼ Module 2 "Adaptability in planned ac..."

Scheduled: Sep 23, 2024 at 00:00 UTC

Section Highlights

- ▶ 3.0 Introduction to Module 2
 - Scheduled: Sep 23, 2024 at 00:00 UTC
- ▼ 3.1 Adaptability in Activities to tailo...
 - Scheduled: Sep 23, 2024 at 00:00 UTC
 - 3.1.1 Adaptive Teaching Strategies Theory
 - 3.1.2 Ideas on Modifying Activities in EFL Preschool
 - 3.1.3 Practice Activity
 - 3.1.4 Self-Assessment Activity
 - + New Unit
- ▶ 3.2 The role of Arts and Crafts in e...
 - Scheduled: Sep 23, 2024 at 00:00 UTC

Figure 23-Module 2 Outline

source: https://studio.edunext.co/course/course-v1:preschool+CS08_2024+2024_T3

▼ 3.2 The role of Arts and Crafts in e...
 ⌚ Scheduled: Sep 23, 2024 at 00:00 UTC

- 3.2.1 Benefits of Arts and Crafts
- 3.2.2 Arts and Crafts in EFL preschool
- 3.2.3 Practice Activity
- 3.2.4 Self-Assessment Activity

+ New Unit

▼ 3.3 Overview and self-Assessment ...
 ⌚ Scheduled: Sep 23, 2024 at 00:00 UTC

- 3.3.1 Review of Module 2
- 3.3.2 Open Response Assessment
- 3.3.3 Checklist: I can do it
- 3.3.4 Discussion Forum

Figure 24-Module 2 Outline

source: https://studio.edunext.co/course/course-v1:preschool+CS08_2024+2024_T3

▼ Module 3 "How to select and make us..."
 ⌚ Scheduled: Sep 23, 2024 at 00:00 UTC
 🔔 Section Highlights

- ▶ 4.0 Introduction to Module 3
 ⌚ Scheduled: Sep 23, 2024 at 00:00 UTC
- ▶ 4.1 The value of storytelling in teaching...
- ▶ 4.2 Digital Educational Games use...
- ▶ 4.3 Overview and self-Assessment ...
- ▶ 4.4 Additional Study Material

Figure 25-Module 3 Outline

source: https://studio.edunext.co/course/course-v1:preschool+CS08_2024+2024_T3

▼ Module 4 "Working Together :Cooper... ⚙️ 📄 🗑️ ⋮

🕒 Scheduled: Sep 23, 2024 at 00:00 UTC

📌 Section Highlights

- ▶ 5.0 Introduction to Module 4 ⚙️ 📄 🗑️ ⋮
🕒 Scheduled: Sep 23, 2024 at 00:00 UTC
- ▶ 5.1 The benefits of co-teaching in c... ⚙️ 📄 🗑️ ⋮
🕒 Scheduled: Sep 23, 2024 at 00:00 UTC
- ▶ 5.2 Teaching English to Preschool ... ⚙️ 📄 🗑️ ⋮
🕒 Scheduled: Sep 23, 2024 at 00:00 UTC
- ▶ 5.3 Overview and self-Assessment ... ⚙️ 📄 🗑️ ⋮
🕒 Scheduled: Sep 23, 2024 at 00:00 UTC
- ▶ 5.4 Additional Study Material ⚙️ 📄 🗑️ ⋮
🕒 Scheduled: Sep 23, 2024 at 00:00 UTC

Figure 26-Module 4 Outline

source: https://studio.edunext.co/course/course-v1:preschool+CS08_2024+2024_T3

▼ Final Assessment of the micro-MOOC ⚙️ 📄 🗑️ ⋮

🕒 Scheduled: Sep 23, 2024 at 00:00 UTC

📌 Section Highlights

- ▼ 6.0 Instructions on the Final Assess... ⚙️ 📄 🗑️ ⋮
🕒 Scheduled: Sep 23, 2024 at 00:00 UTC
 - 6.0.1 Instructions on the Final Assessment Quiz of the mi... ⚙️ 📄 🗑️ ⋮
 - + New Unit
- ▼ 6.1 Final Assessment ⚙️ 📄 🗑️ ⋮
🕒 Scheduled: Sep 23, 2024 at 00:00 UTC
 - 6.1.1 Final Assessment Quiz ⚙️ 📄 🗑️ ⋮
 - + New Unit
- ▼ 6.2 Instructions on issuing and do... ⚙️ 📄 🗑️ ⋮
🕒 Scheduled: Sep 23, 2024 at 00:00 UTC
 - 6.2.1 Instructions on issuing and downloading the micro-... ⚙️ 📄 🗑️ ⋮

Figure 27-Final Assessment Outline

source: https://studio.edunext.co/course/course-v1:preschool+CS08_2024+2024_T3

4.3 Learning Outcomes

The Learning Outcomes of the online course are in alignment with the needs and demands of EFL teachers in Early Childhood Education and were carefully chosen with the aim of helping them towards the direction of professional development. The trainee can see them at the Introduction unit, but they are also clearly presented at the beginning of each Module, facilitating easy navigation within the course.

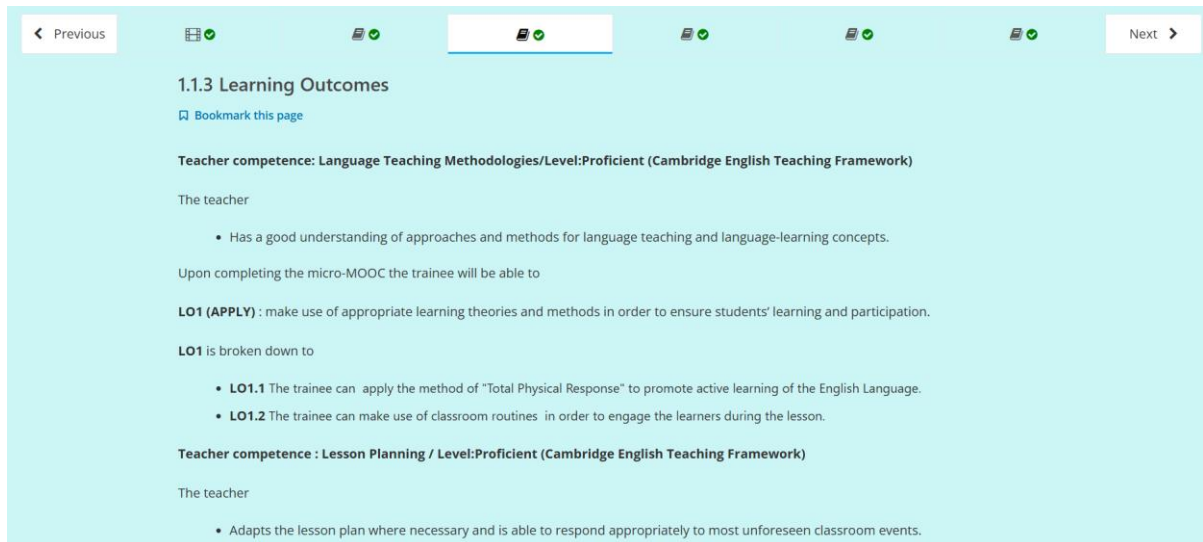


Figure 28-Learning Outcomes general presentation

Source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/courseware/

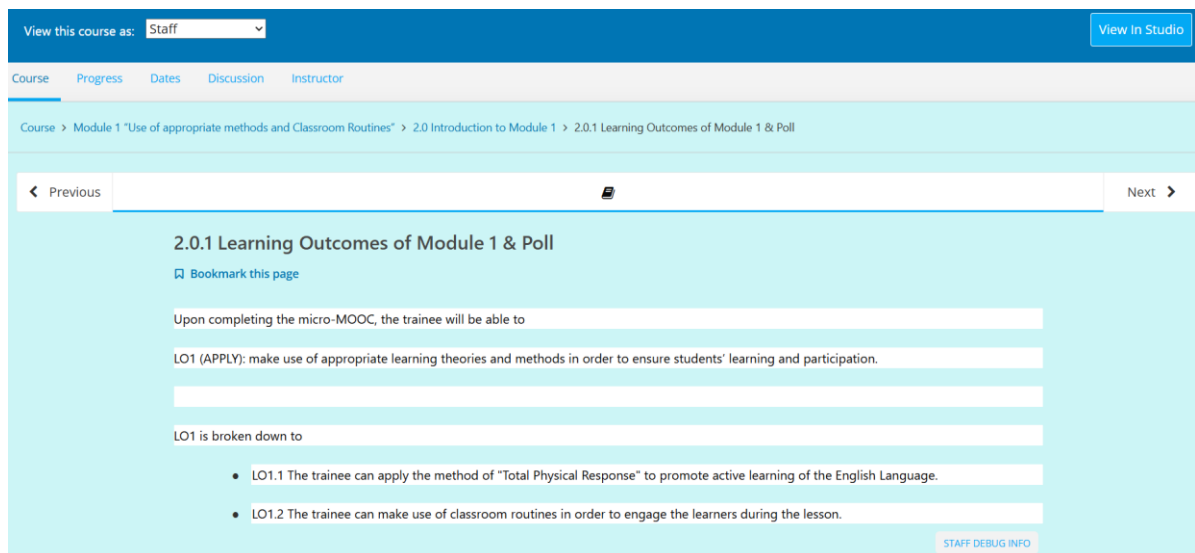











Figure 29- Module 1 Learning Outcomes live view

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/courseware/

Module 2 "Adaptability in planned activities and the role of craft projects" > 3.0 Introduction to Module 2 > 3.0.1 Learning Outcomes of Module 2 and Poll   View Live Version

← Previous  + New Unit Next >

Text  EDIT     

Upon completing the micro-MOOC the trainee will be able to

LO2 (APPLY): make adjustments to the planned activities in order to suit the demands that arise during the lesson and not deviate from the lesson objectives.

LO2 is broken down to

- **LO2.1** The trainee can modify planned activities when difficulties occur carrying them out.
- **LO2.2** The trainee can enrich planned activities by incorporating craft projects.

Published (not yet released)

Last published Aug 27, 2024 at 22:27 UTC by letadouna


SCHEDULED:
Sep 23, 2024 at 00:00 UTC
with Section "Module 2 "Adaptability in planned activities and the role of craft projects""

WILL BE VISIBLE TO:
Staff and Learners
 Hide from learners

Note: Do not hide graded assignments after they have been released.

Figure 30-Learning Outcomes Module 2 studio


source: <https://studio.edunext.co/container/block-v1:preschool+ffe590645ad248e5a01a91b79c090038>


preschool: CS08 2024
Teacher Training : Teaching English to Preschool
Courses letadouna

View this course as: Staff View In Studio

Course Progress Dates Discussion Instructor

Course > Module 3 "How to select and make use of the right resources and materials" > 4.0 Introduction to Module 3 > 4.0.1 Learning Outcomes of Module 3 and Poll

← Previous  Next >

4.0.1 Learning Outcomes of Module 3 and Poll

[Bookmark this page](#)

Upon completing the micro-MOOC the trainee will be able to

LO3 (EVALUATE): Select the appropriate resources, materials and tools and implement them into the learning procedure.

LO3 is broken down to

- LO3.1 The trainee can select appropriate stories to enhance EFL learning through effective storytelling.
- LO3.2 The trainee can evaluate or create appropriate digital educational games in order to revise specific content.

STAFF DEBUG INFO

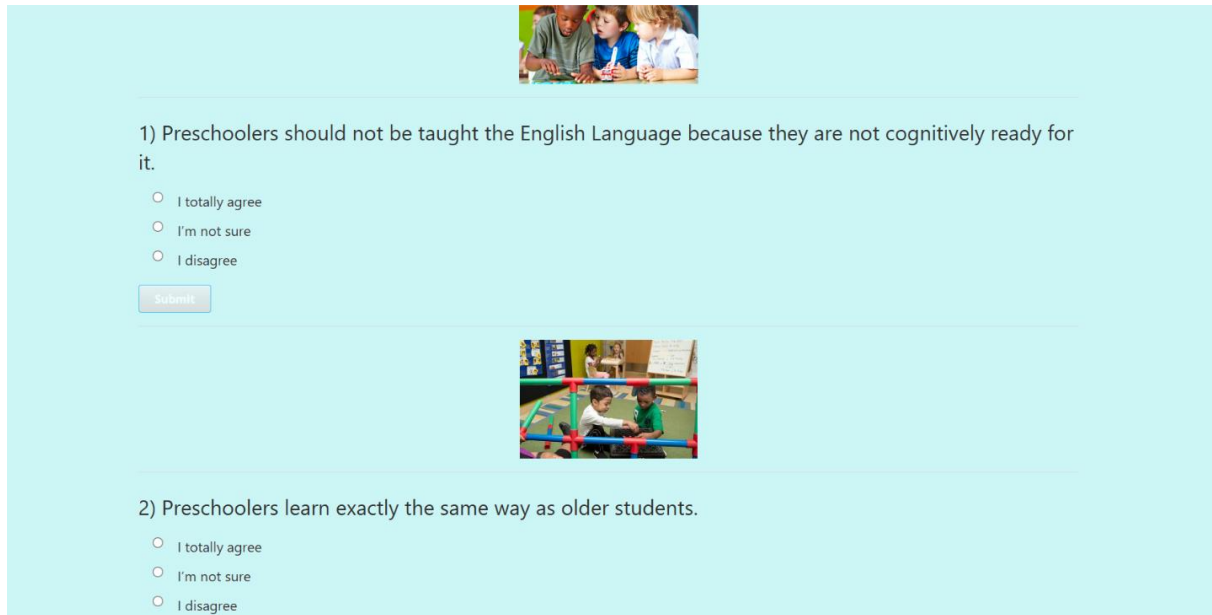
Figure 31-Learning Outcomes Module 3 live view

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/v1%31

4.4 Polls

Polls are used in several parts throughout the online course: in the introduction, and at the beginning and at the end of each Module of the micro-MOOC. They are used to check prior knowledge regarding the material to be introduced, as well as help trainees self-assess

themselves and check consolidation of the skills they developed while attending the online course.

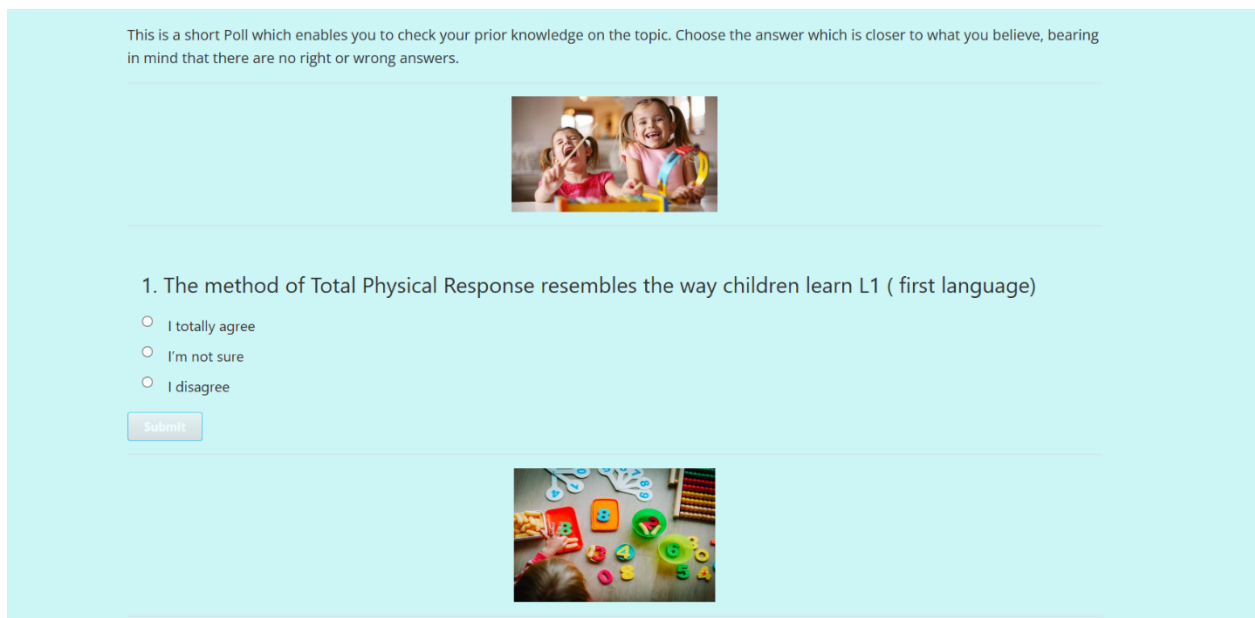


The screenshot shows a poll interface on a light blue background. At the top, there is a small image of three children sitting at a table. Below the image is a horizontal line. The first question is: "1) Preschoolers should not be taught the English Language because they are not cognitively ready for it." Below the question are three radio button options: "I totally agree", "I'm not sure", and "I disagree". A "Submit" button is located below the options. Below the first question is another horizontal line and a small image of two children playing with colorful blocks. The second question is: "2) Preschoolers learn exactly the same way as older students." Below the question are three radio button options: "I totally agree", "I'm not sure", and "I disagree".

Figure 32-Introduction Poll

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/courseware

This is a short Poll which enables you to check your prior knowledge on the topic. Choose the answer which is closer to what you believe, bearing in mind that there are no right or wrong answers.



The screenshot shows a poll interface on a light blue background. At the top, there is a small image of two young girls sitting at a table. Below the image is a horizontal line. The question is: "1. The method of Total Physical Response resembles the way children learn L1 (first language)". Below the question are three radio button options: "I totally agree", "I'm not sure", and "I disagree". A "Submit" button is located below the options. Below the question is another horizontal line and a small image of a child playing with colorful toys on a table.

Figure 33-Poll Module 1


source: [2.0.1 Learning Outcomes of Module 1 & Poll | 2.0 Introduction to Module 1 | CS08_2024](#)

2.3.3 Checklist: I can do it...

[Bookmark this page](#)

Answer the questions in the following **Poll** to assess your skills at using specific methods and techniques as an EFL teacher in preschool.

STAFF DEBUG INFO



STAFF DEBUG INFO

I can apply the TPR method in my class to enhance students' learning.

- I can't
- I'm not sure
- I definitely can

Submit

Figure 34-Poll Checklist

source: https://preschool.edunext.io/courses/coursev1:preschool+CS08_2024_T3/

4.5 Interaction with the community

One of the main advantages of the use of MOOCs for personal and professional development, is the opportunity it gives to trainees to interact with other professionals of the same or similar cognitive field. They can exchange ideas, comment on each other' views and develop new perspectives. Padlet and Discussion Forum are the means through which interaction with the community takes place in this online course, and participation in both is a requirement for the course to be considered successfully complete.

4.5.1 Padlet

One of the platforms widely used for communication among community members is Padlet. It is free, open to everyone, and serves as a virtual board or wall. In this micro-MOOC, trainees are asked to share their thoughts and ideas with each other, comment on fellow-trainees' posts and practice or self-assess their understanding of taught subject areas. It is embedded into the course core as an external tool.

1.4.3 Introducing yourself to other trainees

[Bookmark this page](#)

Get to know your fellow trainees

Use the following Padlet to introduce yourself to the other trainees. You can write a few words about yourself or why you chose to attend the particular course. If you wish, you can upload your photo. In order to post anything, just press "+" at the bottom of the page.

STAFF DEBUG INFO

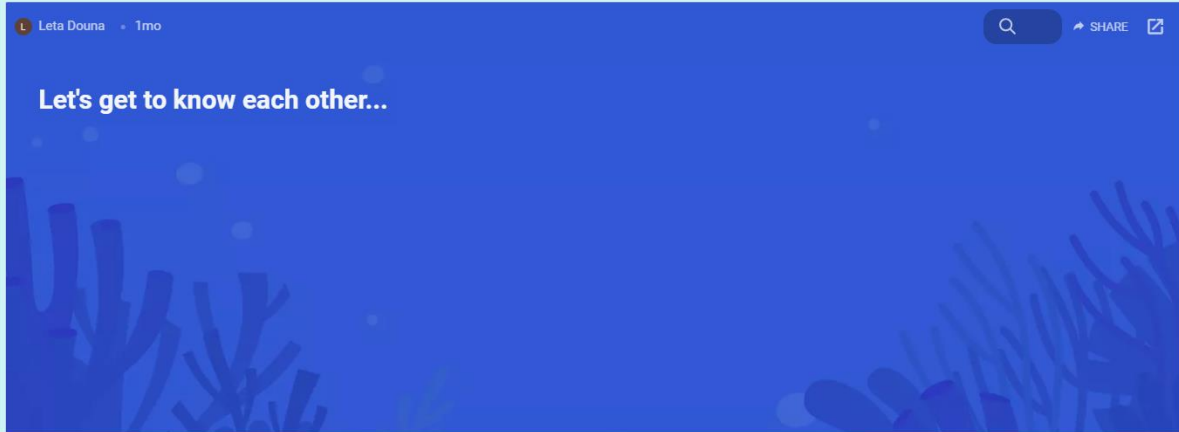


Figure 35-Padlet

source: https://preschool.edunext.io/courses/course-v1:preschool+CSo8_2024+2024_T3/courseware/

4.5.2 Discussion Forum

This is a tool that exists within the LMS platform and is used both in Practice and Self-Assessment activities. Trainees are asked to either write a paragraph summarising content that has been presented to them or give their opinion on a prompt. Similarly to Padlet, they can see their peers' comments and posts.

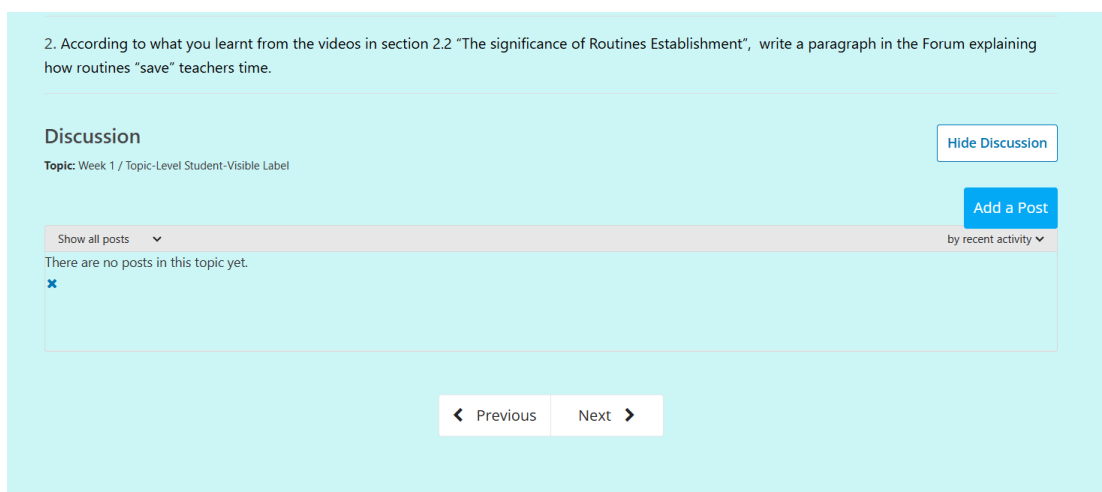


Figure 36-Discussion Forum

source: [2.2.4 Self-Assessment Activity](#) | [2.2 The significance of Routines Establishment.](#) | [CSo8](#)

4.6 Presentation and Demonstration (Videos and Audio Clip).

The vast percentage of the videos presented in this micro-MOOC (13 out of 15), is created by the micro-MOOC designer, using the platforms “Canva for Education” and “Clip Champ”. After creation, they were uploaded as “unlisted” videos on YouTube. All videos contain subtitles, making their content accessible to all, and provide the potential of transcript download. The same is true for an Audio Clip that is used in the online course in one of the Presentation units.

The reason I used 2 applications for creating the videos, was that each of them had their own distinct characteristics that I found extremely useful. Canva offered a wide array of options in terms of graphic design and visual prompts in a user-friendly environment, giving the flexibility to adjust the length of each slide, insert movement into text used or even moving pictures, and rearrange the slides’ order at any point. Clip Champ proved user-friendly regarding the integration of sound and voice into the clip. It provided a “text-to -speech” box, where transcript was typed, and then a great selection of AI voices to choose from. Also, it allowed subtitles download, which was really important, as I incorporated these .srt files into the videos I made.

All videos, including the 2 I used from You tube, have Creative Commons, which allow copy and distribution for noncommercial reasons.

“Presentation” videos elaborate on the theoretical background of the subject area, whereas “Demonstration” videos offer hands-on advice and suggestions on how the previously presented theory can be implemented and put into action. There is 1 Presentation and 1 Demonstration unit in each sub-section of all Modules of the micro-MOOC.



Figure 37-Welcome Video

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/courseware/

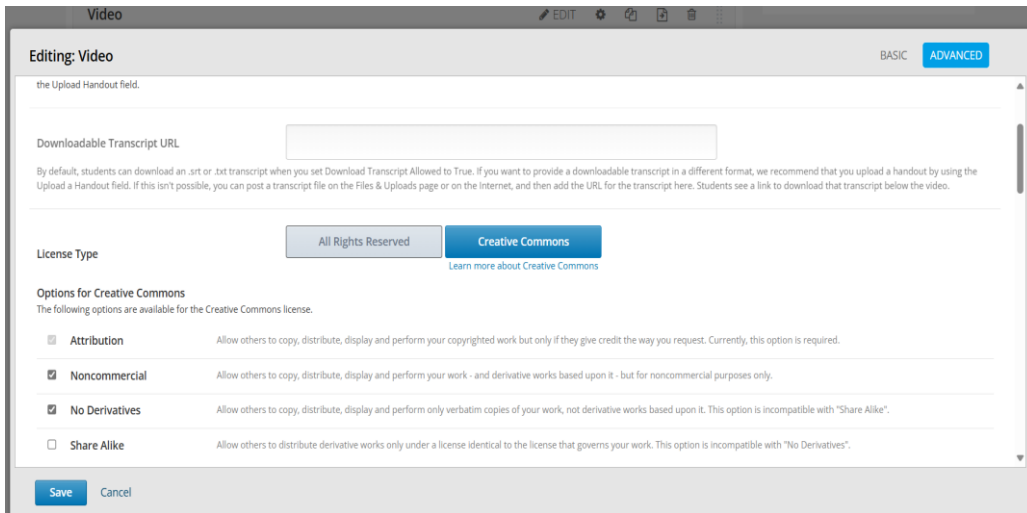


Figure 38-video edit creative commons

source: https://studio.edunext.co/container/block-v1:preschool+CS08_2024+2024_T3+type@vertical+

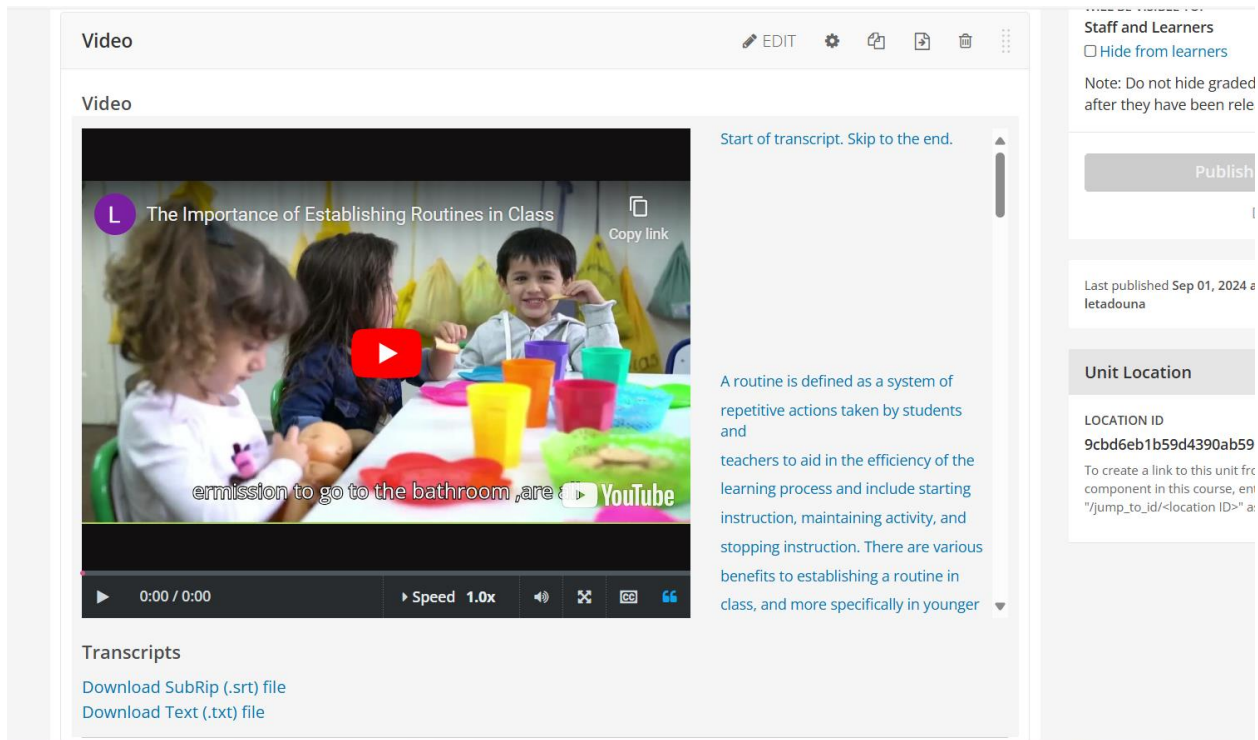


Figure 39- video-studio view

source: https://studio.edunext.co/container/block-v1:preschool+CS08_2024+2024_T3+type@vertical+

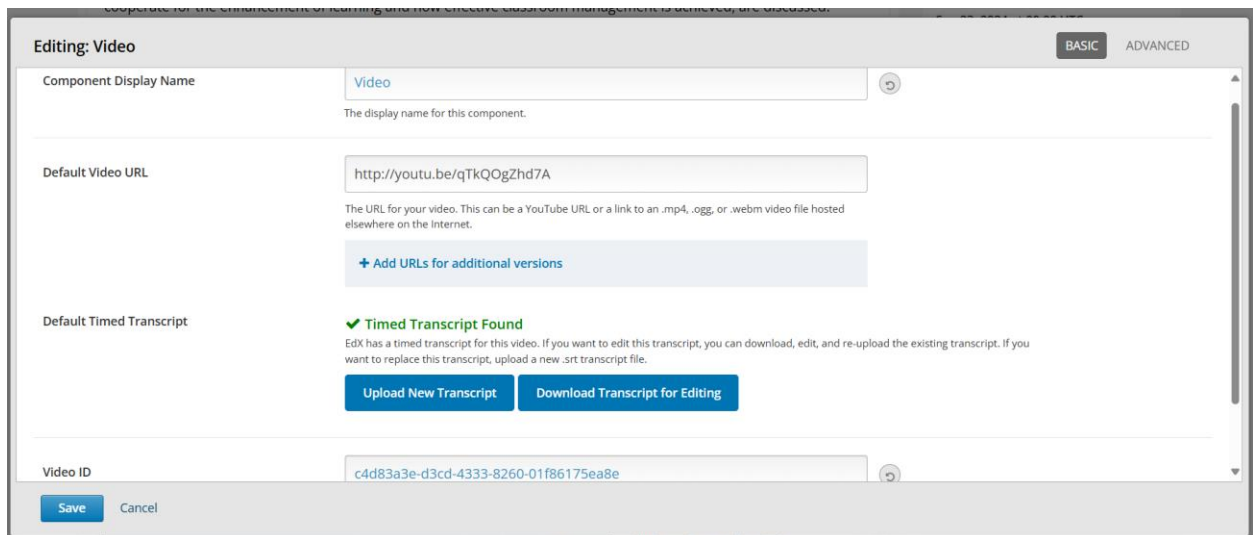


Figure 40-Video edit-transcript

source: https://studio.edunext.co/container/block-v1:preschool+CSo8_2024+2024_T3+type@vertical+

4.7 Infographics and Step by Step Guide

Presentation and Demonstration units are not always showcased by means of videos. Infographics and a Step-by-Step Guide are used as well, serving the need for multimodality and variety in the process of resource sharing. The particular visual prompts were also created by means of Canva for Education.



Figure 41-Infographic co-teaching

source: https://preschool.edunext.io/courses/course-v1:preschool+CSo8_2024+2024_T3/courseware/

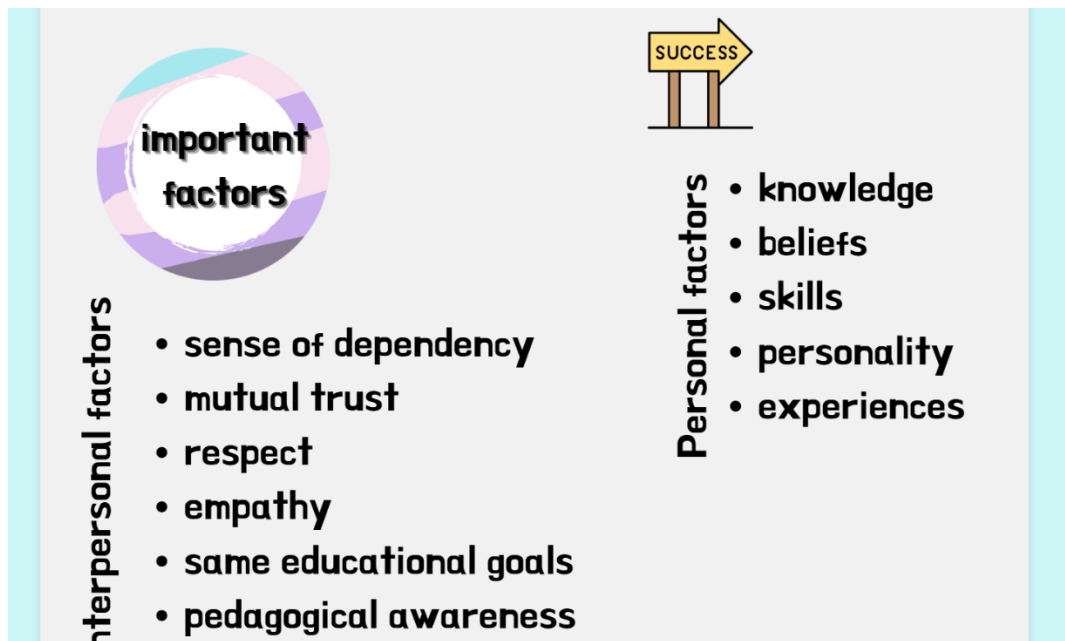


Figure 42-co-teaching important factors

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/

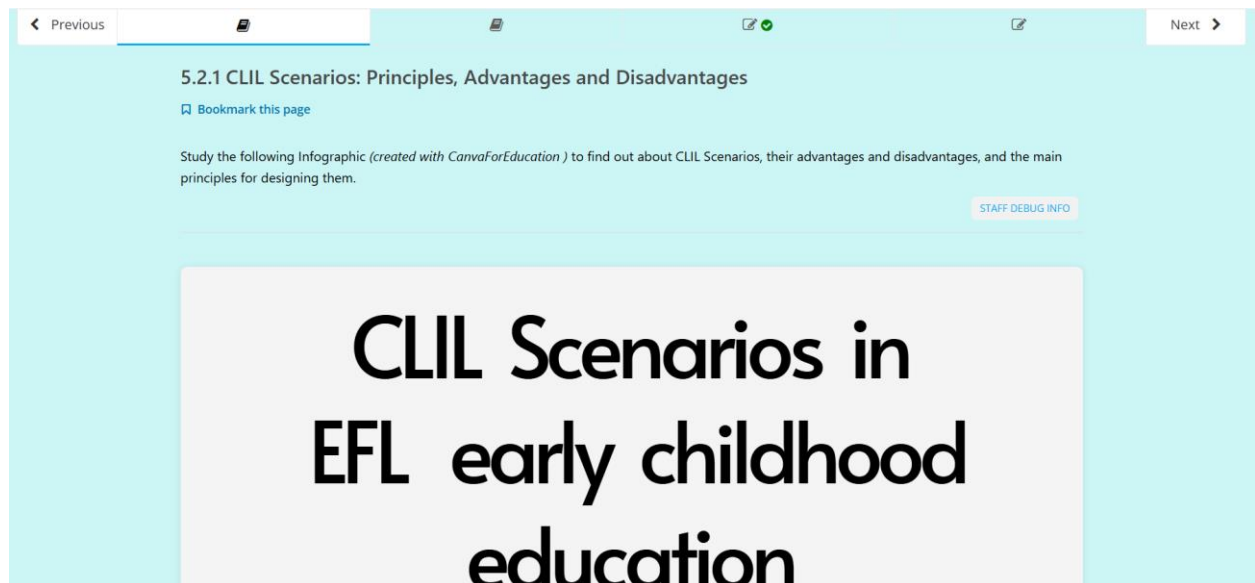


Figure 43 CLIL Infographic

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/course

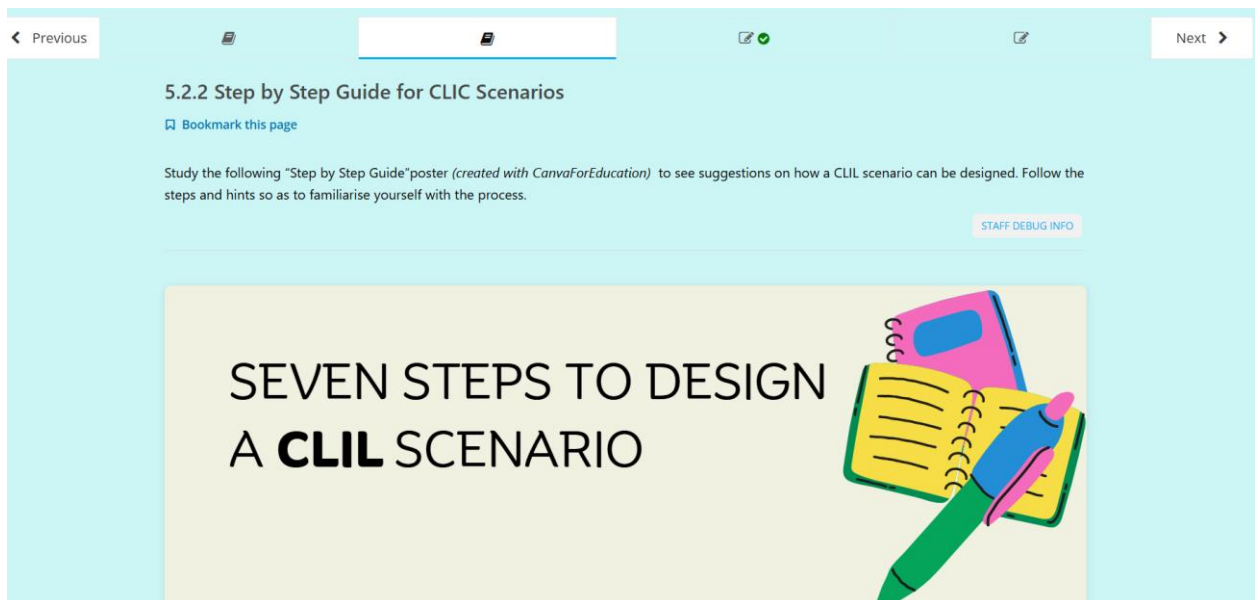


Figure 44-step by step CLIL scenario

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/

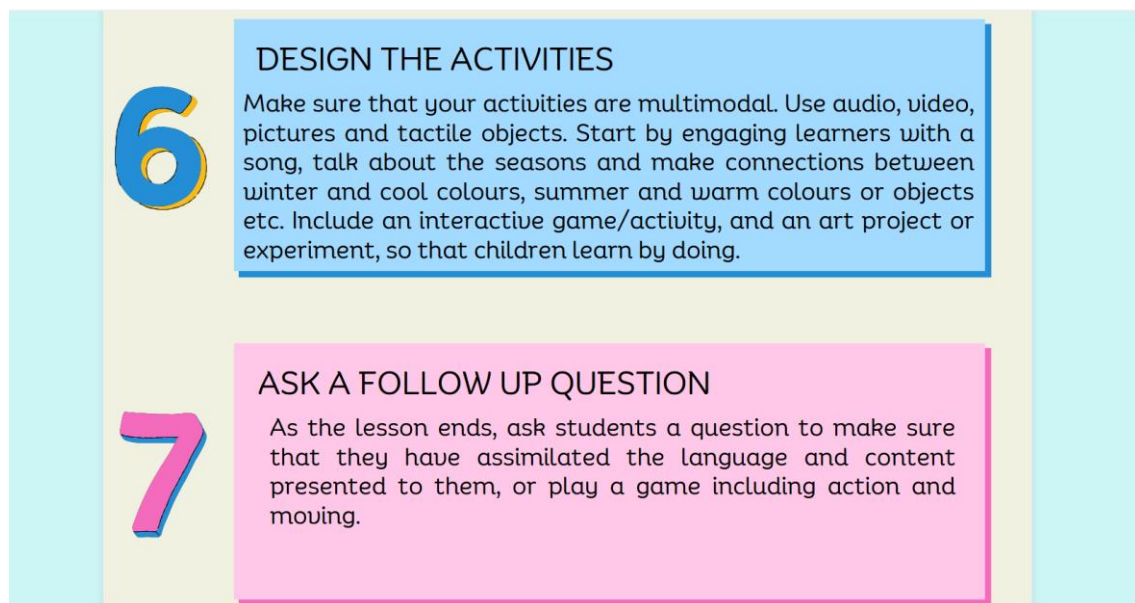


Figure 45-step by step CLIL

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/

4.8 Practice Activities

Each sub-section of the micro-MOOC consists of 4 units: Presentation, Demonstration, Practice and Self-Assessment. Similarly to Presentation and Demonstration that are delivered by different means, Practice is conducted through various types of problems and mini quizzes.

4.8.1 External Tools

A number of external tools are used in the micro-MOOC implementation to make up for tasks and problem types not available in this version of Open Edx. These tools entail Interactive Educational Platforms, such as “Quizziz”, “Learning Apps” and “Wordwall.net”, and aim at enhancing the learning process through gamification and active participation.

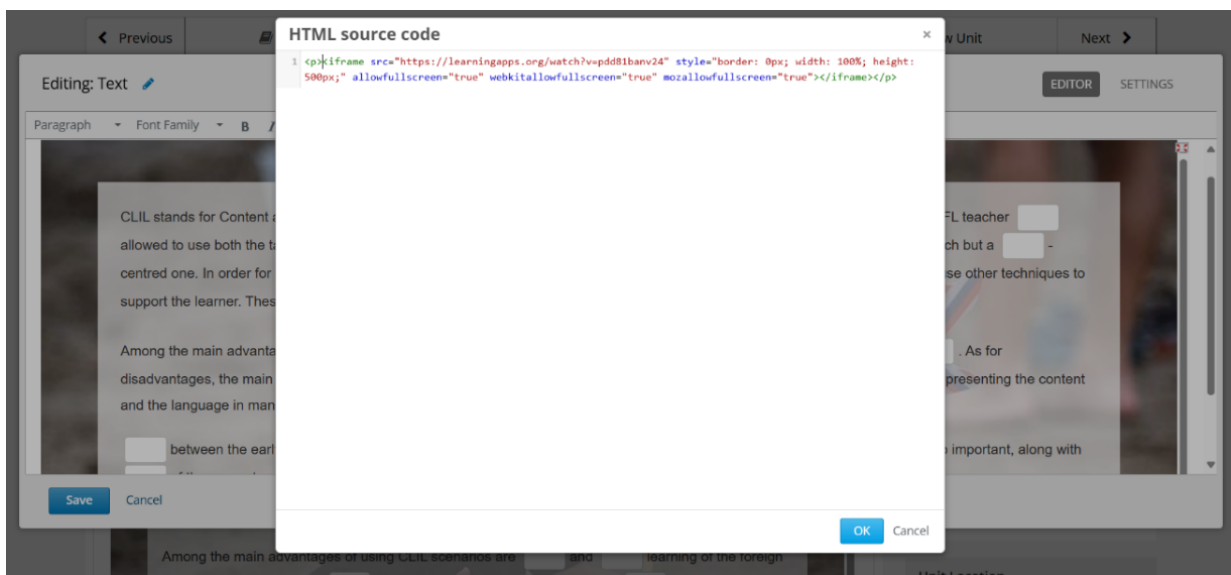


Figure 46-Learning Apps HTML

source: [5.2.3 Practice Activity | \(edunext.co\)](#)

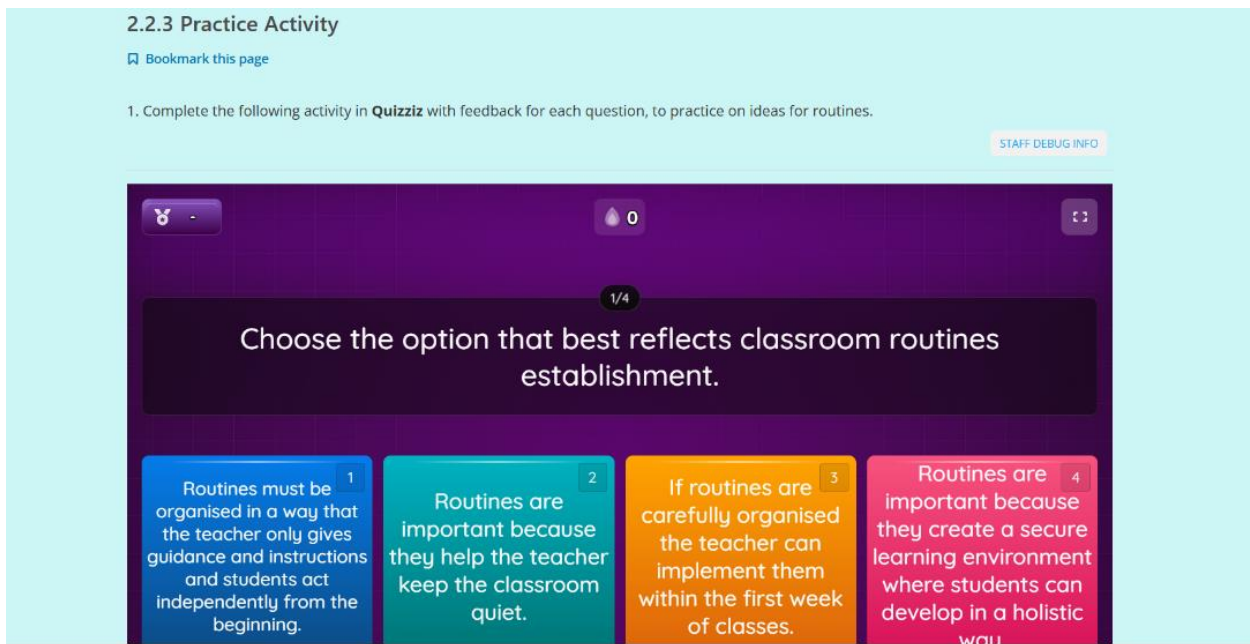


Figure 47-Quizziz MCQ with feedback

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/courseware/

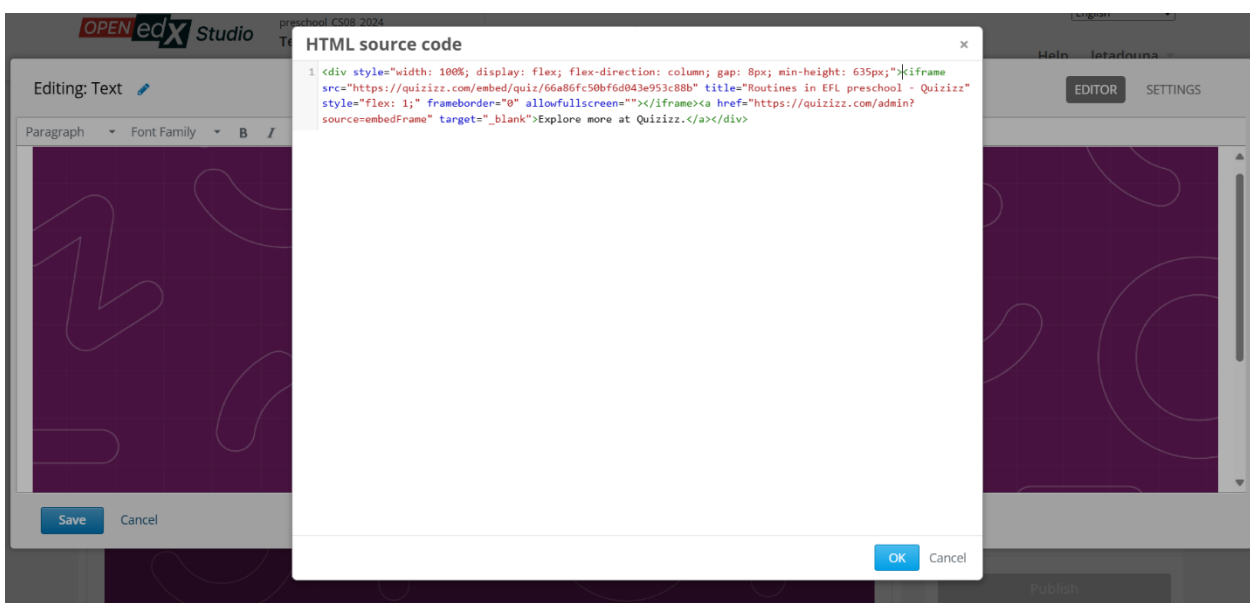


Figure 48-Quizziz HTML

source: [2.2.3 Practice Activity | \(edunext.co\)](#)

5.2.3 Practice Activity

[Bookmark this page](#)

1. Fill in the blanks in the following exercise in LearningApps, regarding CLIL scenarios.

STAFF DEBUG INFO

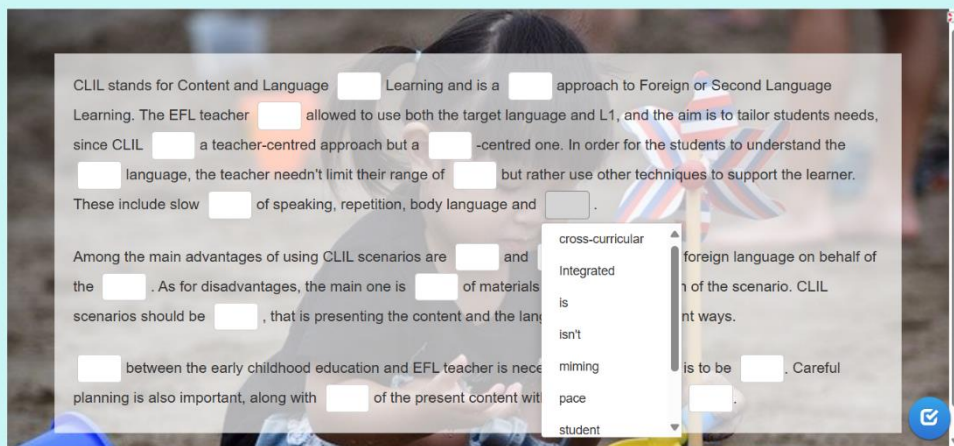


Figure 49- Fill the blank LearningApps

source: [5.2.3 Practice Activity](#) | [5.2 Teaching English to Preschool using CLIL scenarios.](#) | [CS08_2024](#)

1. Complete the following activity in Quizziz with feedback for each question, to practice on ideas for routines.

STAFF DEBUG INFO

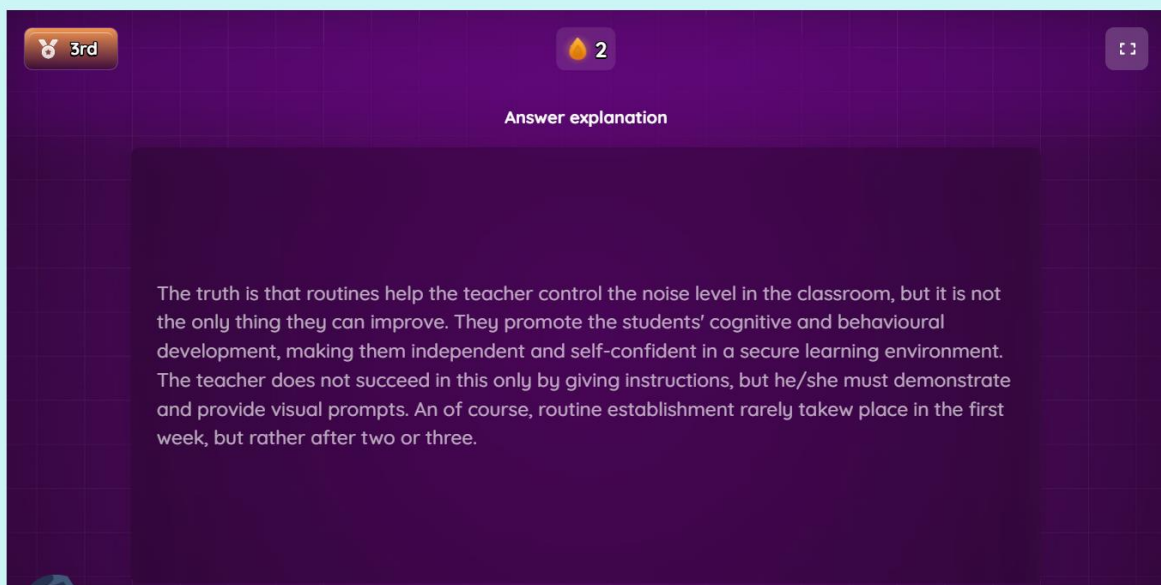


Figure 50-Quizziz MCQ Feedback

source: [2.2.3 Practice Activity](#) | [\(edunext.co\)](#)

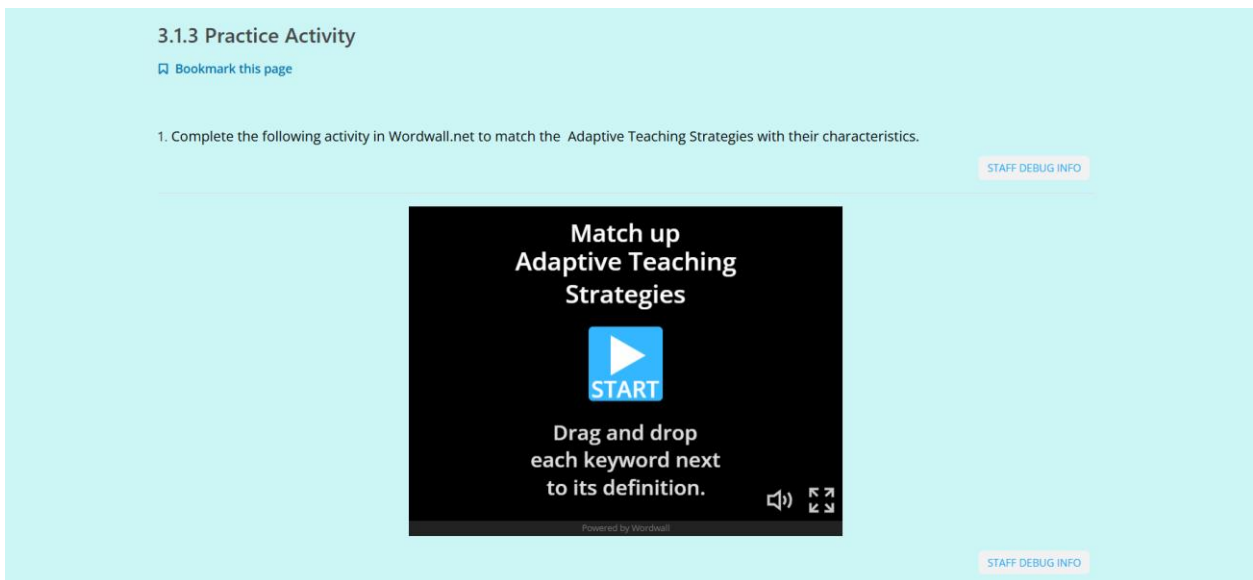


Figure 51-Wordwall.net matching pairs

source: [3.1.3 Practice Activity | 3.1 Adaptability in Activities to tailor students' needs and abilities. | \(edunext.io\)](#)

4.8.2 Peer Instruction

In this type of problem, trainees are given either a question with Multiple Choice options to answer, or a statement to decide if it is True or False. They also need to justify their choice of option in a few sentences, and their answers will be visible to the other attendees.

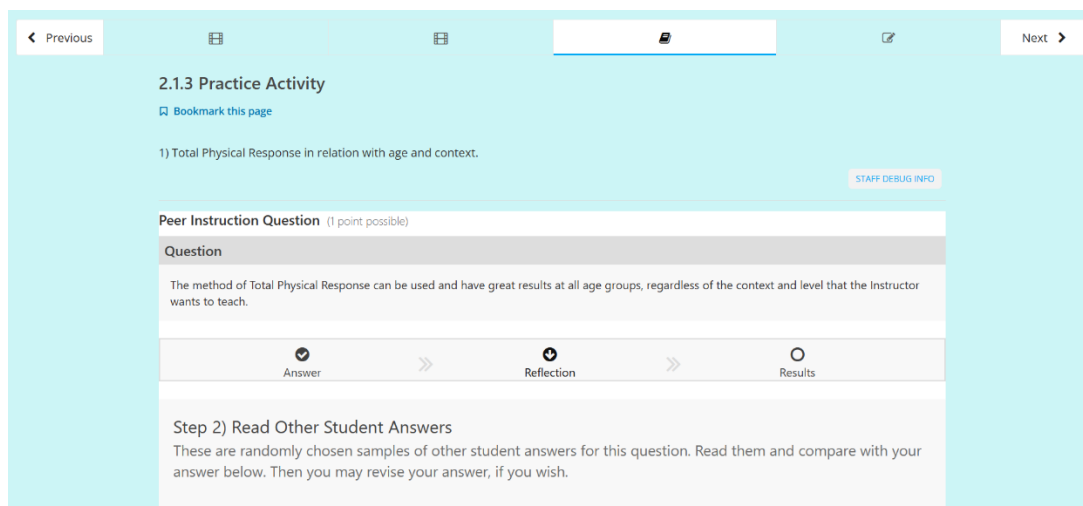


Figure 52-Practice with Peer Instruction

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/course

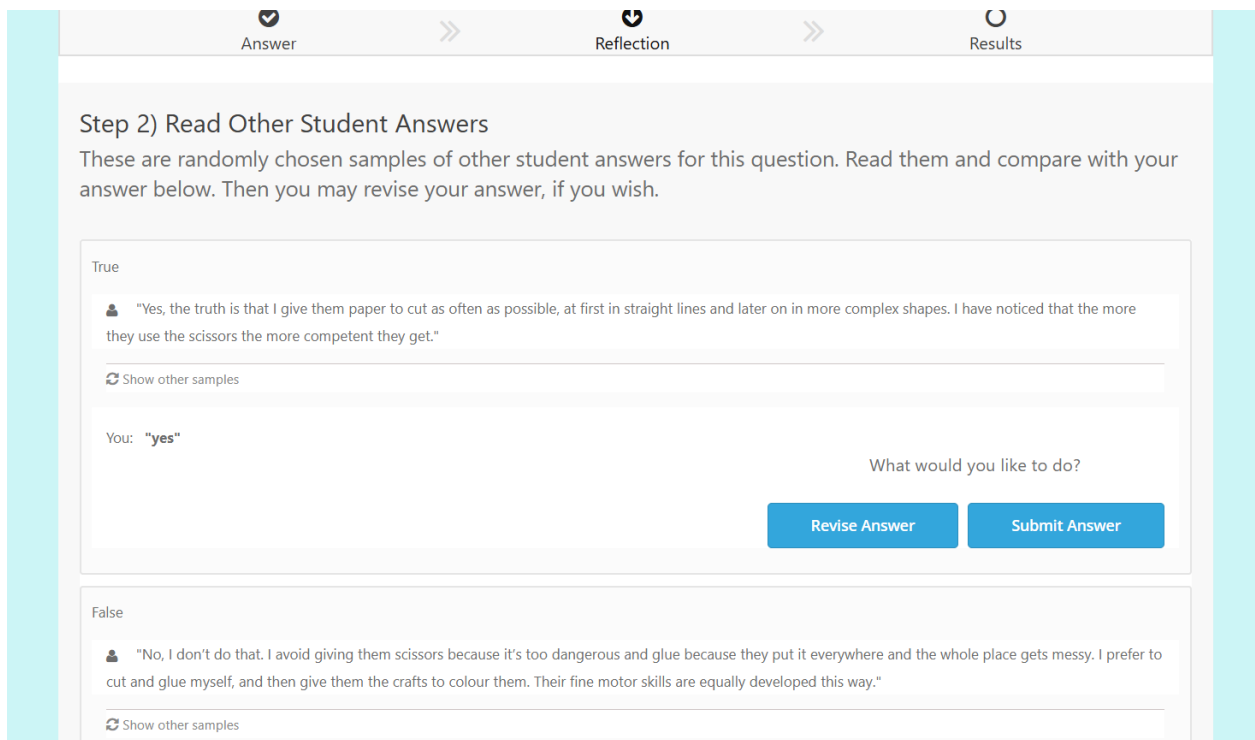


Figure 53-Peer Instruction Practice Activity

source: [3.2.3 Practice Activity](#) | [3.2 The role of Arts and Crafts in early childhood education](#)

4.8.3 Discussion

Discussion Forum, as we already mentioned, is used as a means of interaction among MOOC participants, facilitating the exchange of ideas. But it also serves as a Practice Activity, giving trainees the opportunity to further develop their thoughts.

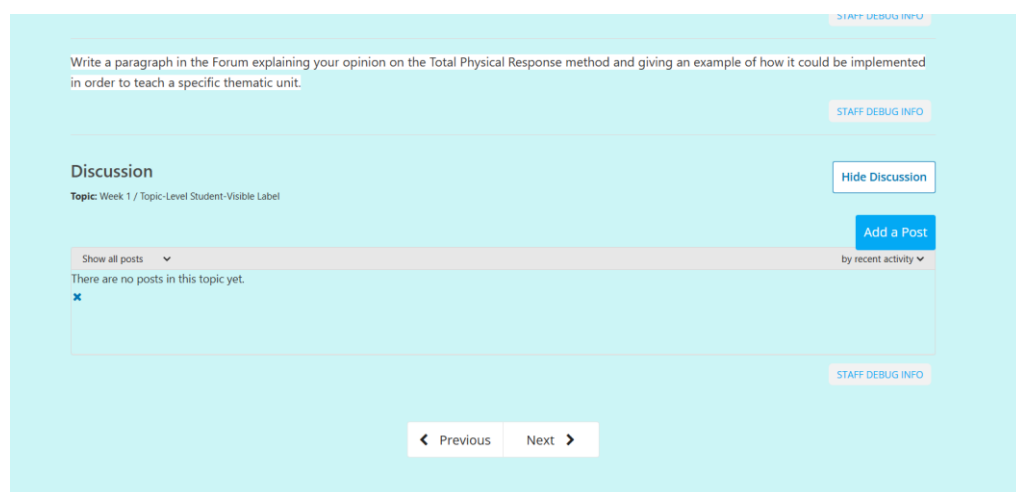
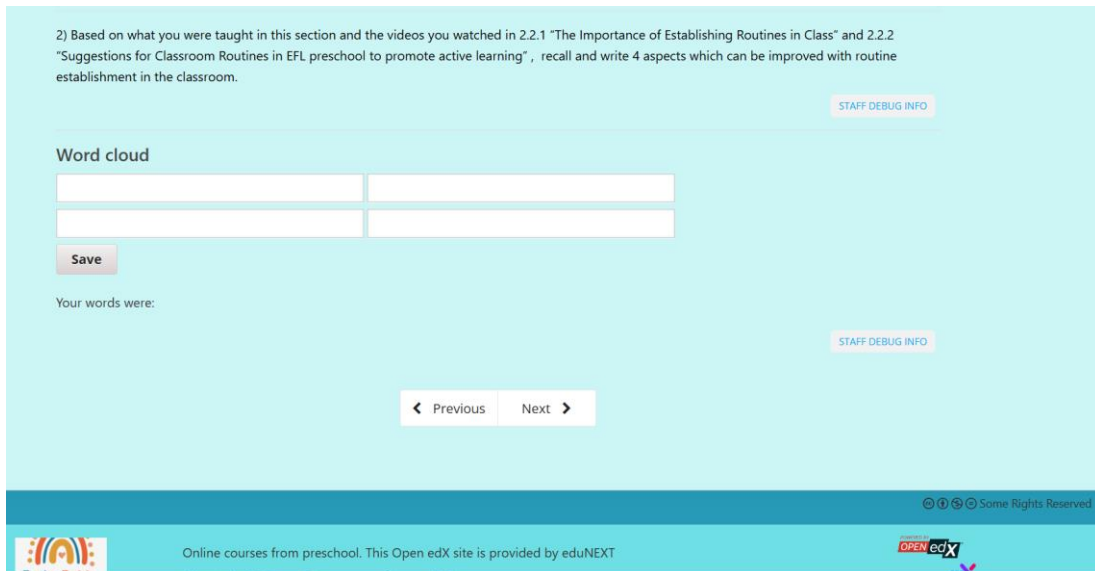


Figure 54- Discussion Practice Activity

source: [2.1.3 Practice Activity](#) | [2.1 Teaching methods that enhance Foreign Language acquisition](#)

4.8.4 Word Cloud

Word Cloud is a quick way to check consolidation; it is based on previously taught material, and it actually summarises or highlights the main ideas of a concept. A prompt is given to the trainees, and they have to give as many words as the word boxes are. In this online course, you also see Discussion activities based on answers given in Word Cloud, that is participants are asked to elaborate on the words they suggested.



The screenshot shows a web-based practice activity. At the top, there is a text prompt: "2) Based on what you were taught in this section and the videos you watched in 2.2.1 'The Importance of Establishing Routines in Class' and 2.2.2 'Suggestions for Classroom Routines in EFL preschool to promote active learning', recall and write 4 aspects which can be improved with routine establishment in the classroom." Below the prompt is a "Word cloud" section with four empty text input boxes arranged in a 2x2 grid. A "Save" button is located below the input boxes. Underneath, it says "Your words were:" followed by another empty space. The interface includes "STAFF DEBUG INFO" links, a "Previous" and "Next" navigation bar, and a footer with logos for "Open edX" and "eduNEXT".

Figure 55-Word Cloud Practice Activity

source: [2.2.3 Practice Activity | 2.2 The significance of Routines Establishment. | CS08_2024 Courseware](#)

4.8.5 Multiple Choice with Feedback

This type of problem is Multiple Choice Question, with the difference that, as the name suggests, feedback is provided. Explanation is given in each one of the questions, and usually it justifies not only why one option is correct, but also why the others are wrong.

case#2

When you read a story to your students

you mustn't use visual prompts because you distract them from listening.

you needn't mention the author or the title because the students will get confused.

your tone of voice should remain calm and quiet because it's an activity to help them relax.

you should use visual prompts and tactile objects to help students relate the words to the images.

✓

Answer
Correct:

Visual prompts and other concrete objects are necessary to make your narration more realistic and they draw students' attention rather than distracting them. The tone and pitch of your voice should be varied, for the same reason. As for the name of the author, it should be mentioned not only to accredit them but also to help them recognise literal figures in the future.

Hint

Submit

Figure 56-Multiple Choice with Feedback

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/courseware/

4.8.6 Multiple Choice Questions

This kind of question is the traditional Multiple-Choice Quiz, where trainees need to opt for the correct answer to a question. It is widely used to assess learners' performance, even though it requires more time to prepare compared to other methods of assessment.

Editing: Multiple Choice EDITOR SETTINGS

Heading
 Multiple Choice
 Checkboxes
 ABC Text Input
 123 Numerical Input
 Dropdown
 Explanation
 Advanced Editor

1) The 4Cs framework is the basis for ... CLIL scenarios.

(x) preparing
() executing

2) When learners are interested in the topic, they learn the ____language for a purpose.

(x) target
() first

3) The 4cs framework initials stand for Content Cognition Communication ____.

()cultivation
(x) Culture

4) When implementing CLIL scenarios language acquisition is ____and natural.

() intentional

Save Cancel

Multiple Choice
 red
 green
 blue

Checkboxes
 earth
 wind
 water

ABC Text Input
 = dog
 or= cat
 or= mouse

123 Numerical Input

Figure 57-Multiple Choice creation with code

source: https://studio.edunext.co/container/block-v1:preschool+CS08_2024+2024_T3+type@vertical

4.9 Self-Assessment Activities

Self-Assessment comprises the 4th unit of the Modules' sub-section and it provides participants with the opportunity to assess the progress they have made. Correspondingly to Practice activities, self-assessment is carried out through different types of problems and quizzes.

4.9.1 DropDown Problem

In this type of question, trainees are given a scenario and are asked to choose from a list in a DropDown menu all options that are applicable. They are also very similar to Multiple Choice Questions, with format and design being the main difference between them.

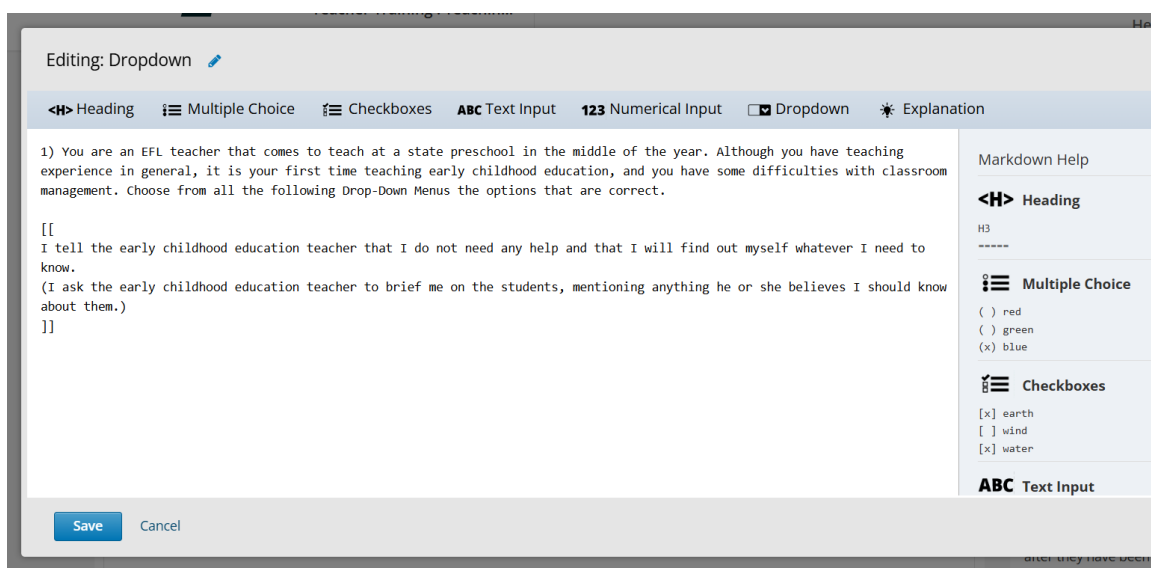


Figure 58-DropDown creation

source: [5.1.4 Self-Assessment Activity | \(edunext.co\)](#)

2.2.4 Self-Assessment Activity

[Bookmark this page](#)

Dropdown
1 point possible (ungraded)

1. You are an EFL teacher teaching at preschool and you are preparing a presentation for a workshop about the role of routines in your lesson. Choose from all the following Drop-Down Menus the options that are correct and worth mentioning at the workshop.

Select an option

Submit

Dropdown
1 point possible (ungraded)

Select an option

Select an option

It's important to greet students in their native language, especially during the first couple of weeks, so that they do not feel confused.

It's important you greet students in the target language right from the beginning, in English in this case, so that they can familiarise themselves with greetings.

Figure 59-Drop Down Problem

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/courseware/

4.9.2 Peer Instruction

The concept of Peer Instruction, as we mentioned before in the Practice activities section, lays upon active learning and collaboration among trainees.

Peer Instruction Question (1 point possible)

Question

In the Total Physical Response method the teacher always gives the instructions to students to carry out actions and movements in the same order in all 4 phases.

Answer >> Reflection >> Results

Step 1) Give Initial Answer
You can change this answer later, if you change your mind.

Yes

It doesn't make much difference

No

[VIEW QUESTION STATISTICS](#)

Figure 60- Peer Instruction Self -Assessment

source: [2.1.3 Practice Activity | 2.1 Teaching methods that enhance Foreign Language acquisition for preschoolers.](#)

4.9.3 Discussion

Discussion, similarly to other tools used in the micro-MOOC, can be used in a number of sections.

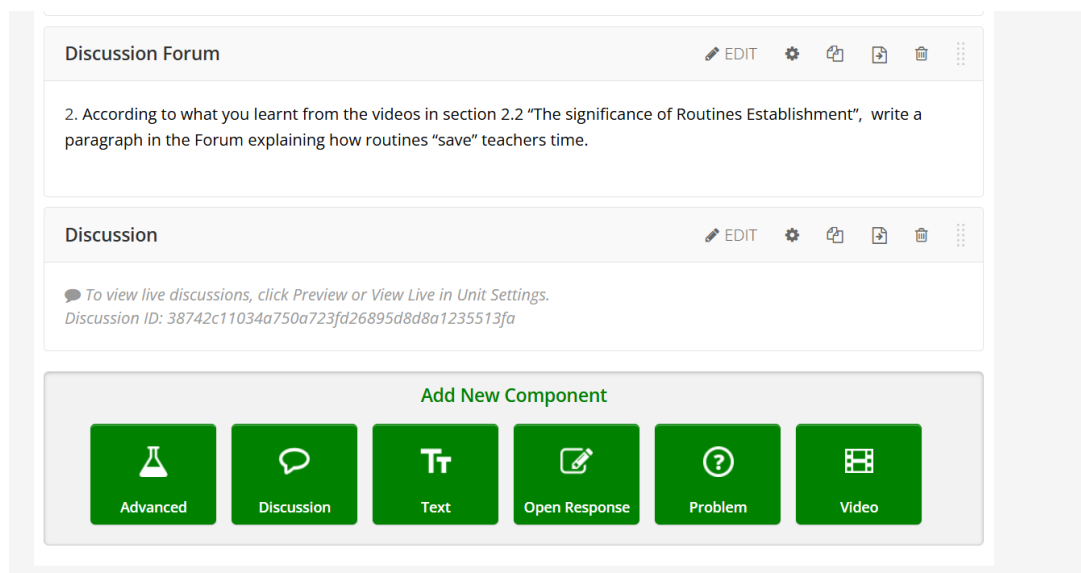


Figure 61-Self-Assessment Discussion (studio)

source: [2.2.4 Self-Assessment Activity | \(edunext.co\)](#)

4.10 Open Response Assessment

Open Response Assessment is a type of problem that requires from the trainee a concise and concrete answer to a given scenario. This type of activities are self-assessed, that is attendees grade their performance based on a rubric provided by the micro-MOOC designer. There is one such activity at the end of each Module of the micro-MOOC (edX, n.d.).

4.10.1 Assignments

The assignment in an Open Response Assessment is usually a scenario relevant to the content delivered in the Module. Trainees are asked to provide an open-ended response satisfying the requirements that the micro-MOOC designer has set.

IN PROGRESS

▼ 1 | Your Response due Jan 1, 2029 02:00 EET (in 4 years, 3 months)

Enter your response to the prompt. You can save your progress and return to complete your response at any time before the due date (Monday, Jan 1, 2029 02:00 EET). After you submit your response, you cannot edit it.

▶ What will this assignment be graded on?

The prompt for this section

Assignment

You teach an EFL class of 20 young children and you have planned the following activity to help them consolidate the following weather words and phrases: How's the weather today?, sunny, cloudy, rainy, snowy, Let's look outside (from [How's The Weather? Super Simple Songs \(youtube.com\)](#)).

Activity:

You have the students form pairs. You ask "How's the weather today?", call out weather words and show the corresponding flashcards and children must clap their hands when they hear the weather word that has been assigned to their pair. But some children are confused and don't realise when it's their turn to clap.

Modify the planned activity applying characteristics of **at least 3 Adaptive Teaching Strategies**. Incorporate a **craft project** to support your students. The craft activity should aim at improving **at least 3 skills**.

Your Response (Required)

Enter your response to the prompt above

Figure 62-ORA assignment description

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/

← Previous 📄 📝 📄 📄 ✓ Next →

3.3.2 Open Response Assessment

🔖 Bookmark this page

OPEN RESPONSE ASSESSMENT

Status

You have completed this assignment. Review your grade and your assessment details.

▶ 1	Your Response	✓ COMPLETE
2	Assess Your Response	✓ COMPLETE

▼ Your Grade: 10 out of 10

The question for this section

Figure 63-ORA completed

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/

4.10.2 Rubrics

The micro-MOOC designer sets specific criteria under which the learners assess their performance. These criteria are aligned with the learning outcomes and objectives and help participants carry out solid self-assessment. There is one rubric for each ORA.

What will this assignment be graded on?		
▼ I modified the planned activity and used at least 3 characteristics of Adaptive Teaching Strategies		
Poor	I modified the planned activity based on my own perspective without applying characteristics of Adaptive Teaching Strategies	0 POINTS
Fair	I modified the planned activity and used 1 characteristic of Adaptive Teaching Strategies	1 POINTS
Good	I modified the planned activity and used 2 characteristics of Adaptive Teaching Strategies	3 POINTS
Excellent	I modified the planned activity and used at least 3 characteristics of Adaptive Teaching Strategies	5 POINTS
▼ I incorporated a craft project into the activity which aimed at improving 3 skills		
Poor	I didn't incorporate a craft project into the activity	0 POINTS
Fair	I incorporated a craft project into the activity which aimed at improving 1 skill	1 POINTS
Good	I incorporated a craft project into the activity which aimed at improving 2 skills	3 POINTS
Excellent	I incorporated a craft project into the activity which aimed at improving 3 skills	5 POINTS
The prompt for this section		

Figure 64-ORA rubric

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/

4.11 Further Training

At the end of each Module there is a short section in which suggestions for further training and courses relevant to the learning objective are showcased.

View this course as: Staff

Course > Module 3 "How to select and make use of the right resources and materials" > 4.4 Additional Study Material > 4.4.1 Suggestions for further Training

4.4.1 Suggestions for further Training

Bookmark this page

- [1. The Art of Storytelling | Coursera](#)
- [2. Get Interactive: Practical Teaching with Technology | Coursera](#)

STAFF DEBUG INFO

Figure 65-Suggestions for Further Training

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/courseware/

4.12 Final Assessment

This is the last section of the micro-MOOC, where the Final Assessment of the course occurs. A minimum score of 80% earns the trainee a certificate.

4.12.1 Final Assessment Quiz

This type of quiz contains Multiple Choice questions with one or more correct answers, and True or False items. There are five questions for each Module of the micro-MOOC and check the trainees overall understanding of the concepts presented in the online course.

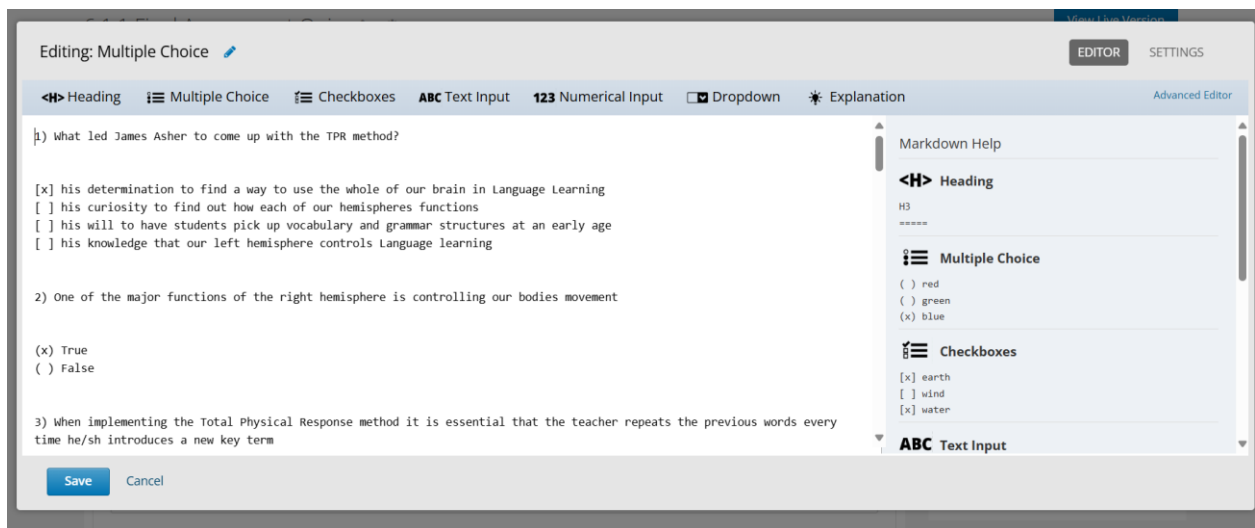


Figure 66- Final Assessment creation using code

source: [6.1.1 Final Assessment Quiz | \(edunext.co\)](#)

5) Students feel safe in the classroom when they know what to expect (eg. routines)

True

False

✓

6) In differentiated Instruction educators carry out Formative Assessment so as to

gather information on students' social background

decide on grouping forms for activities

understand each student's abilities and interests

determine the Instruction pace to be used in the class

✗

7) Why is adaptability an important quality for teachers?

because it helps them group their students according to their cognitive skills

because it helps them modify and adjust planned activities to tailor their learners' diverse needs

Figure 67-Final Assessment Quiz live view

source: [6.1.1 Final Assessment Quiz | \(edunext.co\)](https://edunext.co)

Final Assessment of the micro-MOOC > 6.1 Final Assessment > 6.1.1 Final Assessment Quiz View Live Version

< Previous ✎ + New Unit Next >

Multiple Choice EDIT ⚙️ 📄 📁 🗑️ ⋮

Multiple Choice

20 points possible (ungraded)

1) What led James Asher to come up with the TPR method?

his determination to find a way to use the whole of our brain in Language Learning

his curiosity to find out how each of our hemispheres functions

his will to have students pick up vocabulary and grammar structures at an early age

Published (not yet released)

Last published Sep 08, 2024 at 00:40 UTC by letadouna

SCHEDULED:
Sep 23, 2024 at 00:00 UTC
with Section "Final Assessment of the micro-MOOC"

WILL BE VISIBLE TO:
Staff and Learners

Hide from learners

Note: Do not hide graded assignments after they have been released.

Publish

Figure 68-Final Assessment studio

source: [6.1.1 Final Assessment Quiz | \(edunext.co\)](https://edunext.co)

4.13 Micro-MOOC Certificate

Once the trainee has successfully completed all items of the micro-MOOC and has achieved a minimum score of 80% in the Final Assessment Quiz, they are entitled to a Certificate. In the case of “Teacher Training: Teaching English to preschool” though, the Certificate is not valid and is only implemented to serve the needs of the Master Thesis.

Course Progress Dates Discussion Instructor


Course > Final Assessment of the micro-MOOC > 6.2 Instructions on issuing and downloading the micro-MOOC Certificate. > 6.2.1 Instructions on issuing and downloading the micro-MOOC Certificate.

< Previous Next >

6.2.1 Instructions on issuing and downloading the micro-MOOC Certificate.

[Bookmark this page](#)

When you successfully complete the course you can download your Certificate from the "Progress" tab.



Your progress

Course completion
 You have completed 57% of the course content. You can download your certificate when you have completed 100% of the course content.

Grades
 This represents your weighted grade against the grade weights for this course.

You're currently passing this course

Assignment Item	Weight	Score	Weighted grade
Weekly Checks	1%	100%	9%
Weekly Section Questions	2%	100%	20%
Quizzes	15%	100%	15%
Final Exam	82%	100%	84%
Your course weighted grade summary			98%

Your certificate is available!
 Download your certificate from the 'Certificates' tab. You can download your certificate when you have completed 100% of the course content.

Related links
 Home
 My progress
 My certificates
 My grades
 My course content

Figure 69-Instructions on Issuing the Certificate

source: https://preschool.edunext.io/courses/course-v1:preschool+CS08_2024+2024_T3/courseware/

Chapter 5 - Assessment of the micro-MOOC

The micro-MOOC “Teacher Training: Teaching English to Preschool” is evaluated by means of Self-Assessment using a rubric entailing specific criteria.²

Self-Assessment is carried out based on 2 key components that are the most significant when designing and creating an online lesson: Instructional Design and Development.

5.1 Instructional Design of the micro-MOOC

The first level in which assessment of the micro-MOOC is conducted, refers to

- ✓ the Learning Outcomes and their alignment with the Proficiency Level set by the micro-MOOC designer
- ✓ the Constructive Alignment between the Learning Outcomes and Evaluation tools
- ✓ the appropriateness of the selected Digital Media and Tools for the Educational Activities
- ✓ the suitability of the assigned tasks regarding the duration and the workload for the trainees
- ✓ the clarity of the online course Graphical Representation and its compatibility with the designed micro-MOOC

5.1.1 Learning Outcomes and Proficiency Level

The 4 Learning Outcomes of the micro-MOOC have been selected based upon “Cambridge English Teaching Framework” and aim at developing 4 different Teacher Competences at Proficient Level. These competences are, in my perspective, the most significant, when it comes to teaching EFL in Early Childhood Education, and this is the reason why I chose the specific ones.

The first chosen competence is “Language Teaching Methodologies” and requires the educator to have a good understanding of methods and approaches for language-teaching and language-learning concepts. According to the corresponding Learning Outcome, upon completion of the micro-MOOC the trainee should be able to use the appropriate learning

² Rubric: Μουγιάκου, Σ. ΨΣ-ΗΜ-721 Εκπαιδευτική Τεχνολογία Εργασία Ε-4 Υποδειγματική Επίλυση

theories so as to promote active learning and students' engagement during the lesson. The method of Total Physical Response, which very much resembles the way acquisition of the first language occurs, as well as the Establishment of Classroom routines, are amongst the techniques which are most helpful regarding learners' development of self-confidence and active participation.

Stages	Foundation	Developing	Proficient	Expert
1. Learning and the learner				
Learning theories	<ul style="list-style-type: none"> Has started to develop a basic understanding of general learning theories and language-learning concepts, and is aware of some key terms. Lesson plans and classroom practice may demonstrate some of this understanding. 	<ul style="list-style-type: none"> Has a reasonable understanding of general learning theories and many of the key language-learning concepts, and has started to use some of the key terms. Lesson plans and classroom practice demonstrate some grasp of the connection between the theories and concepts and student learning. 	<ul style="list-style-type: none"> Has a good understanding of general learning theories and many of the key language-learning concepts, and often uses many of the key terms. Lesson plans and classroom practice demonstrate frequent use of this understanding and the link between the theories and concepts and student learning. 	<ul style="list-style-type: none"> Has a sophisticated understanding of general learning theories and most of the key language learning concepts, and regularly uses most of the key terms. Lesson plans and classroom practice consistently demonstrate a high level of understanding of the theories and concepts and how they relate to student learning, and reflect the personal theories developed as a result of observing learners and reflecting on teaching.
FLA and SLA	<ul style="list-style-type: none"> Has started to develop a basic understanding of theories of first and second language learning, key language-learning concepts, and classroom SLA research findings, and is aware of some key terms. Lesson plans and classroom practice may demonstrate some of this understanding. 	<ul style="list-style-type: none"> Has a reasonable understanding of theories of first and second language learning, key language-learning concepts, and classroom SLA research findings, and has started to use some of the key terms. Lesson plans and classroom practice demonstrate some grasp of the connection between the theories and concepts and student learning. 	<ul style="list-style-type: none"> Has a good understanding of theories of first and second language learning, key language-learning concepts, and classroom SLA research findings, and often uses many of the key terms. Lesson plans and classroom practice demonstrate frequent use of this understanding and links between the theories and concepts and student learning. 	<ul style="list-style-type: none"> Has a sophisticated understanding of theories of first and second language learning, key language-learning concepts, and classroom SLA research findings, and regularly uses most of the key terms. Lesson plans and classroom practice consistently demonstrate a high level of understanding of the theories and concepts and how they relate to student learning, and reflect the personal theories developed as a result of observing learners and reflecting on teaching.
Language-teaching methodologies	<ul style="list-style-type: none"> Has started to develop a basic understanding of approaches and methods for language teaching and language-learning concepts, and is aware of some key terms. Lesson plans and classroom practice may demonstrate some of this understanding. 	<ul style="list-style-type: none"> Has a reasonable understanding of approaches and methods for language teaching and language-learning concepts, and has started to use some of the key terms. Lesson plans and classroom practice demonstrate some grasp of the connection between the theories and concepts and student learning. 	<ul style="list-style-type: none"> Has a good understanding of approaches and methods for language teaching and language-learning concepts, and often uses many of the key terms. Lesson plans and classroom practice demonstrate frequent use of this understanding and links between the theories and concepts and student learning. 	<ul style="list-style-type: none"> Has a sophisticated understanding of approaches and methods for language teaching and language-learning concepts, and regularly uses most of the key terms. Lesson plans and classroom practice consistently demonstrate a high level of understanding of the theories and concepts and how they relate to student learning, and reflect the personal theories developed as a result of observing learners and reflecting on teaching.

Figure 70-Language teaching methodologies Competence LO 1

source: [*Framework competency statements \(cambridgeenglish.org\)](https://www.cambridgeenglish.org/framework-competency-statements/)

The second competence selected, refers to “Lesson Planning” and requires the trainee to make adaptations to the planned activities whenever they feel it is necessary. By learning techniques on how to adjust the material or the designed tasks without deviating from the lesson objective, the trainee is capable of tailoring the learners' needs and responding to the challenges that arise. Also, by integrating craft projects into the learning process, the EFL teacher manages to enhance the learning procedure and make it more interesting and appealing for young learners. Craft projects do not serve as time fillers, as some people might think, but are very significant for young children because they help them develop useful skills for their future life.

Stages	Foundation	Developing	Proficient	Expert
2. Teaching, learning and assessment				
2.1 Planning language learning				
Lesson planning	<ul style="list-style-type: none"> Has a basic understanding of some key principles of lesson planning, and uses this understanding to plan basic systems and skills lessons according to a given template with basic awareness of learners' needs and difficulties and some linking of activities within a lesson. Usually follows the lesson plan without much adaptation, may not yet be able to respond to unforeseen classroom events, and has started to see some clear links between planning and teaching choices and subsequent student learning. 	<ul style="list-style-type: none"> Has a reasonable understanding of many key principles of lesson planning and uses this understanding to plan reasonably detailed systems and skills lessons according to a given template with some awareness of learners' needs and difficulties and some linking of activities within one/more lessons. Sometimes adapts the lesson plan according to the flow of the lesson, is able to respond to some unforeseen classroom events, and can see some clear links between planning and teaching choices and subsequent student learning. 	<ul style="list-style-type: none"> Has a good understanding of many key principles of lesson planning, and uses this understanding to plan detailed systems, skills and integrated lessons according to their own template, with good awareness of learners' needs and difficulties and linking of activities within/across a series of lessons. Adapts the lesson plan where necessary, is able to respond appropriately to most unforeseen classroom events, and can see clear links between planning and teaching choices and subsequent student learning. 	<ul style="list-style-type: none"> Has a sophisticated understanding of key principles of lesson planning and uses this understanding to plan detailed and sophisticated systems, skills and integrated lessons (often unconsciously without the need for detailed plans and has internalised sufficient routines and resources), with a clear rationale and thorough understanding of learners' needs and difficulties and linking activities across a number of lessons to support learners and their learning. Adapts the lesson plan where necessary, is able to respond appropriately, confidently and automatically to almost all unforeseen classroom events and has developed a sophisticated understanding of the link between planning and teaching choices and subsequent student learning.
Course planning	<ul style="list-style-type: none"> Has a basic understanding of some key principles of course planning. Is able to plan a short series of lessons with simple links between them. 	<ul style="list-style-type: none"> Has a reasonable understanding of many key principles of course planning. Is able to plan a series of lessons with clear links between them. 	<ul style="list-style-type: none"> Has a good understanding of many key principles of course planning. Is able to plan a series of lessons and/or a whole course which meet the requirements of a prescribed syllabus. 	<ul style="list-style-type: none"> Has a sophisticated understanding of key principles of course planning. Is able to plan a series of lessons and/or whole course in a creative and sophisticated way, and is able to work creatively within the constraints of a prescribed syllabus.

Figure 71-Lesson Planning LO2

source: [*Framework competency statements \(cambridgeenglish.org\)](https://www.cambridgeenglish.org/framework-competency-statements/)

The next competence entailed, is about “Selecting, Adapting, Supplementing and Using Learning materials”. The educator is required to have a good understanding of how the selection and adaptation of learning items should be made, and by completing the micro-MOOC, they should be in position to opt for the right materials and tools and integrate them into the learning process. Preschoolers and generally younger children, learn in a totally different way compared to older ones; narration techniques and gamification are among the approaches that ensure learner’s engagement in the lesson. Hence, when Storytelling and Digital Educational Games are used wisely and satisfying specific criteria, the benefit for students is huge; educators have the opportunity not only to introduce new thematic units effectively, but also to revise previously taught content.

Stages	Foundation	Developing	Proficient	Expert
2. Teaching, learning and assessment				
2.1 Planning language learning				
Lesson planning	<ul style="list-style-type: none"> Has a basic understanding of some key principles of lesson planning, and uses this understanding to plan basic systems and skills lessons according to a given template with basic awareness of learners' needs and difficulties and some linking of activities within a lesson. Usually follows the lesson plan without much adaptation, may not yet be able to respond to unforeseen classroom events, and has started to see some clear links between planning and teaching choices and subsequent student learning. 	<ul style="list-style-type: none"> Has a reasonable understanding of many key principles of lesson planning and uses this understanding to plan reasonably detailed systems and skills lessons according to a given template with some awareness of learners' needs and difficulties and some linking of activities within one/more lessons. Sometimes adapts the lesson plan according to the flow of the lesson, is able to respond to some unforeseen classroom events, and can see some clear links between planning and teaching choices and subsequent student learning. 	<ul style="list-style-type: none"> Has a good understanding of many key principles of lesson planning, and uses this understanding to plan detailed systems, skills and integrated lessons according to their own template, with good awareness of learners' needs and difficulties and linking of activities within/across a series of lessons. Adapts the lesson plan where necessary, is able to respond appropriately to most unforeseen classroom events, and can see clear links between planning and teaching choices and subsequent student learning. 	<ul style="list-style-type: none"> Has a sophisticated understanding of key principles of lesson planning and uses this understanding to plan detailed and sophisticated systems, skills and integrated lessons (often unconsciously without the need for detailed plans and has internalised sufficient routines and resources), with a clear rationale and thorough understanding of learners' needs and difficulties and linking activities across a number of lessons to support learners and their learning. Adapts the lesson plan where necessary, is able to respond appropriately, confidently and automatically to almost all unforeseen classroom events and has developed a sophisticated understanding of the link between planning and teaching choices and subsequent student learning.
Course planning	<ul style="list-style-type: none"> Has a basic understanding of some key principles of course planning. Is able to plan a short series of lessons with simple links between them. 	<ul style="list-style-type: none"> Has a reasonable understanding of many key principles of course planning. Is able to plan a series of lessons with clear links between them. 	<ul style="list-style-type: none"> Has a good understanding of many key principles of course planning. Is able to plan a series of lessons and/or a whole course which meet the requirements of a prescribed syllabus. 	<ul style="list-style-type: none"> Has a sophisticated understanding of key principles of course planning. Is able to plan a series of lessons and/or whole course in a creative and sophisticated way, and is able to work creatively within the constraints of a prescribed syllabus.
2.2 Using language-learning resources and materials				
Selecting, adapting, supplementing and using learning materials	<ul style="list-style-type: none"> Has a basic understanding of how to select and exploit coursebook and supplementary materials. Lesson plans and classroom practice demonstrate selection of reasonably appropriate materials, including web-based materials, without much improvisation and with basic awareness of learners' needs. 	<ul style="list-style-type: none"> Has a reasonable understanding of a variety of ways of selecting and exploiting coursebook and supplementary materials. Lesson plans and classroom practice demonstrate selection of appropriate materials, including web-based materials, with some improvisation and with some awareness of learners' needs. 	<ul style="list-style-type: none"> Has a good understanding of how to select, adapt and exploit coursebook and supplementary materials. Lesson plans and classroom practice demonstrate selection of appropriate materials, including web-based materials, improvising and supplementing where necessary and with good awareness of learners' needs. 	<ul style="list-style-type: none"> Has a sophisticated understanding of how to select, adapt and exploit coursebook and supplementary materials. Lesson plans and classroom practice demonstrate selection of appropriate and engaging materials, including web-based materials, improvising and supplementing consistently with a clear rationale and detailed understanding of learners' needs.

Figure 72-Selecting, Adapting, Supplementing and Using Learning Materials

source: [*Framework competency statements \(cambridgeenglish.org\)](https://www.cambridgeenglish.org/framework-competency-statements/)

The fourth and last competence chosen is “Teamwork and collaboration”. The educator is required to recognise the importance of partnership among fellow teachers in general, and between teachers in the same classroom specifically. Upon completion of the micro-MOOC they should be able to apply co-teaching strategies and implement CLIL scenarios in their lesson plans. Cooperation between the EFL and the Preschool teacher is essential, since EFL teachers have little or no experience in instructing such young age groups and classroom management is not always effective. Teamwork, exchange of thoughts and ideas and useful insights into the way preschoolers learn, are some of the areas in which both EFL and Early Language Education teachers can benefit.

Stages	Foundation	Developing	Proficient	Expert
Reflecting on teaching and learning	<ul style="list-style-type: none"> Has started to develop a basic understanding of the importance of reflecting on their own teaching, but has limited awareness of their own beliefs about teaching and learning and their strengths/weaknesses as a teacher. Has started to reflect simply on a lesson with guidance, but may not be able to recognise where there is a mismatch between their own beliefs and good practice. 	<ul style="list-style-type: none"> Is aware of the importance of reflecting on teaching, and has some awareness of their own beliefs about teaching and learning and their strengths and weaknesses as a teacher. Reflects simply on a lesson even without guidance, and is able to recognise some areas where there is a mismatch between their own beliefs and good practice. 	<ul style="list-style-type: none"> Recognises the importance of reflecting on teaching, and has good awareness of their own beliefs about teaching and learning and their strengths and weaknesses as a teacher. Reflects critically on a lesson leading to action, and recognises areas where there is a mismatch between their own beliefs and good practice, and actively seeks answers to questions they have. 	<ul style="list-style-type: none"> Fully appreciates the importance of reflecting on teaching, and is highly aware of their own beliefs about teaching and learning and their strengths and weaknesses as a teacher. Consistently reflects critically on teaching, regularly taking action as a result, and actively seeks feedback from a range of sources, is highly aware of their own beliefs about teaching and learning, recognises areas where there is a mismatch between their own beliefs and good practice, and has a good understanding of the theoretical rationale for their pedagogical decisions.
Planning own development	<ul style="list-style-type: none"> May be aware of some available professional development options/activities. Requires guidance in self-assessing their needs, and may participate in professional development opportunities if and when encouraged. 	<ul style="list-style-type: none"> Is aware of available professional development options and activities. Is able to self-assess their needs, and participates in professional development activities often with guidance. 	<ul style="list-style-type: none"> Is very aware of available professional development options and activities. Is able to self-assess their needs and plan how to achieve their goals, and actively seeks the most appropriate professional development activities in line with their career goals. 	<ul style="list-style-type: none"> Is constantly aware of available professional development options and activities. Regularly re-assesses their own strengths and weaknesses as a teacher, identifies their needs and makes detailed plans for how best to achieve their goals, and has a good understanding of how best to participate in professional development activities they have chosen in order to meet specific career goals.
Teacher research	<ul style="list-style-type: none"> Has some understanding of teacher research and how it can help better understand teaching. Is unlikely to have conducted any teacher research. 	<ul style="list-style-type: none"> Is aware of different types of teacher research and how they can be used to help better understand and improve teaching. May have done some informal research on their own class or teaching, as requirement for a training course taken. 	<ul style="list-style-type: none"> Has a good understanding of different types of teacher research and how they can be used to help better understand and improve own teaching and that of colleagues. Has carried out some small-scale informal research on their own class or teaching, not necessarily as requirement for a course taken. 	<ul style="list-style-type: none"> Has a sophisticated understanding of different types of teacher research and how they can be used to improve own teaching and that of colleagues, and to contribute to the profession. Often carries out informal classroom research and shares the findings with colleagues, and may have engaged in more formal research as part of an academic qualification.
Teamwork and collaboration	<ul style="list-style-type: none"> Has some awareness of the need for collaboration and teamwork. Seeks advice from colleagues when lesson planning and discussing learners. 	<ul style="list-style-type: none"> Understands the benefits of collaboration and teamwork. Liaises with colleagues when lesson planning and discussing learners, and sometimes seeks support/guidance from more experienced colleagues. 	<ul style="list-style-type: none"> Clearly understands the importance of collaboration and teamwork. Initiates collaboration and teamwork, actively seeks support/guidance from more experienced colleagues, and provides informal guidance to other colleagues when approached. 	<ul style="list-style-type: none"> Has a sophisticated understanding of how teams work and why this is important. Facilitates collaboration and teamwork, often by leading teams, and provides support/guidance for less experienced colleagues when needed.

Figure 73-Teamwork and Collaboration LO4

source: [*Framework competency statements \(cambridgeenglish.org\)](https://www.cambridgeenglish.org/framework-competency-statements/)

5.1.2 Constructive Alignment

Constructive Alignment between the Learning Outcomes and the Assessment Tools is of vital importance for the micro-MOOC, since it ensures that all components are designed in a way that assists trainees achieve specific learning goals, correspondent to the set Learning Outcomes. There are various assessment tools used throughout the micro-MOOC, some

providing instant feedback set by the micro-MOOC designer (practice and self-assessment activities) and some self-assessed by the trainees using a rubric.

The former, include different types of problems and quizzes: Peer Instruction, DropDown Problem, Polls, Multiple Choice questions and WordClouds, which are all assessment tools that the EduNEXT platform provides; also, external tools embedded in the LMS platform, for example Padlet, Quizziz, LearningApps and Wordwall.net. All assessment tools are carefully chosen to align with the Learning Outcomes and provide insightful feedback to the participants. They are based on the content of the Presentation and Demonstration units created by the micro-MOOC designer, ensuring that trainees can monitor and assess their progress and knowledge acquisition.

The latter contain one particular type of activity, the Open Response Assessment (ORA), which is at the end of each Module, and assesses the trainees’ readiness to respond to a real-life scenario. Upon completion of the assignment, they self-assess their performance, based on a rubric that the micro-MOOC designer has provided. The rubric is in full alignment with the corresponding Learning Outcome, as it is created taking into account the material taught in the specific unit.

	Text summarising Module 1			10'	LO1
2.3.2	[Self-Assessment] Assignment: Design 2 activities applying the theories of TPR and Classroom Routines to teach numbers 1-5	Open Response Assessment		30'	(APPLY): The trainee can make use of
	Complete the task with a view of improving your skills regarding LO1 Open Response Assessment and self-Assessment according to the relevant rubric.				appropriate learning theories and methods in order to ensure students' learning and participation.
2.3.3	[Self-Assessment] Checklist: I can do it... <ul style="list-style-type: none"> ● I can apply... ● I can engage ● I can establish... [Poll] Text with 1-4 polls where trainees	Poll, Word Cloud			

Figure 74-Instructional design table

source: chapter 3 Instructional Design Table

5.1.3 Selected Digital Media and Tools

The selected Digital Media and Digital Tools for each unit are suitable for the Educational Activities, as they serve the purpose of enhancing the learning process and facilitating the achievement of the Learning Outcomes that the micro-MOOC designer has set.

More specifically, in Presentation units, videos, audio clips and infographics, all created by the micro-MOOC designer, encourage interaction and active learning, as they present the content material in various ways and offer opportunities for reflection and better comprehension. Basic Theories and Principles regarding Language Teaching Methodologies are showcased, enabling the trainee to have a deeper understanding of the concept of EFL teaching in Early Childhood Education.

Demonstration units mostly include videos, as well as a step-by-step guide and aim at providing practical examples and suggestions on implementing the previously presented theories. By watching the videos or studying the step-by-step guide, micro-MOOC participants have a clear view of the key concepts and can more easily implement them in their classroom. Practice activities are designed in a way that the trainee's understanding of the content material is monitored throughout the whole course. There are interactive activities, either external or embedded in the Open edX/ EduNEXT platform, which maintain the participants' interest. Feedback is provided instantly, and in some cases an explanation of the correct answer is given. In Discussion Forum and Padlet activities, trainees can interact with each other, exchange ideas and comment on each other's posts, conducting constructive criticism or developing critical thinking. Peer Instruction is a type of problem that encourages them to provide an explanation and not only a Yes/No or True/False answer, ensuring that attendees have assimilated the presented material. They also benefit by having the opportunity to reflect on their colleagues answers and develop critical thinking.

Self-Assessment activities are created under the same spectrum, that is they are multimodal, and assess trainees' understanding and ability to implement what they have been taught in the classroom. They also offer motivation and opportunity for hands-on practice.

5.1.4 Duration and Workload

The amount of time that trainees have at their disposal for specific tasks is considered adequate. For example, the indicative time for the completion of each unit is 15 minutes,

whether it is Presentation, Demonstration, Practice or Self-Assessment. The duration of the videos varies from 3,5 to 5 minutes approximately; therefore, trainees can watch the material more than once and take notes if necessary. Infographics are no more than 3 pages long, consequently time is ample for studying their content. As far as the activities that follow the Presentation and Demonstration are concerned, these do not include a large number of questions. They are short quizzes that check key concepts consolidation and do not require a lot of time to be completed.

All in all, I would say that both the workload and the time available are sufficient and moderate.

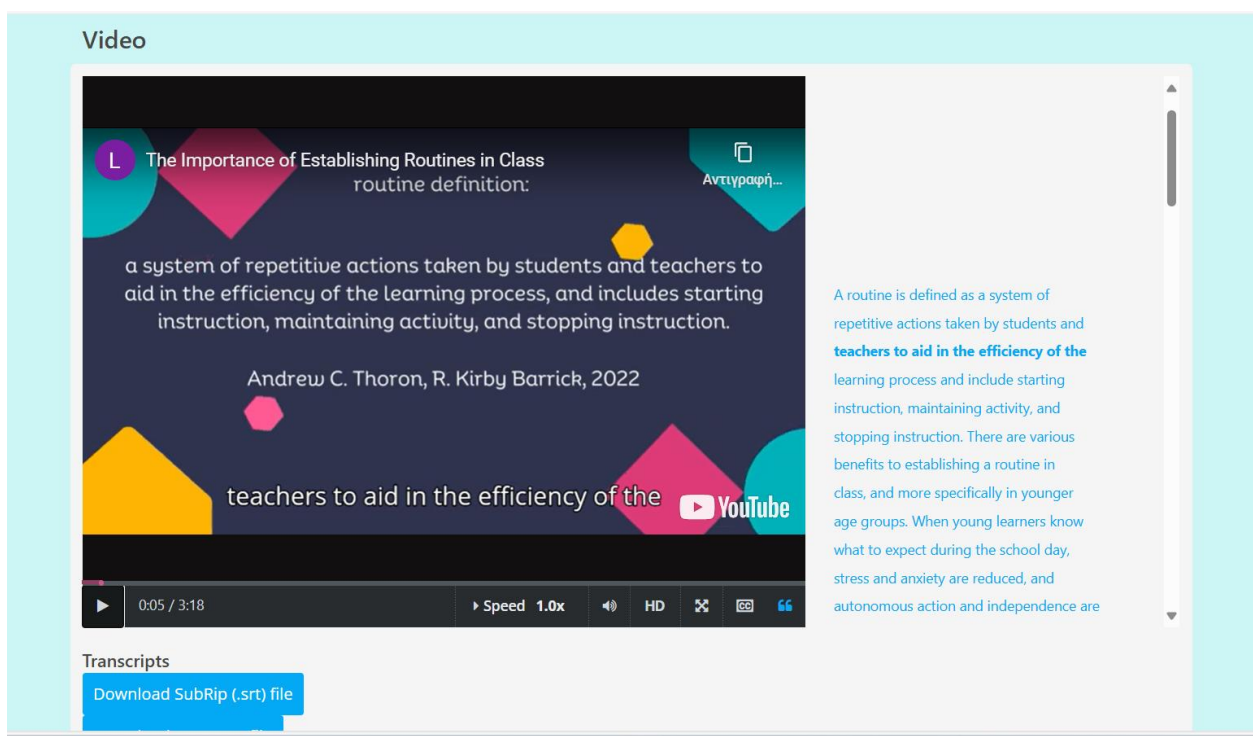


Figure 75-video duration

source: [2.2.1 The Importance of Establishing Routines in Class | \(edunext.io\)](#)

5.1.5 Clarity of the Graphical Representation of the micro-MOOC

The Graphical Representation (or flow chart) of the micro-MOOC was created using the digital tool “draw.io”. It clearly depicts the structure and sequence of Modules as well as the flow of activities, making it easy for the trainee to have a clear general overview of the online course.

It is also consistent with the content and the information presented in the Instructional Design Table.

5.2 Development of the micro-MOOC

The second level in which assessment of the micro-MOOC is conducted, refers to the extent to which features of the Open Edx platform were used, in order to enhance the learning process and the content material that is included in the online course.

5.2.1 Effective Utilisation of Open Edx features

Implementation of the micro-MOOC in the Open Edx environment, is considered achieved and compatible with the components recorded in the complete version of the course, as presented in the Appendix 1 section. All Modules of the online version are consistent with the content material present in the correspondent document and the Instructional Design Table. The overall result of the course implementation is satisfactory and sufficient, as well as aesthetic; the background colour of the pages has been altered, navigation via the outline provided is made easy, and all course components are presented in the same style and format. The online course is characterised by multi-modality, as regards the way the content material is presented, with a variety of options in all sections, sub-sections and units of the Module. More specifically, Presentation and Demonstration are conducted by means of videos, mainly, but audio clip, infographics and step-by-step guide too. In Practice and Self-assessment, a variety of tools and means is used, both external and embedded within the LMS Platform. For example, the trainee can do activities in Quizziz, LearningApps and Wordwall.net, interact with fellow trainees in Padlet and Open Edx Discussion Forum, and execute different types of problems, such as Peer Instruction, DropDown problem and Multiple Choice with Feedback. There is diversity in the type of exercises in external tools as well; they are not used only for Multiple-Choice questions, but Fill in the blank, List the steps and Matching Pairs tasks. Regarding feedback, this is provided in Peer Instruction type of problem, where trainees can see an explanation of the correct answer and other trainees' answers as well, and in some Multiple-choice quizzes. This is a great opportunity for the micro-MOOC participants to understand the course of thought behind each correct or wrong answer.

	educators entails.			
5.1.3	[Practice] section 4.1 Practice activity with Matching pairs - Wordwall.net External Tool about the effects of specific actions in co-teaching and WordCloud	Matching Pairs - Wordwall.net External Tool & Word Cloud		15'
5.1.4	[Self-Assessment] section 4.1 Self-Assessment activity containing Drop Down Problem with scenarios related to collaboration between the ELT and the ECT and Discussion.	DropDown Problem & Discussion		15'

Figure 76-Multimodality in content presentation

source: chapter 3 Instructional Design Table

5.2.2 Content of the micro-MOOC

“Teacher Training : Teaching English to Preschool” consists of 4 Modules, and the total course duration is 14 hours. Therefore, there had to be a strict selection of content and Learning Outcomes, to fit within the time constraints, while at the same time covering all relevant key concepts. In my perspective, the selected material succeeds in introducing trainees to basic Principles of teaching EFL in Early Childhood Education and providing practical examples for the enhancement of the learning process. It also manages to accomplish the set Learning Outcomes, preparing EFL teachers for an undoubtedly challenging venture.

There are several sections which include dynamic activities and encourage participation in Discussion Forum, facilitating interaction within the community.

All information presented in the online course is valid and retrieved from scientific papers or trustworthy websites and videos. The content material is up-to-date and clearly showcased, without leaving space for misinterpretation.

The videos, audio-clip and Infographics are created by the micro-MOOC designer using information from Academic Papers and respecting intellectual property rights; credit is attributed to writers and creators whenever necessary, and all figures used, have creative commons license, which allows share and reuse but noncommercial use.

Finally, all hyperlinks are active and lead to specific web locations.

5.2.3 Features available to the trainees

Attendees of the micro-MOOC have access to all the necessary information through the online course “About “ page. They can see the Learning Outcomes and course requirements, dates of registration, beginning and ending of the course, and all the necessary steps they need to complete in order to access and issue a certificate.

Chapter 6 Conclusions and Recommendations for Further Improvement

In this chapter we summarise the general insights and conclusions based on the Instructional Design and Implementation of the micro-MOOC, developed for the purpose of this Master Thesis. We discuss how the online course addresses the needs of EFL teachers in Early Childhood Education, reflect on the way the course structure affects the learning process, and explain the contribution of this Master Thesis to the Field of EFL Teaching to Preschool. Also, we refer to potential adjustments and improvements that can be implemented for the enhancement of the learning experience and further optimisation.

6.1 Overall Conclusions

With the recent introduction of Teaching English as a Second or Foreign Language in Early Childhood Education, the need for teacher training on this area has become imperative. On the one hand, EFL teachers lack experience in working with the specific age group, while on the other hand preschoolers require adaptive pedagogical approaches that tailor their needs, according to their developmental stage.

The online course was designed to address this gap and meet the needs of both instructors' and learners'. The methods and approaches showcased in the micro-MOOC aim at familiarising EFL teachers with strategies and techniques which are appropriate for instructing the particular audience. More specifically, the Total Physical Response method is explained, highlighting the importance of introducing the foreign language as naturally as possible. In conjunction with the establishment of Classroom Routines, learners are smoothly exposed to the target language and encouraged to actively participate in the learning procedure.

Another important skill that is developed through the online course is the instructor's adaptability and potential to modify and make adjustments to the planned activities in order to meet students' needs. EFL teachers are encouraged to be flexible and are given alternatives on how to alter specific tasks that students might have trouble executing; they are also advised to implement crafts and projects into the lesson, with the aim of helping their students develop not only cognitive but also physical skills, such as eye-hand coordination, fine motor skills and physical dexterity.

Throughout the micro-MOOC, educators gain insight into the “art” of Storytelling and discover ways to supplement and enrich their narration with games and activities. Also, they realise the importance of play and gamification, especially for learners of Early Childhood Education, and learn how to design and create interactive and gamified activities that promote foreign language acquisition. Indicative Educational Platforms as well as types of activities are recommended, which will assist teachers in creating an interactive and engaging learning environment.

Finally, the importance of cooperation between the EFL and the Early Childhood Education teacher is highlighted, both for effective Classroom Management and the development of young learners’ language skills. Concrete examples on how to achieve efficient collaboration and partnership are provided, and the significance of mutual respect is emphasised. More specifically, it is made clear that the difference between the two educators lies in the teaching content and not in their status or influence in the classroom. The micro-MOOC also makes recommendations on successfully implementing CLIL scenarios, in cooperation with the preschool teacher. Interesting and engaging activities along with a supportive learning environment, create the perfect opportunity for meaningful learning and natural language acquisition on young learners’ behalf.

6.2 Course Content and Structure

The online course is designed and structured following the principles of micro-learning regarding the duration, content, format, process to be followed and finally the teaching models used. It requires 14 hours of studying and practicing, and can be completed within 5 weeks, a period of time which is in total alignment with the prerequisites of micro-learning. It comprises 4 Modules organised in sections, subsections and shorter units, and each Module specialises on a different subject area, linkable though to the thematic units presented in the rest of the online course. Hence, knowledge is gradually and holistically built up, enhancing the learning experience. All particles of study material are presented multimodally, maintaining the trainee’s attention and encouraging participation and interaction with other trainees, exchange of ideas and critical thinking development. Finally, self-assessment activities are structured based on Constructivism, where trainees “construct” knowledge themselves, by utilizing and incorporating the material they were taught at an earlier stage.

6.3 Contribution of the Master Thesis

This Master Thesis contributes to the further development of the field of EFL teaching in Early Childhood Education. It provides insights into the challenges EFL teachers face when asked to instruct the specific age group, and useful recommendations made by someone who has been dealing with this reality. Lack of training, ambiguities in the preschool curriculum, insufficient resources and disbelief from preschool teachers, are only some of the difficulties involved. By explaining and analysing young learners' needs according to their developmental stage, by offering practical examples of implementing theories in the classroom reality, and by promoting teamwork, this online course can be a useful tool in the hands of educators. Both preschool and EFL teachers can benefit from understanding each other's specialised profession and from acknowledging that the only difference between them is the distinct teaching content.

6.4 Recommendations for Further Improvements

There is no doubt that e-Learning is the present and the future of education. Online courses, MOOCs and, micro-MOOCs in the particular case, are amongst the most popular and useful means by which someone can achieve personal and professional development. They are convenient, open to a broad audience, cost effective, and free of time and geographical constraints. Despite the wide range of benefits though, pitfalls have been recorded that leave plenty of space for improvement.

High dropout rates, lack of motivation and personalised feedback, and long course start-up are some of the MOOC features that can be optimized.

To begin with, developing questionnaires to identify learners' specific needs and learning styles, could be the answer to refining the impersonal learning environment of LMS Platforms and MOOCs. Content material that better suits attendees could then be designed and developed, helping at reducing dropout rates and reinforcing completion of the course (Voudoukis & Pagiatakis, 2022). By monitoring the target audience's preferences, achievement of set goals and objectives is facilitated.

As far as lack of motivation is concerned, employing and utilizing more gamification features could possibly reverse the situation. Establishment of competence credentials or competence badges (Mougiakou,2020) would provide trainees with incentive and enhance the learning

experience. Active participation and engagement are encouraged; hence retention rate can be increased.

Stating the course syllabus and duration clearly, and elaborating into the lesson's outcomes and objectives, is another way towards creating an improved learning environment (Mougiakou,2020). Providing trainees with specific guidelines and setting a clear limit as regards the allocated time for the course completion, ensures effective time management and complete utilisation of the online course.

The aforementioned adjustments could easily be implemented in the micro-MOOC designed and developed in this Master Thesis, in order to create a better experience for the participants. Other adaptations that are applicable and can prove useful in increasing learners' engagement entail:

- ✓ provision of personalised feedback from the Instructor and peers in ORA activities
- ✓ more opportunities for interaction between community members, for example by organizing group activities for trainees who attend the course simultaneously
- ✓ use of interactive videos in Presentation and Demonstration units, containing embedded quizzes (Edpuzzle)
- ✓ progressively increasing difficulty in assigned quizzes, according to the answers that each trainee gives

All in all, adaptations proposed in this section aim at optimizing the learning process in general and creating a better and improved reality for future education. MOOCs are undoubtedly an invaluable tool in the hands of Instructors and Educators, which serves as a significant means through which personal and professional development can flourish.

Appendix I Complete Version of the Course in Text Format

Course Link : [Teacher Training : Teaching English to Preschool | Teaching English \(no valid certificate can be issued\) \(edunext.io\)](#)

“Teacher Training: Teaching English to Preschool” (Level: Proficient)

Day 1: Registration and Introduction to the micro-MOOC (1 hour)

1.1 About this course

Act_ID#1.1.1 Welcome [Video]

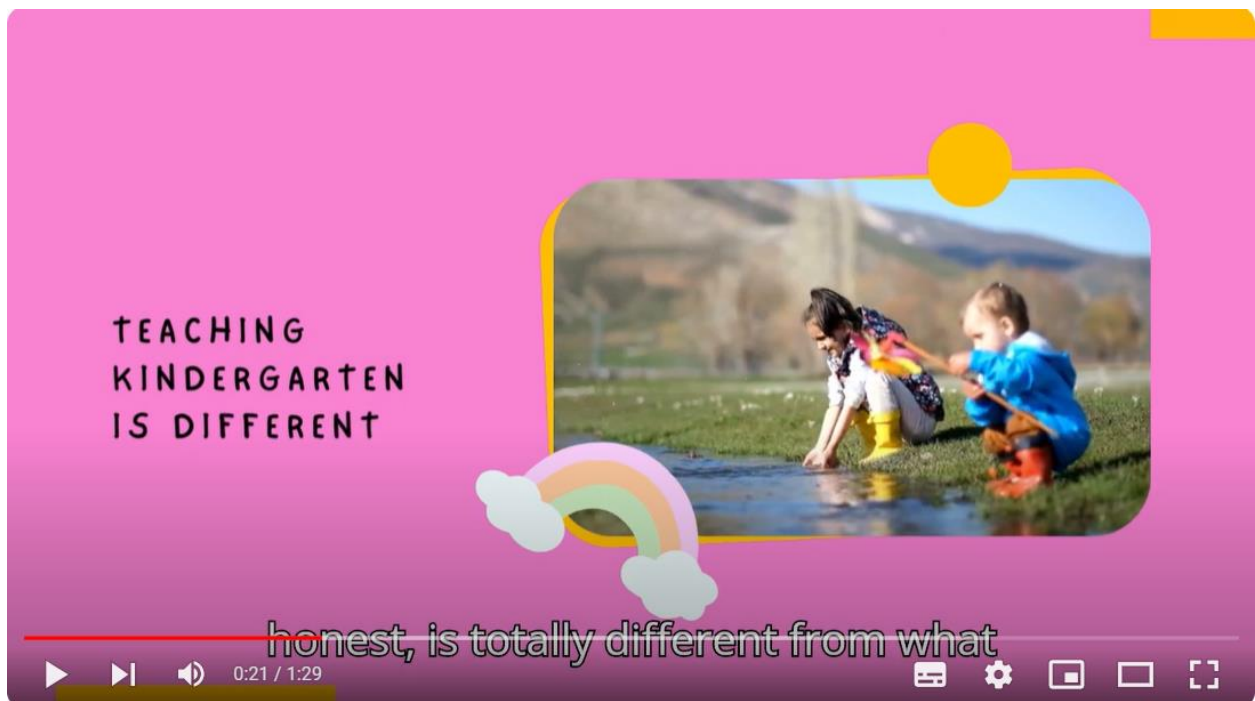


Figure 77-welcome video

Teacher Training: Teaching English to Preschool

Welcome Video (created by the micro-MOOC designer with CanvaForEducation and ClipChamp)

<https://www.youtube.com/watch?v=ErJuazsU5Yc> (1:29)

[End_of_Page]

Act_ID#1.1.2 Introduction– Lesson Objectives [Hypertext & Picture]



Figure 78-reading corner

[Reading corner](#) by Flickr.com licensed by [Creative Commons](#)

source: [Reading corner | Sunflower Lily | Flickr](#)

The programme “Teacher Training: Teaching English to Preschool” is a micro-MOOC addressed to English Language Teachers who are asked to teach to early childhood, and more specifically to Public Preschool. It introduces trainees to the theories, principles and techniques they need to implement in order to cope with this challenging but interesting venture. It aims at helping them understand the Methodologies lying behind teaching to the specific age group as well as the learners’ needs. At the same time, participants can familiarise themselves with adapting and modifying materials and activities in order to suit young learners needs and preferences, always with the cooperation and support of their fellow teachers, whether they are Preschool or Shadow Teachers.

[End_of_Page]

Teacher competence: Language Teaching Methodologies/Level: Proficient (Cambridge English Teaching Framework)

The teacher

- Has a good understanding of approaches and methods for language teaching and language-learning concepts.

Upon completing the micro-MOOC, the trainee will be able to

LO1 (APPLY): make use of appropriate learning theories and methods in order to ensure students' learning and participation.

LO1 is broken down to

- **LO1.1** The trainee can apply the method of "Total Physical Response" to promote active learning of the English Language.
- **LO1.2** The trainee can make use of classroom routines in order to engage the learners during the lesson.

Teacher competence: Lesson Planning / Level: Proficient (Cambridge English Teaching Framework)

The teacher

- Adapts the lesson plan where necessary and is able to respond appropriately to most unforeseen classroom events.

Upon completing the micro-MOOC, the trainee will be able to

LO2 (APPLY): make adjustments to the planned activities in order to suit the demands that arise during the lesson and not deviate from the lesson objectives.

LO2 is broken down to

- **LO2.1** The trainee can modify planned activities when difficulties occur carrying them out.

- **LO2.2** The trainee can enrich planned activities by incorporating craft projects.

Teacher competence: Selecting, adapting, supplementing and using learning materials/ Level: Proficient (Cambridge English Teaching Framework)

The teacher

- Has a good understanding of how to select, adapt and exploit materials.

Upon completing the micro-MOOC, the trainee will be able to

LO3 (EVALUATE): Select the appropriate resources, materials and tools and implement them into the learning procedure.

LO3 is broken down to

- **LO3.1** The trainee can select appropriate stories to enhance EFL learning through effective storytelling.
- **LO3.2** The trainee can evaluate or create appropriate digital educational games in order to revise specific content.

Teacher competence: Teamwork and collaboration / Level: Proficient (Cambridge English Teaching Framework)

The teacher

- Clearly understands the importance of collaboration and teamwork.

Upon completing the micro-MOOC, the trainee will be able to

LO4 (EVALUATE): to value teamwork and partnership among teachers within the same classroom.

LO4 is broken down to

- **LO4.1** The trainee can identify the value of co-teaching for effective classroom management.
- **LO4.2** The trainee can cooperate with pre-school teachers for the design and implementation of CLIL scenarios.

[End_of_Page]

[Act_ID#1.1.4 Structure of the micro-MOOC \[Hypertext\]](#)

The total duration of the course is 3 weeks and includes 14 hours of work on behalf of the trainees.

The course consists of

- Introduction
- Module 1- Use of appropriate methods and Classroom Routines (LO1)
- Module 2-Adaptability in planned activities and the role of craft projects (LO2)
- Module 3- How to select and make use of the right resources and materials (LO3)
- Module 4- Working Together: Cooperation among educators and what it can offer (LO4)
- Assessment of the course

Each of the 4 modules contains

- Introduction (10')
- 2 sections of 1 hour duration each. Each section consists of
 - Presentation Activity (15')
 - Demonstration Activity (15')
 - Practice (15')
 - Self-Assessment (15')
- Review (50') which includes
 - Module overview (5')
 - Open Response Assignment which trainees assess themselves based on a self-assessment rubric (30')
 - Checklist for the achievement of the Learning Outcomes in the format of a poll (5')
 - Discussion Forum (10')

[End_of_Page]

This course is available under Creative Commons License:

[Deed - Attribution-ShareAlike 4.0 International - Creative Commons](#)



Figure 79-Creative Commons

[Deed - Attribution-ShareAlike 4.0 International - Creative Commons](#)

You are free to:

- Share — copy and redistribute the material in any medium or format for any purpose, even commercially.
- Adapt — remix, transform, and build upon the material for any purpose, even commercially.
- The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

- Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.
- No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

Notices:

You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation.

No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material.

[End_of_Page]

[Act_ID#1.1.6 Designer of the micro-MOOC \[Hypertext\]](#)

Nikolitsa Douna

I am a graduate of the Philosophical School Faculty of English Language and Literature of the National and Kapodistrian University of Athens. I have been working as an English Teacher and Tutor teaching various levels from Beginners to C2 level and Business English, to age groups ranging from Primary School children to adults for more than 2 decades. For the last 2 years I have taught English in State Preschool, which, apart from being a great challenge, has also taught me new things and has made me more creative and flexible.

Currently, I am a postgraduate student at the University of Piraeus in “e-Learning” and I am writing my Master Thesis, part of which is the particular micro-MOOC.



Figure 80-micro-MOOC designer

Nikolitsa Douna

English Language Instructor

Bachelor of Arts in English Language and Literature

[End_of_Page]

1.2 Required Competences

[Act_ID#1.2.1 Required Skills & Knowledge \[Hypertext\]](#)

Attending the micro-Mooc leads to the acquisition of the level of Proficiency in specific Teacher Competences according to Cambridge English Teaching Framework. These are:

1. Language Teaching Methodologies
2. Lesson Planning
3. Selecting, adapting, supplementing and using learning materials
4. Teamwork and collaboration

The trainee should already have basic computer skills, knowledge of pedagogics and psychology, and be proficient in the English Language.

[End_of_Page]

[Act_ID#1.2.2 Required infrastructure \[Hypertext\]](#)

Minimum required infrastructure:

- Internet Connection
- Personal Computer or Laptop

[End_of_Page]

1.3 Completion of the course

[Act_ID#1.3.1 Required Actions \[Hypertext\]](#)

In order to complete this course, you should:

- Study the material presented in all modules
- Complete assigned Tasks in all modules and more specifically you should complete
 - Practice activities
 - Self-Assessment activities
 - Do Open Response Assignments (ORA) and self-assess them based on a rubric
 - Participate in the Discussion Forum by making at least one post and commenting on another trainee's post
- Answer the self-assessment polls in all modules
- Achieve a minimum score of 80% in the final Assessment Quiz

You can monitor your progress any time you wish from the “progress” tab.

[End_of_Page]

[Act_ID#1.3.2 Self-Assessment Activities \[Hypertext\]](#)

An open response assessment (ORA for short) is an assessment type that allows you to submit:

- written essays
- file attachments such as a PDF or image (read more: Submit a file with an ORA response)
- links to work outside of edX.org (such as a lab notebook)

When you submit a response to an ORA, your submission may be reviewed and graded by:

- yourself.
- your peers in the course.
- your instructors.

There is an Open Response Assignment at the end of each module which will be assessed by the trainees themselves. There are 4 such tasks in total, as many as the modules are.

[End_of_Page]

[Act_ID#1.3.3 Final Assessment \[Hypertext\]](#)

Your final grade at the lesson is the score you get at the final Quiz. In order for the course to be considered successfully completed you must achieve a minimum score of 80%.

There are 5 questions for each Module which include:

- Multiple Choice Questions with only one correct answer
- Multiple Choice Questions with more than one correct answers
- True/False questions

There is no time restriction for the completion of the Quiz. With the exception of True/False Questions, you can answer all the other Questions in 2 attempts.

By clicking on the “check” button you will have made your first attempt. If it is False, you can try once more and click on the “Final Submission”.

Completing the Quiz will take less than 45 minutes, but it can earn you a Certificate.


[End_of_Page]

Act_ID#1.3.4 Issuing the Certificate [Hypertext & Picture]

Your progress

Course completion

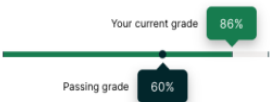
This represents how much of the course content you have completed. Note that some content may not yet be released.



57% completed

Grades

This represents your weighted grade against the grade needed to pass this course.



Your current grade: 86%
Passing grade: 60%

✔ You're currently passing this course

Grade summary

Assignment type	Weight	Grade	Weighted grade
Weekly Check In	0%	39%	0%
Graded Section Questions	30%	91%	27%
Midterm Exam	30%	77%	23%
Final Exam	40%	85%	34%

Your certificate is available!

Showcase your accomplishment on LinkedIn or your resume today. You can download your certificate now and access it any time from your [Dashboard](#) and [Profile](#).

[View my certificate](#)

Related links

- [Dates](#)
A schedule view of your course due dates and upcoming assignments.
- [Course Outline](#)
A birds-eye view of your course content.

Figure 81-issuing the Certificate

Upon successfully completing the course you can issue and download your Certificate.

[End_of_Page]

1.4 Introduction to the micro-MOOC

Act_ID#1.4.1 What I already know [Poll & Discussion]

1. This is a short Poll which enables you to check your prior knowledge on the topic. Choose the answer, which is closer to what you believe, bearing in mind that there are no right or wrong answers.

1) Preschoolers should not be taught the English Language because they are not cognitively ready for it.

- I totally agree
- I'm not sure
- I disagree



Figure 82-1.4.1 Poll 1

2) Preschoolers learn exactly the same way as older students.

- I totally agree
- I'm not sure
- I disagree



Figure 83-1.4.1 Poll 2

3) Games and Music are an integral part of EFL at preschool.

- I totally agree
- I'm not sure
- I disagree



Figure 84-1.4.1 Poll 3

4) Lesson plans that EFL Kindergarten Teachers create should be followed exactly as they are and not be adjusted.

- I totally agree
- I'm not sure
- I disagree



Figure 85-1.4.1 Poll 4

5) Co-teaching confuses children at this stage and should be avoided.

- I totally agree
- I'm not sure
- I disagree



Figure 86-1.4.1 Poll 5

6) Implementation of CLIL scenarios can help students' holistic development.

- I totally agree
- I'm not sure
- I disagree



Figure 87-1.4.1 Poll 6

2. Discussion Forum.

In the Forum discuss if you have any experience in Teaching English to Preschool and refer to any challenges or difficulties that this might have.

[End_of_Page]

[Act_ID#1.4.2 Presentation \[Hypertext & Video\]](#)

Teaching a Foreign Language to Preschoolers might be demanding, but it is undoubtedly rewarding. Children belonging to this age group are inexhaustible and unpredictable, making working and interacting with them quite challenging. They do not learn the same way older children do, and lesson plans that Kindergarten Teachers as well as Kindergarten EFL Teachers create cannot always be applicable in practice. But nothing can be compared to the feeling a Teacher gets when they see their students' evolution and development after one or more school years.

Contrary to what some people might believe, teaching English to preschoolers requires special training; teachers need to have a good knowledge of teaching methods and approaches suitable for this age, of the children's developmental stages and needs, ability to

adapt and modify materials and activities, and finally the will to share their knowledge and experience with fellow teachers and cooperate with them.

In the following video, you can find out about the Principles of teaching a Foreign Language to Kindergarten and how to implement these Principles. Also, how the teacher's attitude affects learners for the rest of their lives and shapes their future learning profile, and how beneficial the use of songs, dance and play are.

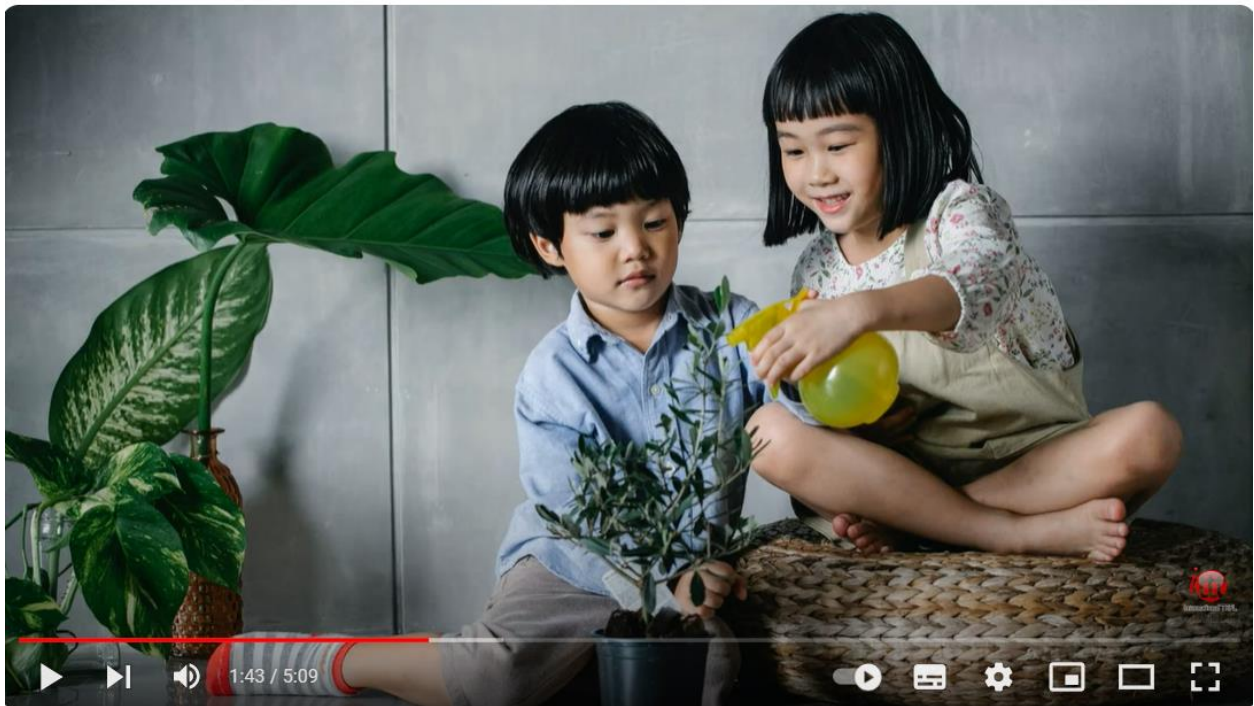


Figure 88-Principles of EFL in preschool video

The Principles of Teaching EFL in a Kindergarten

<https://www.youtube.com/watch?v=x4jH48b95Uc> [5:09]

The Principles of Teaching EFL in a Kindergarten is licensed under [Creative Commons-reuse allowed](#)

[End_of_Page]

[Act_ID#1.4.3](#) Introducing yourself to other trainees [Padlet External tool]

Get to know your fellow trainees

Use the following Padlet to introduce yourself to the other trainees. You can write a few words about yourself or why you chose to attend the particular course. If you wish, you can upload your photo. In order to post anything, just press “+” at the bottom of the page.

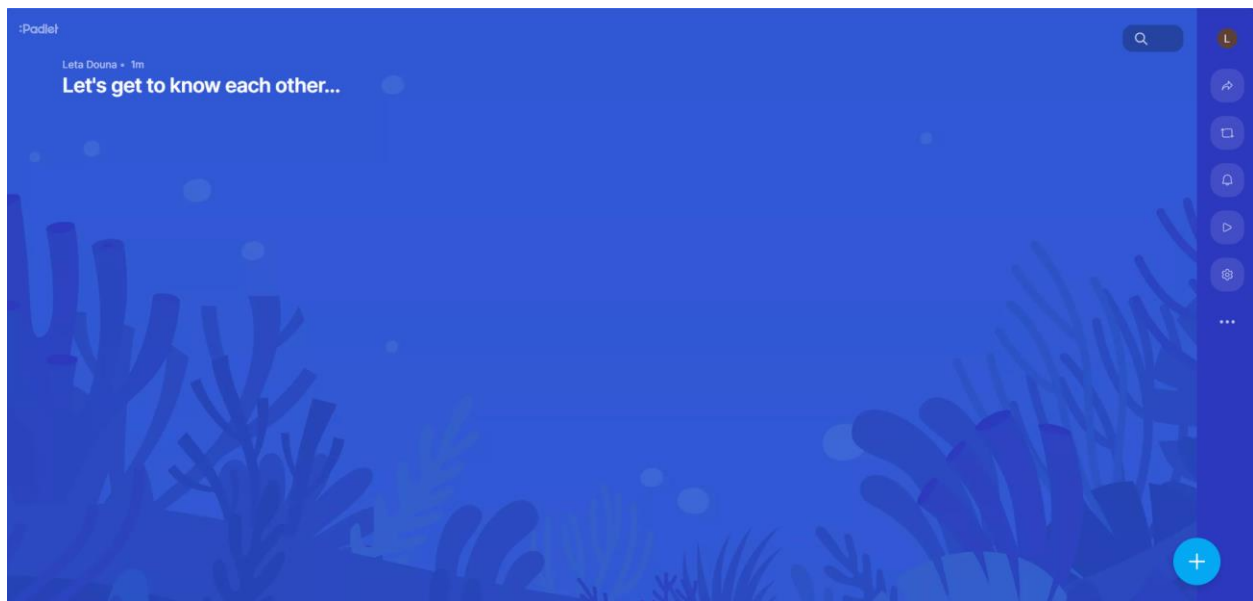


Figure 89-Introductory Padlet

[Let's get to know each other... \(padlet.com\)](https://padlet.com)

[End_of_Page]

Day 2: Module 1- “Use of appropriate methods and Classroom Routines”

2.0 Introduction to module 1

[Act_ID#2.0.1 Learning Outcomes of Module 1 \[Hypertext & Poll\]](#)

Upon completing the micro-MOOC, the trainee will be able to

LO1 (APPLY): make use of appropriate learning theories and methods in order to ensure students’ learning and participation.

LO1 is broken down to

- **LO1.1** The trainee can apply the method of "Total Physical Response" to promote active learning of the English Language.

- **LO1.2** The trainee can make use of classroom routines in order to engage the learners during the lesson.

Poll

This is a short Poll which enables you to check your prior knowledge on the topic. Choose the answer, which is closer to what you believe, bearing in mind that there are no right or wrong answers.

1. The method of Total Physical Response resembles the way children learn L1 (first language)

- I totally agree
- I'm not sure
- I disagree



Figure 90- 2.0.1 Poll 1

2. The use of everyday routines in the classroom is not advisable because children feel bored.

- I totally agree
- I'm not sure
- I disagree



Figure 91-2.0.1 Poll 2

[End_of_Page]

2.1 Teaching methods that enhance Foreign Language acquisition for preschoolers.

[Act_ID#2.1.1 Presentation \[Hypertext & video\]](#)

Total Physical Response is a widely used teaching method aiming at enabling and improving EFL (English as a Foreign Language) acquisition in students of young age. In this approach, young students learn the language by moving, during classroom games or mimicry, and it pretty much resembles the way children learn the language spoken in their environment. The video you are going to watch explains why the particular method is so effective, whom it is addressed to and the disadvantages that it entails.

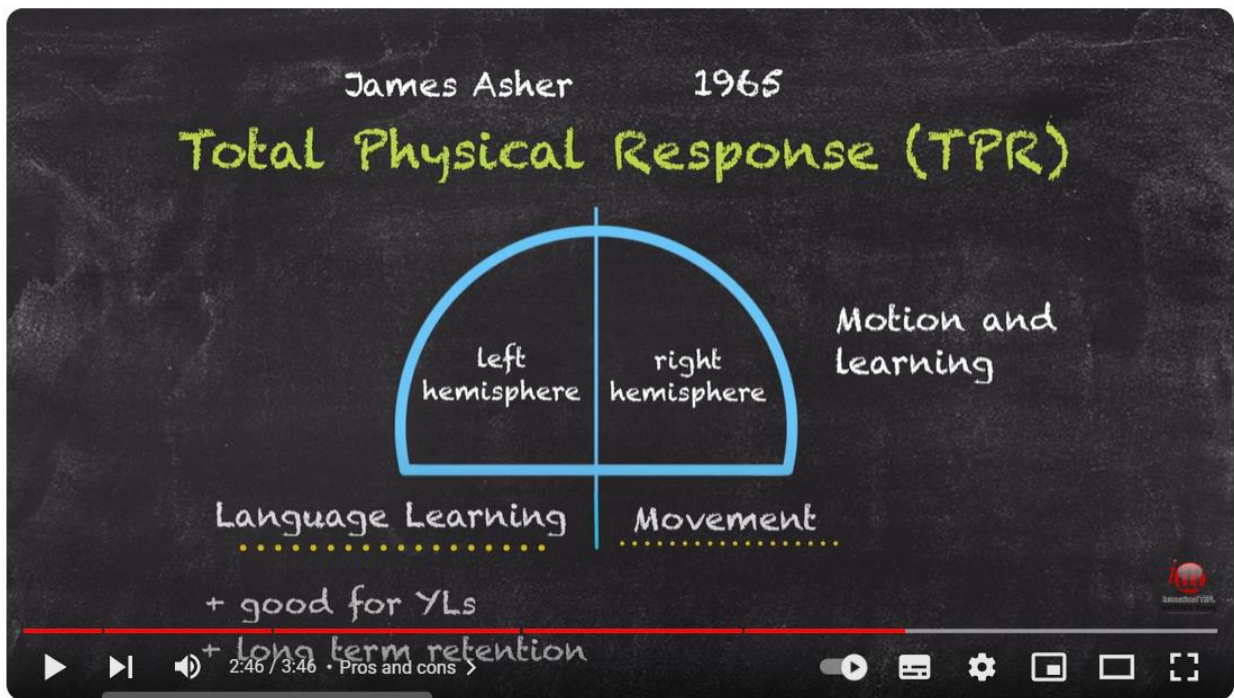


Figure 92-Theories and Techniques TPR video

Theories, Methods & Techniques of Teaching - Total Physical Response

<https://www.youtube.com/watch?v=-d79-veEBXQ> [3:46]

Theories, Methods & Techniques of Teaching - Total Physical Response

is licensed under [Creative Commons - YouTube Help \(google.com\)](https://creativecommons.org/licenses/by/4.0/)

[End_of_Page]

Act_ID#2.1.2 Demonstration [Hypertext & video]

In the following “Demonstration” video you are going to learn how a teacher can implement the method of Total Physical Response in the classroom and the steps they have to follow so that the learning procedure is both successful and enjoyable.



Figure 93-Total Physical Response in practice video

TOTAL PHYSICAL RESPONSE Demonstration Video LO1.1

(created by the micro-MOOC designer with CanvaForEducation and ClipChamp)

https://www.youtube.com/watch?v=xKpQHJg-_Q [2:42]

[End_of_Page]

Act_ID#2.1.3 Practice [Peer Instruction & Discussion]

1. The method of Total Physical Response can be used and have great results at all age groups, regardless of the context and level that the Instructor wants to teach.
 - o True
 - o **False**

Table 2-Peer Instruction 2.1.3 question 1

Display Name	Total Physical Response in relation with age and context.
--------------	---

Question Text	The method of Total Physical Response can be used and have great results at all age groups, regardless of the context and level that the Instructor wants to teach.
Possible Answers	True False
Correct Answer	Option 2
Explanation	The method of TPR is better applicable on preschoolers and young children because it involves movement, and studies have shown that the learning procedure is enhanced in this way. The reason for this is that when motion is involved in learning, the whole of the brain works and as a result language acquisition happens more easily. On the contrary, when it comes to older students or more complex structures, TPR cannot be easily applicable.
Example Answers	Option 1: Yes, of course I can use the method of TPR at all age groups regardless of what I want to teach. Having the students moving around the classroom during the lesson can keep them engaged and it is especially advised in the case of teenagers who are easily bored. Option 2: Using the method of TPR is beneficial only for young children at the beginning of language learning because they can easily learn through play and pantomime. Complex Grammar structures on the other hand cannot be taught by having a group of adolescents for example running around the classroom.

	According to research, preschoolers use the whole of their brain in the learning procedure, whereas as they are getting older, they tend to use only the left half.
--	---

2. In the Total Physical Response method, the teacher always gives the instructions to students to carry out actions and movements in the same order in all 4 phases.
- Yes
 - It doesn't make much difference
 - **No**

Table 3-Peer Instruction 2.1.3 question 2

Display Name	Total Physical Response and its implementation in the classroom.
Question Text	In the Total Physical Response method the teacher always gives the instructions to students to carry out actions and movements in the same order in all 4 phases.
Possible Answers	Yes It doesn't make much difference No
Correct Answer	Option 3
Explanation	While implementing the TPR method, it is very important that in the first 2 phases, when pre-teaching the key words with the use of flashcards and when encouraging kids to imitate without being shown the action, the teacher repeats the instructions in exactly the same order. This is because it helps young learners avoid confusion and creates a sense of security. But in

	<p>the next 2 phases, when students have grasped the meaning of the words and can perform the movements just by hearing the instruction, then the order can be changed, along with the response time the teacher expects.</p>
<p>Example Answers</p>	<p>Option 1: Yes, the teacher must always give the instructions in exactly the same order, otherwise children cannot learn. If the order is changed at any point, they are sure to make mistakes.</p> <p>Option 2: The order in which the instructions are given isn't that important, because the TPR method is so effective that children can acquire new knowledge anyway.</p> <p>Option 3: No, it's not right that the orders must be strictly given in the same order at all phases. The truth is that at the beginning the teacher must keep the order unchanged so that students have time to absorb the new information. Later on, when this has happened, the teacher alters the order and this is some kind of assessment, to test whether students have really understood the meaning of the words.</p>


Discussion.

Write a paragraph in the Forum explaining your opinion on the Total Physical Response method and giving an example of how it could be implemented in order to teach a specific thematic unit.

[End_of_Page]

- You are an EFL teacher in preschool and you teach young students vocabulary related to means of Public Transport, following the Total Physical Response method. Choose from all the following DropDown Menus the answers that are correct.


Table 4-DropDown problem 2.1.4 question 1

<p><input type="checkbox"/> You show them the flashcards one by one, and you ask them to repeat whatever you say, eg. car, bike, plane etc.</p> <p><input type="checkbox"/> You show them the flashcards and you carry out a specific movement for each one, resembling the motion of the particular means. You ask students to perform the same movements as you, for each word they hear.</p>		<p><input type="checkbox"/> The main steps that learners follow in order to achieve language acquisition through TPR are 1) Listen 2) Watch 3) Do.</p> <p><input type="checkbox"/> The main steps that learners follow in order to achieve language acquisition through TPR are 1) Listen 2) Watch 3) Say.</p>
<p><input type="checkbox"/> You have your students moving around as much as you can because you know that learning is enhanced this way.</p> <p><input type="checkbox"/> You try to have your students stand still and listen to you because this way they are better focused and as a result they learn more easily.</p>	<p>Figure 94-DropDown 2.1.4 question 1</p>	<p><input type="checkbox"/> It is expected that young learners won't start producing speech in the target language right away (silent period) and this pretty much resembles the way children learn L1.</p> <p><input type="checkbox"/> By implementing the TPR method young learners feel confident to start speaking in the target language soon</p>

		after they are exposed to it.
--	--	-------------------------------

2. You are talking with a fellow teacher who is hesitant about using the Total Physical Response method in preschool and is asking you questions about the method's scientific background. Choose from all the following DropDown Menus the answers that are correct.

Table 5-DropDown problem 2.1.4 question 2

<p><input type="checkbox"/> The right hemisphere of the brain controls body movements.</p> <p><input type="checkbox"/> The left hemisphere of the brain controls body movements.</p>	 <p>Figure 95-DropDown problem 2.1.4 question 2</p>	<p><input type="checkbox"/> When children are very young, they use only half of their brain during the learning procedure.</p> <p><input type="checkbox"/> As children grow up and reach school-age, the use of the whole of the brain is limited and they use only the left half.</p>
<p><input type="checkbox"/> Asher introduced the TPR method in an attempt to find a way for children to use the whole of their brain in language learning.</p> <p><input type="checkbox"/> The main reason TPR method was introduced was to find a way for children to pick up more vocabulary and grammar structures when they would start their Formal Education.</p>		<p><input type="checkbox"/> When movement is introduced in the learning process, then learning happens more easily.</p> <p><input type="checkbox"/> When the whole brain functions during learning, children become confused and learning occurs hard.</p>

[End_of_Page]

2.2 The significance of Routines Establishment

Act_ID#2.2.1 Presentation [Hypertext & video]

Schedules and routines play a significant role in young children’s school life, help them feel confident and secure and of course save teachers a lot of time. In the following video, you are going to learn about the importance of implementing routines in preschool and the benefits of it.



Figure 96-Class Routines video

The importance of establishing routines in class

(created by the micro-MOOC designer with CanvaForEducation and ClipChamp)

<https://www.youtube.com/watch?v=mDvTG6rYVq8> [3:18]

[End_of_Page]

Act_ID#2.2.2 Demonstration [Hypertext & video]

In the following video you are going to get some ideas on how to establish routines in preschool classes. By creating a safe and stable learning environment for children, you help

them develop a sense of security and establish a close relationship not only with you, the teacher, but with their classmates as well.



Figure 97-Classroom Routines examples video

*Suggestions for classroom routines in EFL preschool to promote active learning
(created by the micro-MOOC designer with CanvaForEducation and ClipChamp)*

<https://www.youtube.com/watch?v=x97VHbtUieA> [2:51]

[End_of_Page]

Act_ID#2.2.3 Practice [Quiz-external tool Quizziz & Word Cloud]

1. Complete the following activity in Quizziz with feedback for each question, to practice on ideas for routines.

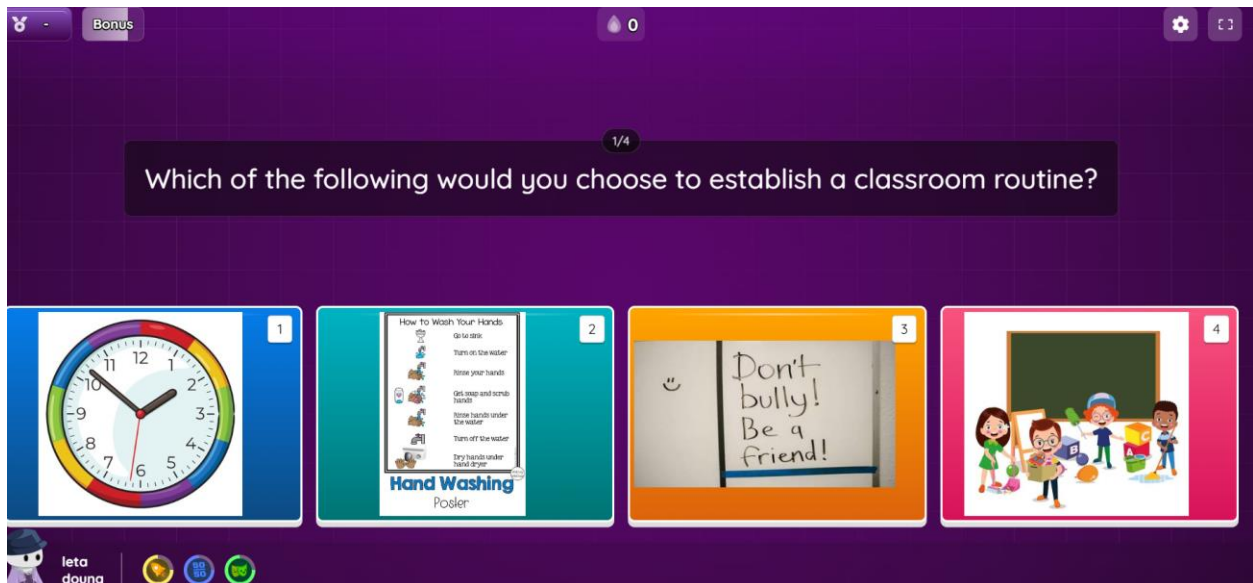


Figure 98-Quizziz 2.2.3

<https://quizizz.com/embed/quiz/66a86fc5obf6do43e953c88b>

2. WordCloud

Based on what you were taught in this section and the videos you watched in 2.2.1 “The Importance of Establishing Routines in Class” and 2.2.2 “Suggestions for Classroom Routines in EFL preschool to promote active learning”, recall and write 4 aspects which can be improved with routine establishment in the classroom.

[End_of_Page]

Act_ID#2.2.4 Self-Assessment Activity [Drop Down Problem & Discussion]

1. You are an EFL teacher teaching at preschool and you are preparing a presentation for a workshop about the role of routines in your lesson. Choose from all the following DropDown Menus the options that are correct and worth mentioning at the workshop.

Table 6-DropDown problem 2.2.4



<p><input type="checkbox"/> Routines in EFL are not necessary because the preschool teacher has already established them. The role of the EFL teacher is to teach the language, not routines or other cognitive and social skills.</p> <p><input type="checkbox"/> The reason we establish the emojis routine apart from teaching vocabulary relevant to feelings, is to make students feel comfortable with what they feel and help them open up and share it.</p>		<p><input type="checkbox"/> It's important to greet students in their native language, especially during the first couple of weeks, so that they do not feel confused.</p> <p><input type="checkbox"/> It is important you greet students in the target language right from the beginning, in English in this case, so that they can familiarise themselves with greetings.</p>
<p><input type="checkbox"/> The “good morning” or “hello” song should be a quiet and calming one, because otherwise students get disrupted and it will be difficult to attract their attention later on.</p> <p><input type="checkbox"/> The “good morning” or “hello” song should be one</p>		<p><input type="checkbox"/> It's not necessary to have a “goodbye” song, because students are tired after the lesson and the only thing they want is to have a break. Also, it's nice to surprise them by telling them unexpectedly that the lesson is over!</p>

Figure 99-DropDown problem 2.2.4

<p>with a catchy and lively tune so that it draws learners' attention to it.</p>		<p> The “goodbye” song is important because students feel secure when they know what to expect. In this case, it indicates that the lesson has finished.</p>
--	--	---

Discussion.

According to what you learnt from the videos in section 2.2 “The significance of Routines Establishment”, write a paragraph in the Forum explaining how routines “save” teachers time.

[End_of_Page]

2.3 Overview and Self-Assessment of Module 1

[Act_ID#2.3.1 Review \[Hypertext\]](#)

In this module we studied

- the method of Total Physical Response and the scientific background that supports it
- the role of classroom Routines in children’s skill development
- the importance of Classroom Routines in EFL

and we learned how to

- implement the TPR method in EFL to enhance learning
- use the Classroom Routines in EFL to engage learners

[End_of_Page]

Open Response Assessment

Open response assessments can have several possible steps, which appear in the order that you must complete them. You will not be able to proceed to the next step until you've completed the current step.

Enter your answer in the text box below the prompt. You can save your progress by clicking “Save your progress” and return to complete your answer at any time before the due date. (<refer to the due date we have set for the assignment, e.g. Monday, 1 January 2029 02:00 EET>) Once you have submitted your answer, you can no longer edit it.

Assignment

You are an EFL teacher in preschool and you want to teach your young students numbers 1-5. Based on the knowledge you acquired from this module, design two multisensory activities using the principles of Total Physical Response in one and Routines Establishment in the other to engage your learners in the learning procedure. Make sure that both your activities include the use of at least 3 senses.

Response Self-assessment

Your answer has been submitted. You will receive your mark after completing all the steps and fully evaluating your answer. You must still complete the self-assessment step based on the following rubric:

Self-assessment Rubric

Table 7-ORA rubric Module 1

Criterion	Poor	Fair	Good	Very Good
I designed an activity using the TPR to teach	I designed an activity based on TPR for 0	I designed an activity based on TPR 1 or 2	I designed an activity based on TPR for 3 or 4	I designed an activity based on TPR for all 5

Criterion	Poor	Fair	Good	Very Good
numbers 1-5	numbers (0 points)	numbers (1 point)	numbers (3 points)	numbers (5 points)
I designed an activity using Classroom Routines to teach numbers 1-5	I designed an activity using routines for 0 numbers (0 points)	I designed an activity using Classroom Routines for 1 or 2 numbers (1 point)	I designed an activity using Classroom Routines for 3 or 4 numbers (3 points)	I designed an activity using Classroom Routines for all 5 numbers (5 points)
I incorporated the use of at least 3 senses in both activities I designed	I incorporated the use of only 1 sense in each of the 2 activities I designed (0 points)	I incorporated the use of at least 2 senses in 1 of the activities I designed (1 point)	I incorporated the use of at least 2 senses in each of the 2 activities I designed (3 points)	I incorporated the use of at least 3 senses in each of the 2 activities I designed (5 points)

[End_of_Page]

Answer the questions in the following **Poll** to assess your skills at using specific methods and techniques as an EFL teacher in preschool.

1. I can apply the TPR method in my class to enhance students' learning.
 - I can't
 - I am not sure
 - I definitely can



**Figure 100-Checklist
Module 1 question 1**

2. I can engage students' visual, auditory and kinaesthetic senses in the learning procedure.
 - I can't
 - I am not sure
 - I definitely can



**Figure 101-Checklist
Module 1 question 2**

3. I can establish Routines in my class to encourage students to participate actively.
 - I can't
 - I am not sure
 - I definitely can



**Figure 102-Checklist
Module 1 question 3**

WordCloud

Based on what you were taught in this module, write examples of 3 Classroom Routines that can be used in EFL to enhance learning.

[End_of_Page]

Act_ID#2.3.4 [Discussion Forum]

We encourage you to further develop your response on Classroom Routines in the previous activity (Poll & WordCloud) in the following discussion task, posting your thoughts on the discussion board.

You can talk about :

- 1) What are some criteria that the planned Classroom Routines should satisfy?
- 2) Name 2 reasons why it is worth spending time at the beginning of the school year establishing classroom Routines.

[End_of_Page]

2.4 Additional Study Material

Act_ID#2.4.1 Suggestions for further Training

1. [What is Total Physical Response? + Examples | eslmooc.com](#)
2. [Free Course: Classroom Management: Designing Routines and Procedures \(Project-Centered Course\) from Relay Graduate School of Education | Class Central](#)

[End_of_Page]

Day 3: Module 2- “Adaptability in planned activities and the role of craft projects”

3.0 Introduction to module 2

Act_ID#3.0.1 Learning Outcomes of Module 2 [Hypertext & Poll]

Upon completing the micro-MOOC, the trainee will be able to

LO2 (APPLY): make adjustments to the planned activities in order to suit the demands that arise during the lesson and not deviate from the lesson objectives.

LO2 is broken down to

- **LO2.1** The trainee can modify planned activities when difficulties occur carrying them out.
- **LO2.2** The trainee can enrich planned activities by incorporating craft projects.

Poll

This is a short Poll which enables you to check your prior knowledge on the topic. Choose the answer which is closer to what you believe, bearing in mind that there are no right or wrong answers.

1. Differentiated Instruction, Universal Design for Learning, Project -Based Learning, Play-Based Learning and Scaffolding are all Adaptive Teaching Strategies.

- I totally agree
- I'm not sure
- I disagree

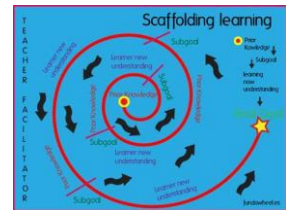


Figure 103-3.0.1 Poll 1

2. There is no way you can modify a planned activity in the classroom, it is better to cancel it and change your lesson objective.

- I totally agree
- I'm not sure
- I disagree



Figure 104-3.0.1
Poll 2

[End_of_Page]

3.1 Adaptability in Activities to tailor students' needs and abilities.

Act_ID#3.1.1 Presentation [Hypertext & video]

In this audio clip you are going to learn about various Adaptive Teaching Strategies involved in Lesson and Activity Planning, and how you can enhance the learning procedure by making use of them.

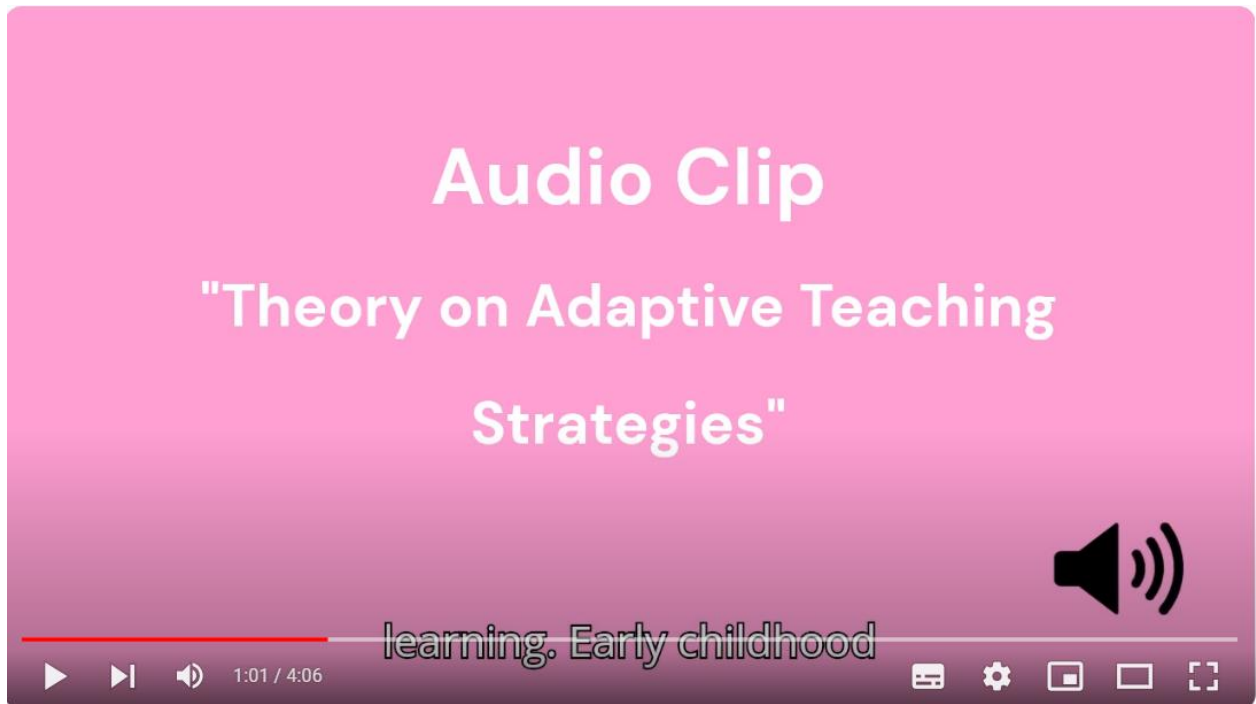


Figure 105-Adaptive teaching strategies video

Adaptive Teaching Strategies - Theory

(created by the micro-MOOC designer with ClipChamp)

[Adaptive Teaching Strategies -Theory \(youtube.com\)](#) [4:06]

[End_of_Page]

In the video that follows, a clear example of how to modify an activity to tailor students' needs in the classroom is presented. You will learn how being flexible creates a better learning experience for your class.



Figure 106-Modifying activities video

Modifying activities in preschool classroom to enhance EFL learning

(created by the micro-MOOC designer with CanvaForEducation and ClipChamp)

[Modifying Activities in Preschool to enhance EFL learning \(youtube.com\)](#) [3:53]

[End_of_Page]

1. Complete the following activity in Wordwall.net to match the Adaptive Teaching Strategies with their characteristics.

0:30

Project -Based Learning
Differentiated Instruction
Play-Based Learning
Scaffolding
Universal Design for Learning

it allows flexible grouping and adjustable Instruction pace

emphasis is on finding solutions for real-world problems

ensures students' access to educational content and open-ended materials; focuses on presenting information in multiple ways

promotes collaboration and engagement with open-ended materials.

Support on behalf of the teacher gradually decreases as the student becomes more competent.

☰
Submit Answers
🔊 🗉

Figure 107-Wordwall.net 3.1.3

[Adaptive Teaching Strategies - Matching pairs \(wordwall.net\)](#)

WordCloud

2. Write 3 words which were included in the TEACHER acronym in the Demonstration Video Act_ID#3.1.2 “Modifying activities in preschool classroom to enhance EFL learning”.

[End_of_Page]

Act_ID#3.1.4 Self-Assessment Activity [peer instruction & discussion]

1. Differentiated Instruction gives teachers the freedom to adjust the way they divide students into groups, but not the instruction pace.
 - Yes
 - **No**

Table 8-Peer Instruction 3.1.4 question 1

Display Name	Differentiated Instruction
Question Text	Differentiated Instruction gives teachers the freedom to adjust the way they divide students into groups, but not the instruction pace.
Possible Answers	Yes No
Correct Answer	Option 2
Explanation	Differentiated instruction allows for both flexible grouping within the classroom and adjustable instruction pace, in order for the teacher to promote peer interaction and accommodate learners who are in need of extra time to complete tasks and activities.
Example Answers	<p>Option 1: Yes, the truth is that in Differentiated Instruction educators are free to apply different grouping formats but must strictly keep the instruction time the same for all students. This is because the main principle of this strategy is treating all students the same way so that they all develop the same feeling of belonging.</p> <p>Option 2: No, this is incorrect. In Differentiated Instruction teachers can certainly form groups according to task requirements and adjust the time of instruction for each student, pair or group of students. Adaptive Teaching Strategies aim at focusing on the whole class while catering individuals' needs.</p>

2. When applying Adaptive Teaching Strategies in preschool teachers should provide support to both weak and competent students.
- Yes
 - No

Table 9-Peer Instruction 3.1.4 question 2

Display Name	Adaptive Teaching Strategies in the classroom
Question Text	When applying Adaptive Teaching Strategies in preschool, teachers should provide support to both weak and competent students.
Possible Answers	Yes No
Correct Answer	Option 1
Explanation	Support and guidance is advisable to be given to all students, whether competent or weak, when modifying activities. Each student will find their own way to benefit from the provided help. Also, this is one of the main principles of Inclusive Teaching.
Example Answers	Option 1: Yes, when modifying activities to meet students' needs, we should provide assistance to all students. In other words, when adjusting a task we do it for the whole class and not only for specific individuals. Inclusive activities based on Adaptive Teaching Strategies enhance learning for all. Option 2: No, it's not right to provide support to students who are skilled, because they might feel that

	you don't have confidence in them. Also, there's always the chance that they might lay back and stop trying.
--	--

Discussion

Based on the material presented to you in this section and the audio clip and video from 3.1.1 and 3.1.2 (“Adaptive Teaching Strategies” - “Theory and Modifying activities in preschool classroom to enhance EFL learning”) write a paragraph in the Forum discussing the benefits of Adaptive Teaching Strategies in EFL early childhood education.

[End_of_Page]

3.2 The role of Arts and Crafts in early childhood education and its integration into the EFL.

Act_ID#3.2.1 Presentation [Hypertext & video]

“Arts and Crafts” plays a significant role in early childhood education and is an integral part of preschool curriculum. It helps young children develop multiple physical, cognitive, and social skills necessary for their future life. Watch the following video to find out more.



Figure 108-Arts and Crafts in preschool video

**The importance of Arts and Crafts in early childhood education
(created by the micro-MOOC designer with CanvaForEducation and ClipChamp)**

<https://www.youtube.com/watch?v=uZ2xo6jNui0> [2:55]

[End_of_Page]

Act_ID#3.2.2 Demonstration [Hypertext & video]

Integrating craft projects into EFL classrooms has multiple benefits for preschoolers. In the following video you will see some suggestions on how to encourage critical thinking and other skills while doing craft projects.

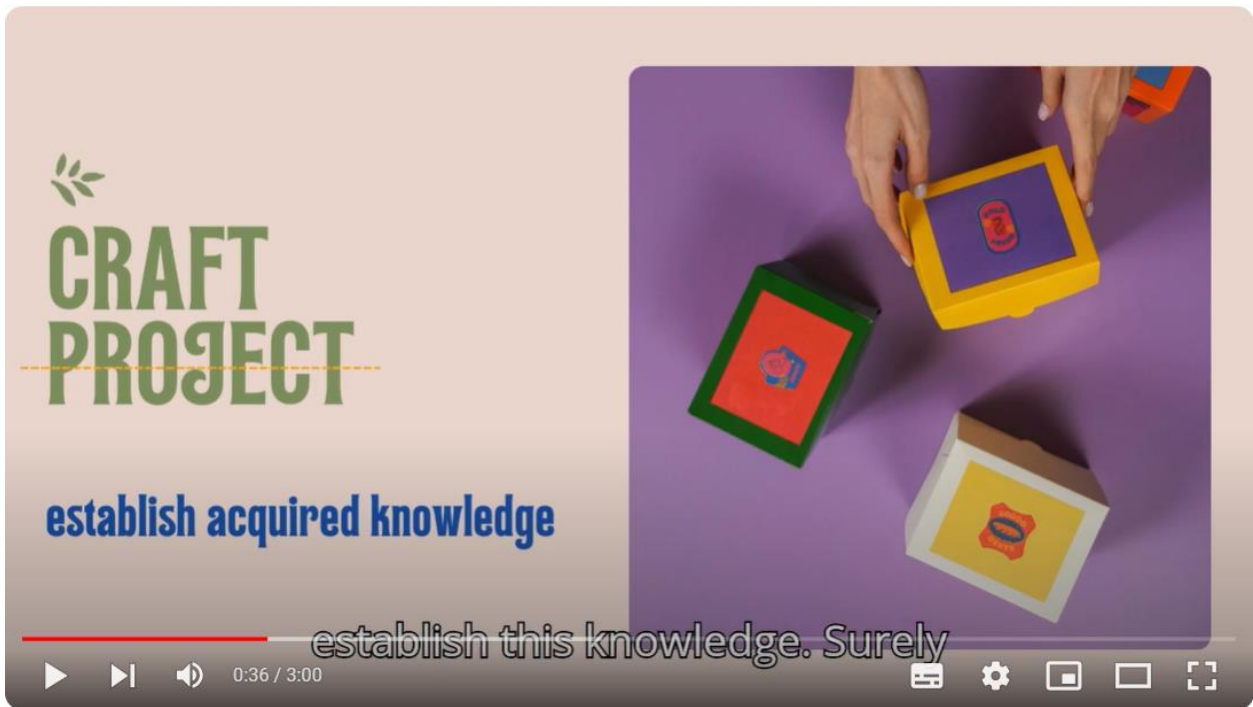


Figure 109-Arts and Crafts in EFL video

“Using Arts and Crafts in EFL” (created by the micro-MOOC designer with CanvaForEducation and ClipChamp)

<https://www.youtube.com/watch?v=dCCxZDlItXI> [3:00]

[End_of_Page]

Act_ID#3.2.3 Practice [peer instruction & discussion]

1. When I realise that my students lack fine motor skill, I plan craft projects that entail lots of cutting with scissors and gluing.
 - True
 - False

Table 10-Peer Instruction 3.2.3 question 1

Display Name	Crafts and fine motor skills
--------------	------------------------------

Question Text	When I realise that my students lack fine motor skill, I plan craft projects that entail lots of cutting with scissors and gluing.
Possible Answers	True False
Correct Answer	Option 1
Explanation	The moves children make when they use scissors to cut paper and glue to stick different small items like beads or buttons on their projects, require precision and accuracy. As a result, they grow strong muscles on their hands and fingers and develop fine motor skills.
Example Answers	Option 1: Yes, the truth is that I give them paper to cut as often as possible, at first in straight lines and later on in more complex shapes. I have noticed that the more they use the scissors the more competent they get. Option 2: No, I don't do that. I avoid giving them scissors because it's too dangerous and glue because they put it everywhere and the whole place gets messy. I prefer to cut and glue myself, and then give them the crafts to colour them. Their fine motor skills are equally developed this way.

2. When I do craft projects, I choose all the materials myself because if I let students take initiative, the result will not be good.
- True
 - **False**

Table 11-Peer Instruction 3.2.3 question 2

Display Name	Flexibility in materials for craft projects
Question Text	When I do craft projects, I choose all the materials myself because if I let students take initiative, the result will not be good.
Possible Answers	True False
Correct Answer	Option 2
Explanation	It's necessary to let children take initiative on different occasions, and craft projects are one of them. One of their benefits is that they help preschoolers develop critical thinking and decision-making skills. Of course, students are given a limited array to choose from, but still the final decision is theirs.
Example Answers	Option 1: Yes, I make all the decisions myself because if I let students do it, the result won't be tasteful, and it will take them a lot of time to decide. Option 2: No, I do not decide alone on the materials to be used in the craft. By making children part of the final decision, I show them that their opinion matters to me, and at the same time I help them towards the direction of developing problem-solving skills.


Discussion

Based on the material presented to you in this section and the videos from 3.2.1 and 3.2.2 write a paragraph in the Forum on the benefits of “Arts and Crafts” in EFL early childhood education.

[End_of_Page]

1. A parent is asking you your opinion about the role of “Arts and Crafts” in EFL and in children’s development in general. Choose from all the following DropDown Menus the options that are correct and could be mentioned in your discussion with the parent.

Table 12-DropDown problem 3.2.4 question 1


<p><input type="checkbox"/> Crafts are not a waste of time, contrary to what some people think. They are a great opportunity for children to express themselves and develop cultural identity.</p> <p><input type="checkbox"/> Crafts are fun activities for children that only prepare them for pre-writing and writing skills. That’s why they are so extensively used in early childhood education.</p>	 <p>Figure 110-DropDown problem 3.2.4 question 1</p>	<p><input type="checkbox"/> You don’t need to engage preschoolers in crafts to develop eye-hand coordination. It’s something they will be taught later when they start formal schooling and will be asked to copy words and phrases from the board.</p> <p><input type="checkbox"/> Eye-hand coordination is listed in fine motor skills, and the more children are exposed to crafts so as to develop them, the better results they will show in their future academic years.</p>
<p><input type="checkbox"/> Doing crafts is an interesting way to assess what children remember from previous lessons and</p>		<p><input type="checkbox"/> I avoid doing crafts with clumsy and less able students, because the result will be disappointing, and</p>

<p>help them develop their social skills.</p> <p><input type="checkbox"/> Even though children like crafts and have fun doing them, I barely use them in EFL because I don't see any point in it.</p>		<p>these children will feel discouraged.</p> <p><input type="checkbox"/> Doing crafts is an excellent way to help students build self-confidence and self-esteem. The look on their eyes when they have completed a project, says it all.</p>
--	--	--

2. You are doing a craft project about polar animals in your EFL class. Choose from all the following DropDown Menus the options that are correct and could be applicable in your lesson.

Table 13-DropDown problem 3.2.4 question 2

<p><input type="checkbox"/> I let each student choose which polar animal they want to craft and provide them with the necessary materials to do it. In this case, since polar animals are white, I give them cotton and white corrugated paper to choose from.</p> <p><input type="checkbox"/> I choose a polar animal</p>		<p><input type="checkbox"/> When all students have crafted their animals, I arrange a competition and give a prize to the student with the best-crafted animal.</p> <p><input type="checkbox"/> When students have</p>
---	--	--

<p>for all students to avoid wasting time. I let them colour the animals whatever shade they want so as to encourage them to use their imagination.</p>	<p style="text-align: center;">Polar Bear Craft</p>  <p style="text-align: center;"><i>Figure 111-DropDown problem 3.2.4 question 2</i></p>	<p>crafted their animals, I praise all of them for the hard work they did and suggest decorating the classroom with their work.</p>
<p><input type="checkbox"/> Some students want to work in pairs, so I let them cooperate on condition that they respect each other's opinion.</p> <p><input type="checkbox"/> Some students want to work in pairs, but I don't allow them to do so because it will be too noisy in the class, and we will waste valuable time.</p>		<p><input type="checkbox"/> Not all of my students are competent at scissor skill, so I do the cutting for them.</p> <p><input type="checkbox"/> I provide support and guidance to students who lack fine motor skills and encourage them to do the best they can.</p>

[End_of_Page]

3.3 Overview and Self-Assessment of Module 2

[Act_ID#3.3.1 Review \[Hypertext\]](#)

In this module we studied

- A number of Adaptive Teaching Strategies and their role in accommodating students' diverse needs
- practical ways on modifying planned activities

- the benefits of “Arts and Crafts” in children’s physical, cognitive, social and emotional development

and we learned how to

- make adjustments to planned activities without deviating from the lesson objective
- integrate crafts into the EFL lesson
- be flexible regarding the materials used in craft projects to encourage students’ critical thinking

[End_of_Page]

Act_ID#3.3.2 Εργασία [Open Response Assessment]

Open Response Assessment

Open response assessments can have several possible steps, which appear in the order that you must complete them. You won't be able to proceed to the next step until you've completed the current step.

Enter your answer in the text box below the prompt. You can save your progress by clicking “Save your progress” and return to complete your answer at any time before the due date. (<refer to the due date we have set for the assignment, e.g. Monday, 1 January 2029 02:00 EET>) Once you have submitted your answer, you can no longer edit it.

Assignment:

You teach an EFL class of 20 young children and you have planned the following activity to help them consolidate the following weather words and phrases: How’s the weather today?, sunny, cloudy, rainy, snowy, Let’s look outside (from [How's The Weather?| Super Simple Songs \(youtube.com\)](#)).

Activity:

You have the students form pairs.You ask “How’s the weather today?”, call out weather words and show the corresponding flashcards and children must clap their hands when they hear the weather word that has been assigned to their pair.

But some children are confused and don’t realise when it’s their turn to clap.

Modify the planned activity applying characteristics of at least 3 Adaptive Teaching Strategies. Incorporate a craft project to support your students. The craft activity should aim at improving at least 3 skills.

Response Self-assessment

Your answer has been submitted. You will receive your mark after completing all the steps and fully evaluating your answer. You must still complete the self-assessment step based on the following rubric:

Self-assessment Rubric

Table 14-ORA rubric Module 2

Criterion	Poor	Fair	Good	Very Good
I modified the planned activity and used at least 3 characteristics of Adaptive Teaching Strategies	I modified the planned activity based on my own perspective without applying characteristics of Adaptive Teaching Strategies (0 points)	I modified the planned activity and used 1 characteristic of Adaptive Teaching Strategies (1 point)	I modified the planned activity and used 2 characteristics of Adaptive Teaching Strategies (3 points)	I modified the planned activity and used at least 3 characteristics of Adaptive Teaching Strategies (5 points)
I incorporated a craft project into the activity which aimed at	I did not incorporate a craft project into the activity	I incorporated a craft project into the activity which aimed at	I incorporated a craft project into the activity which aimed at	I incorporated a craft project into the activity which aimed at

Criterion	Poor	Fair	Good	Very Good
improving 3 skills	(0 points)	improving 1 skill (1 point)	improving 2 skills (3 points)	improving at least 3 skills (5 points)

[End_of_Page]

Act_ID#3.3.3 Checklist: Μπορώ να το κάνω... [Poll, Word Cloud]

Answer the questions in the following **Poll** to assess your skills at adjusting planned activities based on Adaptive Teaching Strategies and incorporating craft projects to develop specific skills.

1. I can modify planned activities to achieve the learning outcome I have set.

- I can't
- I am not sure
- I definitely can



Figure 112-Checklist Module 2 question 1

2. I can apply Adaptive Teaching Strategies purposefully to address specific challenges.

- I can't
- I am not sure
- I definitely can



Figure 113-Checklist Module 2 question 2

3. I can use craft projects to enhance EFL learning and consolidation.

- I can't
- I am not sure
- I definitely can



**Figure 114-Checklist
Module 2 question 3**

WordCloud

Based on the material you studied in Module 2 and the audio clip and videos you watched, write the names of 3 Adaptive Teaching Strategies.

[End_of_Page]

Act_ID#3.3.4 [Discussion Forum]

We encourage you to further develop your response on Adaptive Teaching Strategies in the previous activity (Poll & WordCloud) in the following discussion task, posting your thoughts on the discussion board.

You can talk about :

- 1) The skills that one of The Adaptive Teaching Strategies you mentioned promotes.

[End_of_Page]

3.4 Additional Study Material

Act_ID#3.4.1 Suggestions for further Training

1. [MOOC: The Best Start in Life: Early Childhood Development for Sustainable Development - Center on the Developing Child at Harvard University](#)
2. [Negotiating Learner Differences: Towards Productive Diversity in Learning | Coursera](#)

[End_of_Page]

Day 4: Module 3 - “How to select and make use of the right resources and materials”

4.0 Introduction to Module 3

Act_ID#4.0.1 Learning Outcomes of Module 3 [Hypertext & Poll]

Upon completing the micro-MOOC the trainee will be able to

LO3 (EVALUATE): Select the appropriate resources, materials and tools and implement them into the learning procedure.

LO3 is broken down to

- **LO3.1** The trainee can select appropriate stories to enhance EFL learning through effective storytelling.
- **LO3.2** The trainee can evaluate or create appropriate digital educational games in order to revise specific content.

Poll

This is a short Poll which enables you to check your prior knowledge on the topic. Choose the answer which is closer to what you believe, bearing in mind that there are no right or wrong answers.

1. Storytelling cannot be used in EFL early childhood education because learners are not yet able to understand and will feel discouraged.
 - I totally agree
 - I'm not sure
 - I disagree



Figure 115-Poll 4.0.1 question 1

2. I can design activities following the narration to enhance learning and engage learners.

- I totally agree
- I'm not sure
- I disagree



Figure 116-Poll 4.0.1 question 2

[End_of_Page]

4.1 The value of storytelling in teaching English to Preschool.

[Act_ID#4.1.1 Presentation \[Hypertext & video\]](#)

The following video gives you some insight into the benefits of storytelling in preschool and more specifically in Foreign Language teaching, and some of the skills that young learners acquire from it.

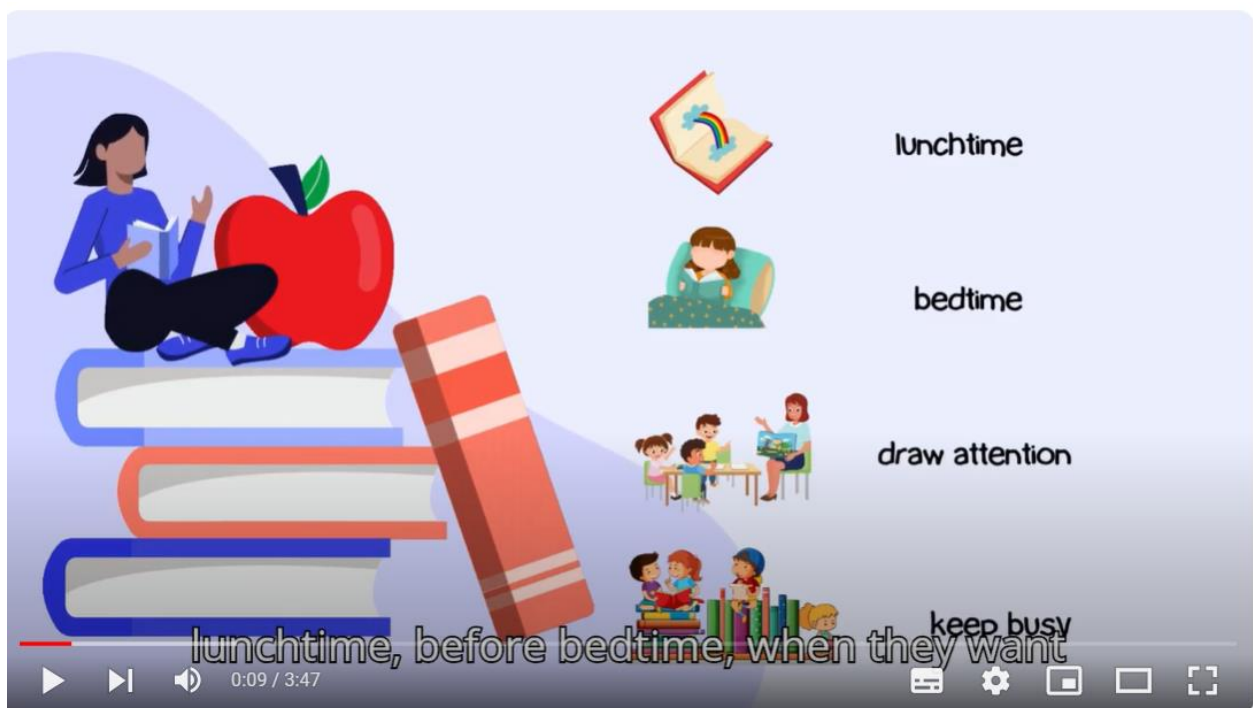


Figure 117-Storytelling in EFL video

Benefits of storytelling in early childhood education EFL

(created by the micro-MOOC designer with CanvaForEducation and ClipChamp)

<https://www.youtube.com/watch?v=466oPRq2luY> [3:47]

[End_of_Page]

Act_ID#4.1.2 Demonstration [Hypertext & video]

In the following video you are going to get some practical ideas on how you can use storytelling and narration to engage your students. The activities are based on “The Very Hungry Caterpillar” <https://fliphtml5.com/zfycw/hxzl/basic> by Eric Carle and they are just indicative of the variety of things you can do to level up your narration.

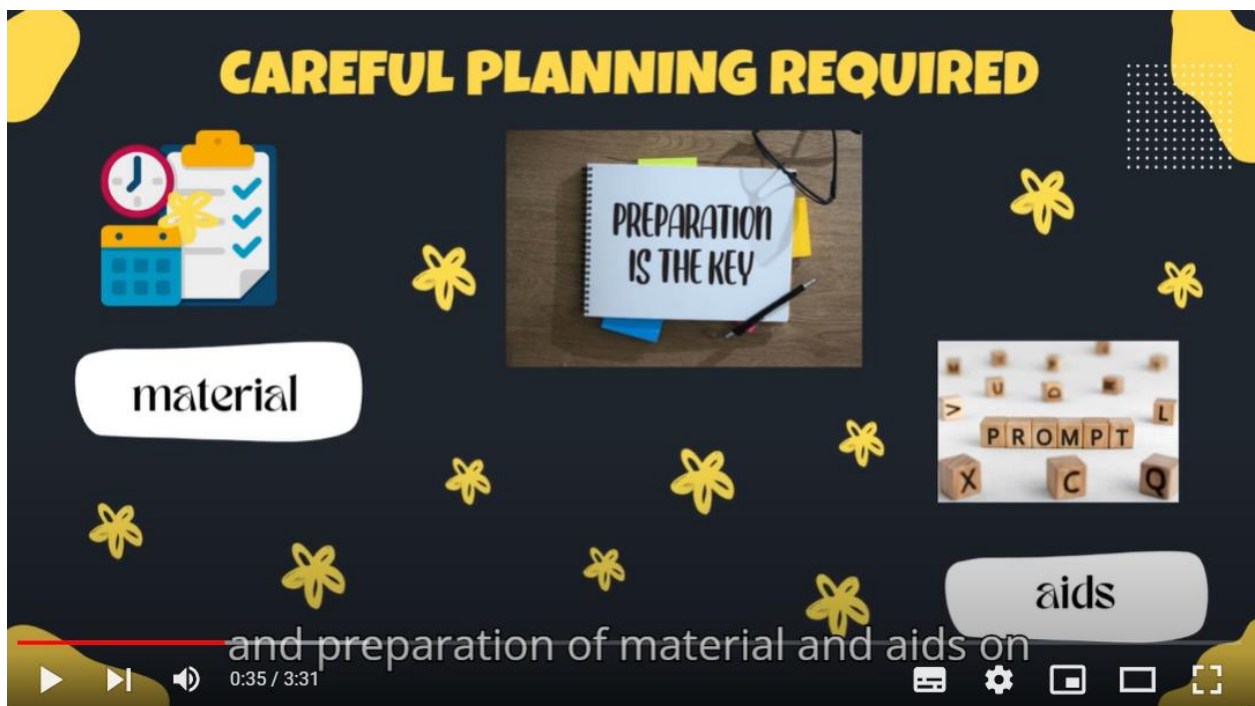


Figure 118-Practical example of storytelling video

Practical example of storytelling in EFL early childhood education
(created by the micro-MOOC designer with CanvaForEducation and ClipChamp)

<https://www.youtube.com/watch?v=XQBCnzC2Zwg> [3:31]

[End_of_Page]

Act_ID#4.1.3 Practice [Multiple choice with feedback and WordCloud]

1. Answer the following multiple-choice questions with feedback about storytelling and narration in EFL early childhood education.

case#1

Storytelling should be used as a teaching technique because

- it helps the teacher keep the students quiet
- students can learn to read and write through it
- **it helps them improve their listening and speaking skills**
- it helps them develop eye-hand coordination

Feedback: Children are not supposed to read and write at this age and keeping them quiet is not a lesson objective. Also, eye-hand coordination is achieved through crafts or other activities and not by listening to a story. When children hear a story, they have to be focused, so they become better listeners, and they learn new vocabulary.

case#2

When you read a story to your students

- you mustn't use visual prompts because you distract them from listening
- **you should use visual prompts and tactile objects to help students relate the words to the images.**
- your tone of voice should remain calm and quiet because it is an activity to help them relax.
- you need not mention the author or the title because the students will get confused.

Feedback: Visual prompts and other concrete objects are necessary to make your narration more realistic and they draw students' attention rather than distracting them. The tone and pitch of your voice should be varied, for the same reason. As for the name of the author, it should be mentioned not only to accredit them but also to help them recognise literal figures in the future.

WordCloud

Write 3 skills that are improved when Storytelling is used as a teaching technique.

Act_ID#4.1.4 Self-Assessment Activity [Peer Instruction & Discussion]

1. In storytelling I need to be expressive, change my voice and intonation and move, to make my narration more engaging for the students.
- Yes
 - No
 - It depends on the plot of the story

Table 15-Peer Instruction 4.1.4 question 1

Display Name	How the teacher should narrate the story
Question Text	In storytelling I need to be expressive, change my voice and intonation and move, to make my narration more engaging for the students.
Possible Answers	Yes No It depends on the plot of the story
Correct Answer	Option 1
Explanation	It's important for the teacher to be really lively and energetic while narrating the story in order to draw students' attention to it. Different intonations on their voice, body language and facial expressions serve this purpose and lead to the students developing multiple skills, both cognitive and social.
Example Answers	Option 1: Yes, the teacher needs to be expressive and present the story in as many ways as possible for the learners to understand the concept. Beside voice

	<p>intonation, they should use other visual and tactile aids to support the learning process.</p> <p>Option 2: No, I don't think the teacher should be that extrovert when narrating a story. Students will feel discouraged and not willing to actively engage in the learning process because they won't feel self-confident seeing the teacher being so active.</p> <p>Option 3: It actually depends on the plot of the story. If the story is exciting and entails lots of action, then the teacher should be active too. But if the story entails a moral lesson or is a bit more serious or sensitive, then the teacher should narrate the story keeping a low profile.</p>
--	---

2. Children at this age dislike hearing the same story more than once and prefer to be told a new one every time.
- Yes
 - **No**

Table 16-Peer Instruction 4.1.4 question 2

Display Name	Story repetition
Question Text	Children at this age dislike hearing the same story more than once and prefer to be told a new one every time.
Possible Answers	Yes No
Correct Answer	Option 2

Explanation	Children at this age love repetition and do not feel bored when they hear the same story again, although they know what is going to happen next. In fact, in lots of books for preschoolers specific language patterns are repeated in their stories because writers know how appealing this is for young learners.
Example Answers	<p>Option 1: Yes, the truth is that young children are easily bored when they know what will happen next in a story or a film, that’s why they never watch the same episodes or ask for the same books again.</p> <p>Option 2: No, young learners aren’t bored by repetition. On the contrary, the fact that they know what to expect gives them a sense of relaxation and security.</p>

Discussion

Based on the material you studied in this section and the videos from 4.1.1 & 4.1.2 (“Benefits of storytelling in early childhood education EFL” and “Practical example of storytelling in EFL early childhood education”), write a paragraph in the Forum about the skills that young learners develop through storytelling.

[End_of_Page]

4.2 Digital Educational Games used as learning tools in Teaching English to Preschool.

[Act_ID#4.2.1 Presentation \[Hypertext & video\]](#)

In the following video you are going to learn about the Digital Educational Games; their characteristics, their benefits for both learners and educators, and the skills that they help students develop.



Figure 119-Digital games video

Why Digital Games (created by the micro-MOOC designer with CanvaForEducation and ClipChamp)

<https://www.youtube.com/watch?v=vmGdqOqegJc> [3:46]

[End_of_Page]

Act_ID#4.2.2 Demonstration [Hypertext & video]

This demonstration video gives you ideas on how you can incorporate Digital Educational Games in your EFL class to promote learning and engage learners. It suggests specific gamified activities which can easily be modified to tailor your class needs.

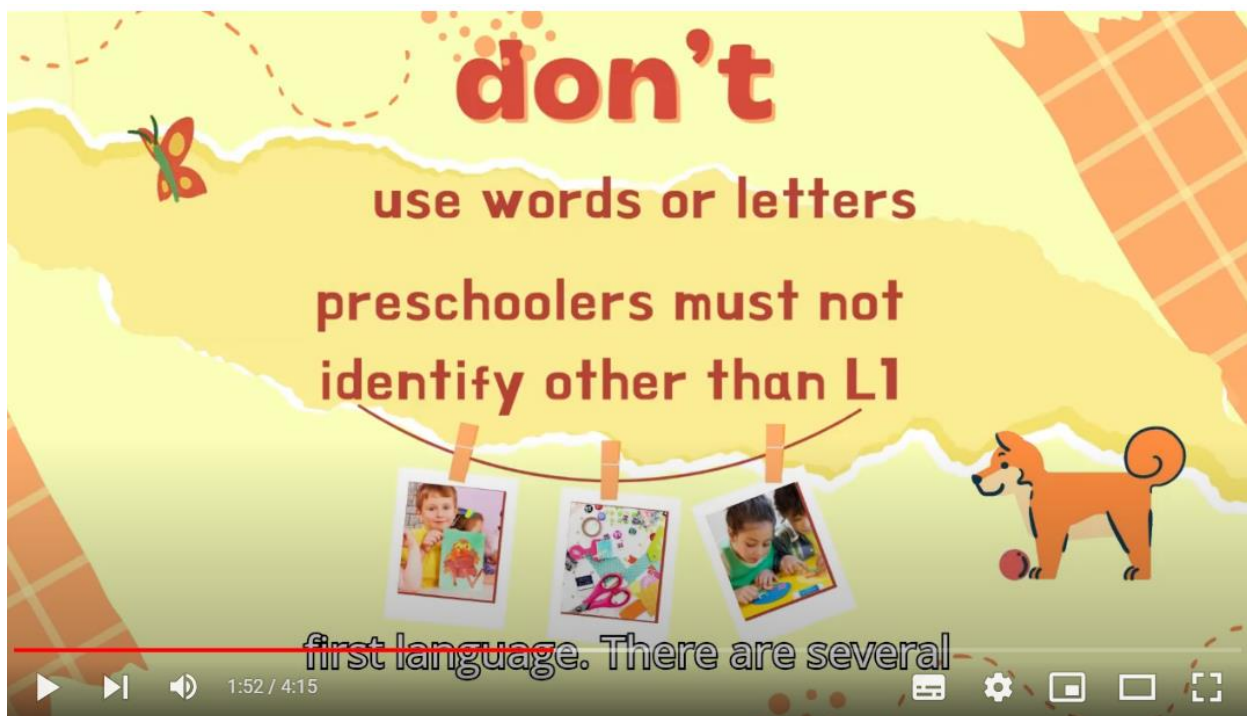


Figure 120-Let's play and learn video

Let's Play and Learn (created by the micro-MOOC designer with CanvaForEducation and ClipChamp)

<https://www.youtube.com/watch?v=jaquHkC1B-o> [4:15]

[End_of_Page]

Act_ID#4.2.3 Practice [Padlet & Word Cloud]

Padlet

Use the following Padlet to express your opinion on Digital Educational Games and mention some of their benefits. Then, read your co-trainees answers and comment on at least one of them.

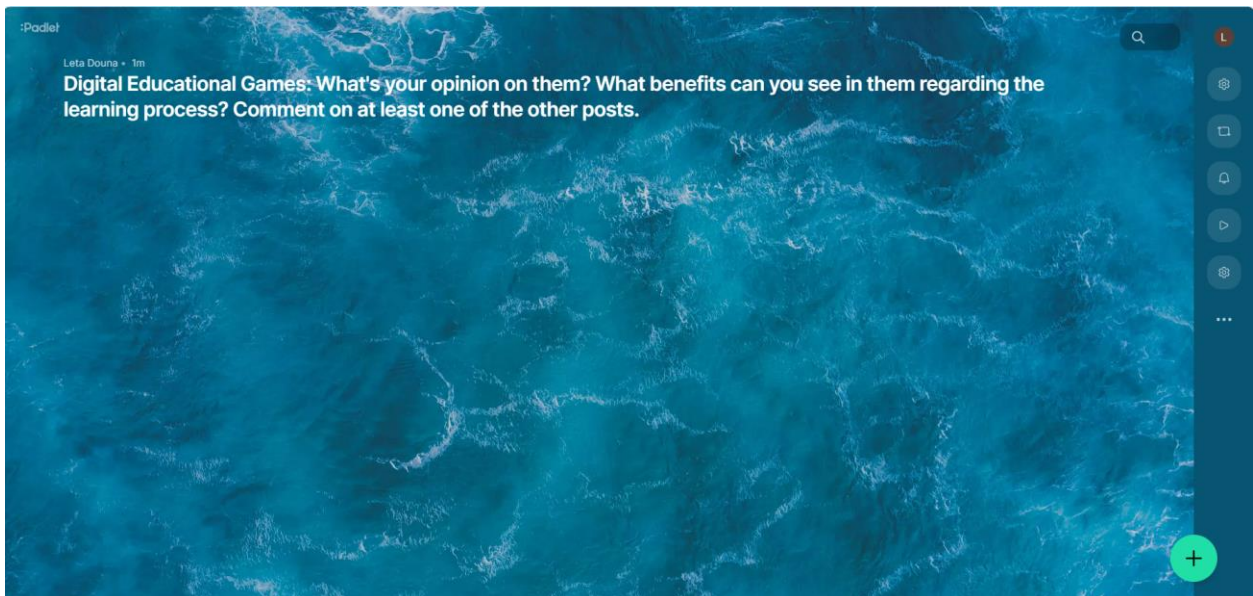


Figure 121-Padlet 4.2.3

<https://padlet.com/my-exquisite-padlet-mraej6dx82cdiew>

WordCloud

Write the names of 4 Digital Educational Platforms you heard in this Module’s videos.

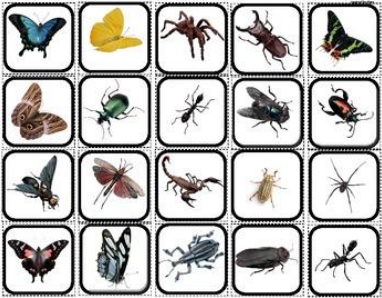
[End_of_Page]

Act_ID#4.2.4 Self-Assessment Activity [DropDown Problem]

1. You are an EFL early childhood education teacher, and you want to create Digital Education Games for your students to revise classroom objects vocabulary. Choose from all the following DropDown Menus the answers that are correct.

Table 17-DropDown problem 4.2.4 question 1

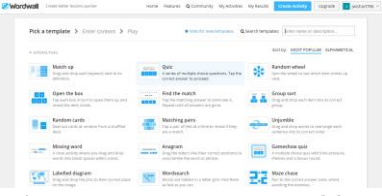
<input type="checkbox"/> I will make a digital memory card game using flashcards and audio boxes so that children develop their listening skills as well.		<input type="checkbox"/> I will make a digital quiz in which the question will be an audio clip pronouncing the word and the answers will be cards writing classroom objects. Students will be asked to choose the word they hear.This way I will assess their reading
<input type="checkbox"/> I will make some audio clips in the interactive board		

<p>in which different classroom objects will be heard, and ask students to find these items in the classroom.</p>		<p>skills.</p> <p><input type="checkbox"/> I will make a digital quiz in which the question will be an audio clip pronouncing the word and the answers will be flashcards showing classroom objects. This way I can make sure that children can associate the sound with the object.</p>
<p><input type="checkbox"/> I will make a digital “matching pairs” activity with half of the classroom objects I have taught and a digital “spin the wheel” activity with the other half, so that students practice all set words in various ways without getting bored.</p> <p><input type="checkbox"/> I will use all the set words in one digital activity and then give it to the children again in different templates.</p>	 <p>Figure 122-DropDown problem 4.2.4 question 1</p>	<p><input type="checkbox"/> I will make a digital “spin the wheel” activity with classroom objects, spin the wheel myself to save time and ask students to name the objects.</p> <p><input type="checkbox"/> I will make a digital “spin the wheel” activity with classroom objects and set a digital timer. Students will be coming to spin the wheel and will have to name the object before time runs out.</p>

2. You are an EFL early childhood education teacher, and you want to revise insects vocabulary, using an existing activity in Wordwall.net created by another teacher. Choose from all the following DropDown Menus the answers that are correct.

Table 18-DropDown Problem 4.2.4 question 2

<p><input type="checkbox"/> The digital activity I will use entails some insects which my students haven't been taught yet, but that's OK because it's a great opportunity for them to expand their vocabulary.</p>		<p><input type="checkbox"/> The digital activity I will use should be devoid of sound effects and colourful patterns so that my students are not distracted.</p>
---	--	--

<p><input type="checkbox"/> The digital activity I will use entails some insects which my students haven't been taught yet, but I will modify it and leave only the ones they know. I don't want them to feel discouraged.</p>		<p><input type="checkbox"/> The digital activity I will use should be designed in a pleasant environment with nice patterns and sounds in order to draw children's attention.</p>
<p><input type="checkbox"/> The digital activity I will use can be carried out in pairs or groups so that children are encouraged to interact with each other and develop social skills.</p> <p><input type="checkbox"/> The digital activity I will use should strictly be carried out individually and not in pairs or groups so that I can keep the students quiet.</p>	 <p>Figure 123-DropDown Problem 4.2.4 question 2</p>	<p><input type="checkbox"/> The digital activity I will use shouldn't provide feedback or the correct answers, because it would be preferable if I gave them to my students to make sure they have understood everything I have said.</p> <p><input type="checkbox"/> The digital activity I will use should provide feedback and correct answers, so that students feel they can act independently and autonomously.</p>

[End_of_Page]

4.3 Overview and Self-Assessment of Module 3

[Act_ID#4.3.1 Review \[Hypertext\]](#)

In this module we studied

- the benefits of storytelling in EFL early childhood education and the skills that are developed through it
- the importance of play in children's life
- the effects of Digital Educational Games in teaching a foreign language

and we learned how to

- incorporate narration and storytelling into the learning procedure
- improve our narration skills
- design and create gamified activities to revise specific content
- evaluate existing Digital Educational Games

[End_of_Page]

Act_ID#4.3.2 Εργασία [Open Response Assessment]

Open Response Assessment

Open response assessments can have several possible steps, which appear in the order that you must complete them. You won't be able to proceed to the next step until you've completed the current step.

Enter your answer in the text box below the prompt. You can save your progress by clicking “Save your progress” and return to complete your answer at any time before the due date. (<refer to the due date we have set for the assignment, e.g. Monday, 1 January 2029 02:00 EET>) Once you have submitted your answer, you can no longer edit it.

Assignment

You are an EFL teacher in early childhood education and you want to celebrate World Storytelling Day with your students. You have chosen “The Rainbow Fish” by Marcus Pfister ([The Rainbow fish story Pages 1-17 - Flip PDF Download | FlipHTML5](#)). Design 2 activities:

- 1) a non-digital activity with visual prompts and tactile objects to do after narration
- 2) a Digital Educational activity for the next lesson to revise at least 5 words from activity

1. Write the link for the Digital Educational Activity in the text box below.

Response Self-assessment

Your answer has been submitted. You will receive your mark after completing all the steps and fully evaluating your answer. You must still complete the self-assessment step based on the following rubric:

Self-assessment Rubric

Table 19-ORA rubric Module 3

Criterion	Poor	Fair	Good	Very Good
I designed one non-digital activity and one Digital Educational activity	I didn't complete designing any of the 2 activities (0 points)	I designed only 1 activity (either the Digital Educational or the non-digital one) (1 point)	I designed 2 activities of the same type (2 Digital Educational Activities or 2 non-digital activities). (3 points)	I designed one non-digital activity and one Digital Educational activity (5 points)
I designed a non-digital activity using visual prompts and tactile objects to do after narration	I designed a non-digital activity without any visual prompts or tactile objects to do before or during narration (0 points)	I designed a non-digital activity without any visual prompts or tactile objects to do after narration (1 point)	I designed an activity with only one kind of elements (visual prompts or tactile objects) to do after narration (3 points)	I designed a non-digital activity using visual prompts and tactile objects to do after narration (5 points)
I designed a Digital Educational activity to revise	I designed a Digital Educational activity to revise	I designed a Digital Educational activity to revise	I designed a Digital Educational activity to revise	I designed a Digital Educational activity to revise

Criterion	Poor	Fair	Good	Very Good
at least 5 words from activity 1	0 words from activity 1. (0 points)	1 or 2 words from activity 1. (1 point)	3 or 4 words from activity 1. (3 points)	at least 5 words from activity 1 (5 points)

[End_of_Page]

Act_ID#4.3.3 Checklist: Μπορώ να το κάνω... [Poll, Word Cloud]

Answer the questions in the following **Poll** to assess your skills at storytelling and Digital Education Games.

1. I can make use of most storytelling techniques to draw students' attention.

- I can't
- I am not sure
- I definitely can



**Figure 124-Checklist
Module 3 question 1**

2. I can create Digital Educational Games to revise previously taught material.

- I can't
- I am not sure
- I definitely can



**Figure 125-Checklist
Module 3 question 2**

3. I can evaluate Digital Educational Games created by others and decide whether they suit my students' needs.

- I can't
- I am not sure
- I definitely can



**Figure 126-Checklist
Module 3 question 3**

WordCloud

Based on the material you studied in Module 3 and the videos you watched, write the names of **3 Platforms** that are used for creating **Digital Educational Games**.

[End_of_Page]

Act_ID#4.3.4 [Discussion Forum]

We encourage you to further develop your response on Digital Educational Games in the previous activity (Poll & WordCloud) in the following discussion task, posting your thoughts on the discussion board.

You can talk about :

- 1) What are some Digital Educational Games' elements that make them successful and appealing to learners?
- 2) Based on your experience, what would be a type of Digital Activity that your students would find appealing?

[End_of_Page]

4.4 Additional Study Material

Act_ID#4.4.1 Suggestions for further Training

- 1) [The Art of Storytelling | Coursera](#)
- 2) [Get Interactive: Practical Teaching with Technology | Coursera](#)

[End_of_Page]

Day 5: Module 4- “Working Together: Cooperation among educators and what it can offer”

5.0 Introduction to Module 4

Act_ID#5.0.1 Learning Outcomes of Module 4 [Hypertext & Poll]

Upon completing the micro-MOOC, the trainee will be able to

LO4 (EVALUATE): to value teamwork and partnership among teachers within the same classroom.

LO4 is broken down to

- **LO4.1** The trainee can identify the value of co-teaching for effective classroom management.
- **LO4.2** The trainee can cooperate with pre-school teachers for the design and implementation of CLIL scenarios.

Poll

This is a short Poll which enables you to check your prior knowledge on the topic. Choose the answer, which is closer to what you believe, bearing in mind that there are no right or wrong answers.

1. Co-teaching has several benefits for both educators and learners if the former have pedagogical awareness.
 - I totally agree
 - I’m not sure
 - I disagree
2. CLIL scenarios cannot be implemented in early childhood education.
 - I totally agree
 - I’m not sure
 - I disagree



Figure 127-Poll 5.0.1 question 1



Figure 128-Poll 5.0.1 question 2

[End_of_Page]

5.1 The benefits of co-teaching in classroom management.

Act_ID#5.1.1 Presentation [Hypertext & video]

Study the following infographic (created with CanvaForEducation) with information from the paper “Examining Early Childhood Teachers’ Perspectives of Collaborative Teaching with English Language Teachers” (<https://link.springer.com/article/10.1007/s42321-021-00102-5>) and “CO-TEACHING: PRESCHOOL TEACHERS’ INSIGHTS ABOUT THE EFL CO-ACTING PRACTICE” (*Co-teaching, preschool teachers' insights.pdf (pedagogica.edu.co)) to find out information on co-teaching and cooperation between English Language Teachers and Early Education Teachers.

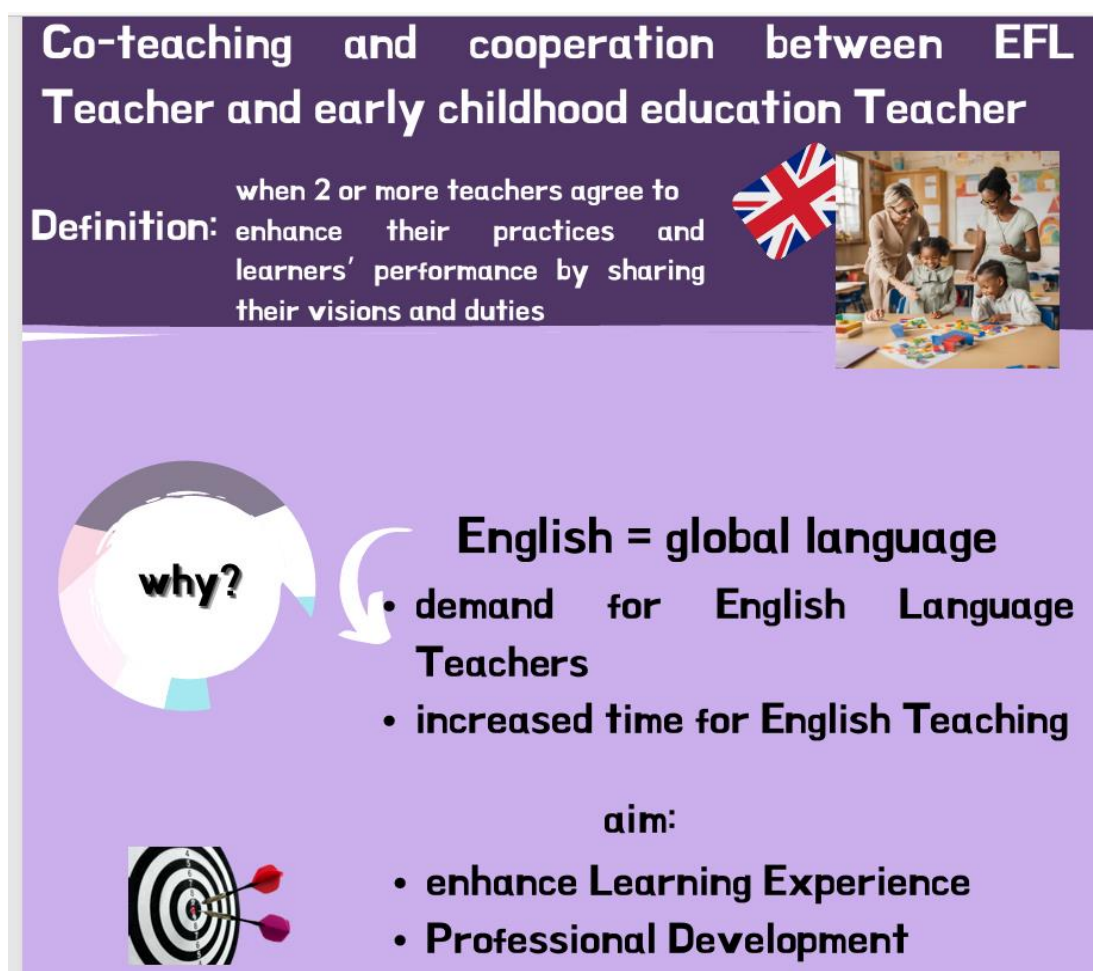


Figure 129-Infographic 5.1.1 page 1

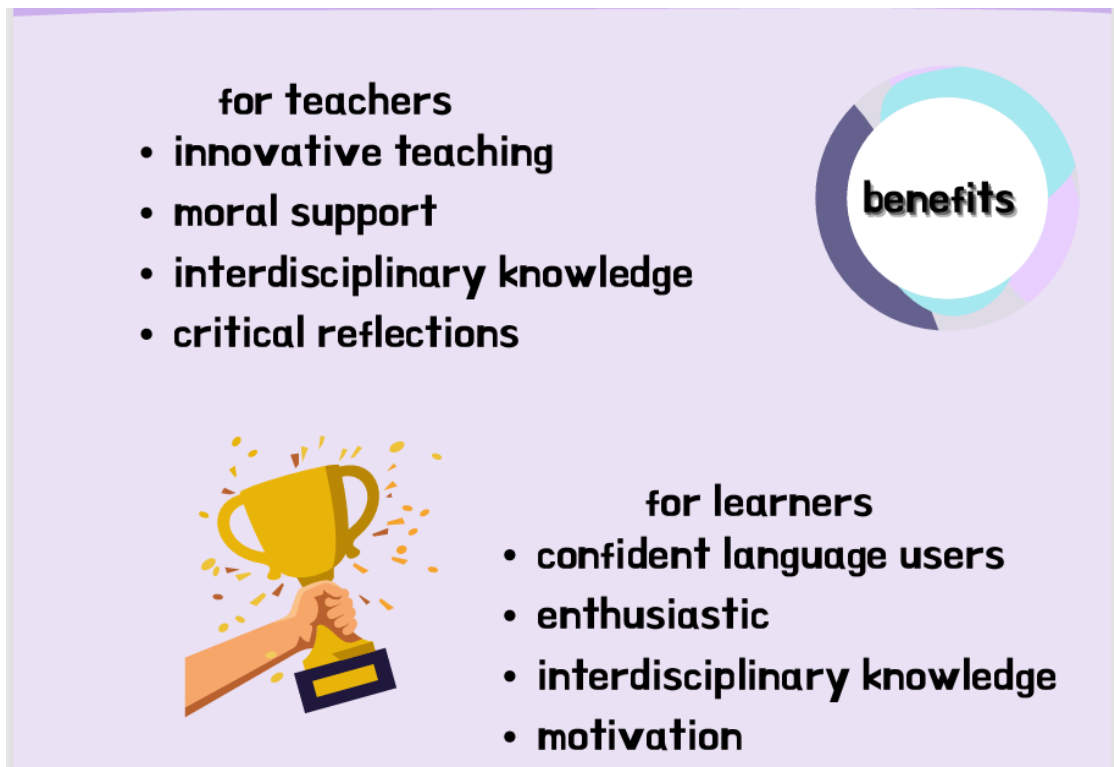


Figure 130-Infografic 5.1.1 page 2



Figure 131-Infografic 5.1.1 page 3

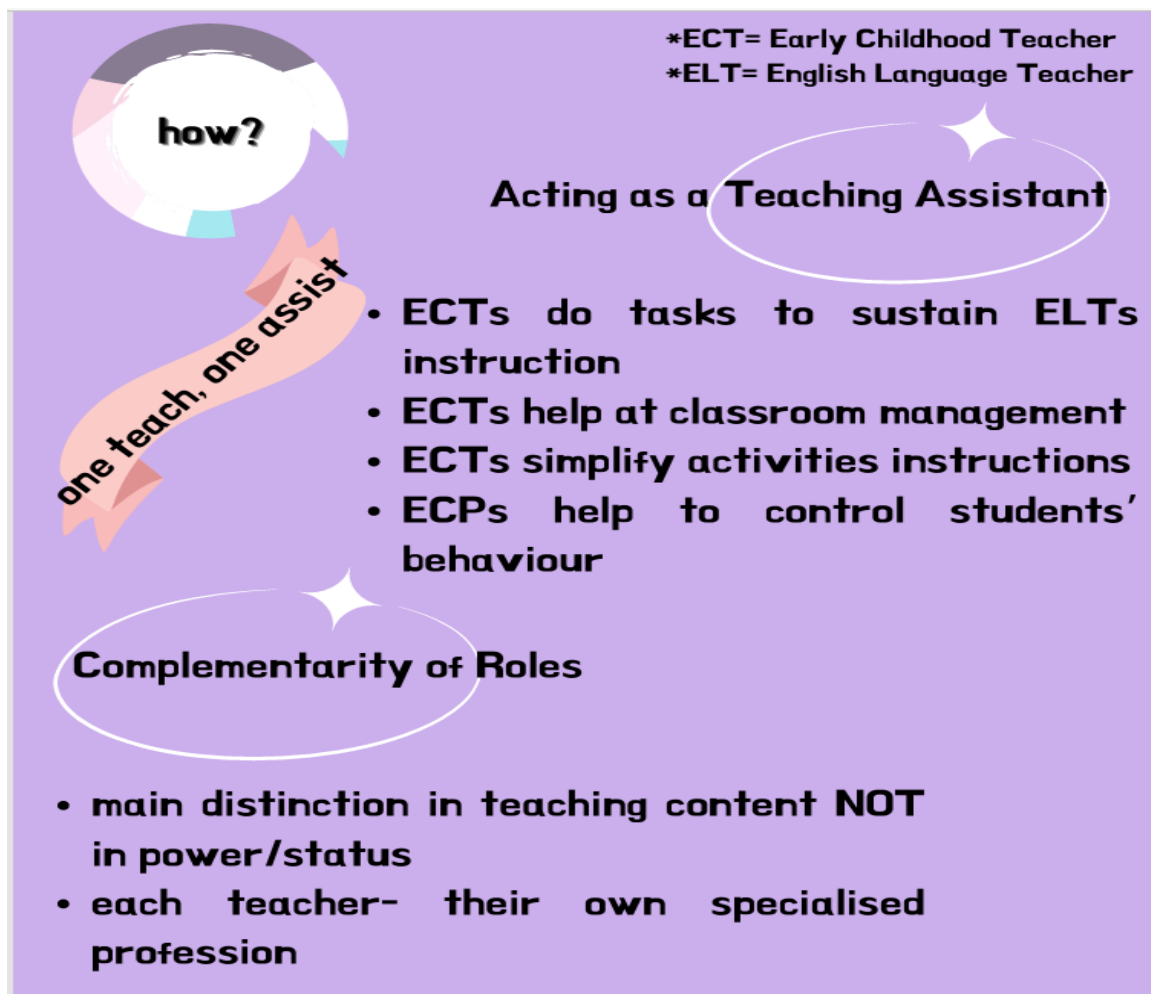


Figure 132-Infografic 5.1.1 page 4

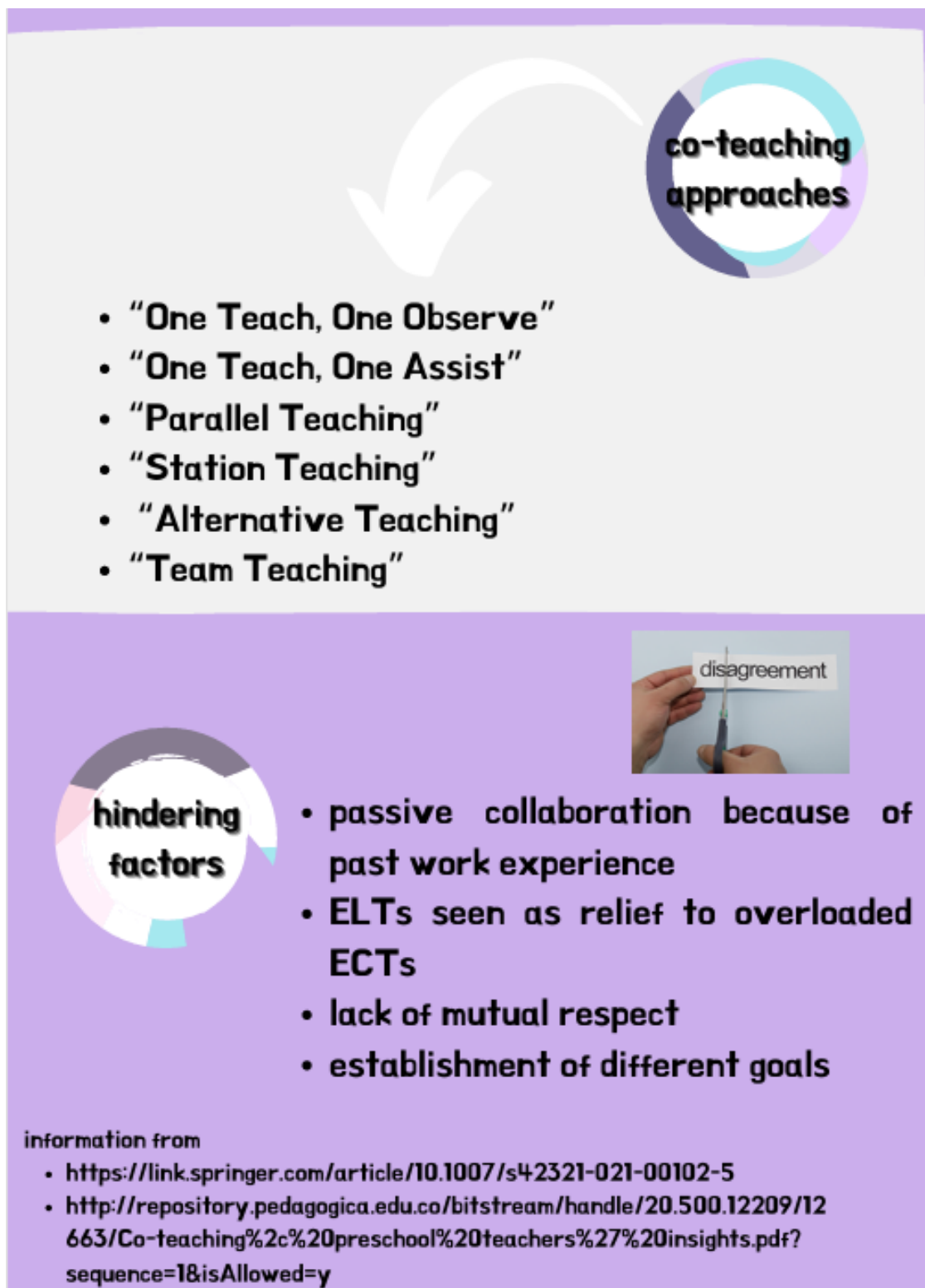


Figure 133-Infografic 5.1.1 page 5

Co-Teaching and cooperation between EFL teacher and Early Childhood Education Teacher
(Infographic created by the micro-MOOC designer with Canva for education)

https://www.canva.com/design/DAGM_TjMkxo/irmbGBWfHmyixU45T9mX1w/

[End_of_Page]

In the following video you are going to learn how co-teaching works in practice. Examples of how the two educators can cooperate for the enhancement of learning and how effective classroom management is achieved, are discussed.



Figure 134-Co-teaching video

*Co-teaching for the benefit of effective classroom management
(created by the micro-MOOC designer with CanvaForEducation and ClipChamp)*

<https://www.youtube.com/watch?v=qTkQOgZhd7A> [3:50]

[End_of_Page]

Act_ID#5.1.3 Practice [Matching pairs - Wordwall.net External Tool & WordCloud]

1. Complete the following activity with Matching Pairs in Wordwall.net, to match the actions of the preschool or the EFL teacher with the effects they have on students or on each other, in terms of co-teaching.

0:17

The EFL teacher addresses the ECT whenever they need help and the ECT provides this help and assistance.

The ECT and the EFL teacher organise and carry out some activities together.

The ECT suggests that students ask the EFL for permission to do something during the English lesson.

The ECT talks to the students and prepares them for the English lesson by having them sit down in a circle.

The ECT sits in the circle with the students during the English lesson, behaving as if he/she were a student.

The ECT makes suggestions on how an activity could be explained to the students.

The EFL teacher gains knowledge regarding the way instructions should be given to preschoolers in order to be understood.

Students learn that they need to behave the same when the ECT or the EFL teacher instruct them.

The ECT shows respect for the EFLteacher's work, suggesting that students do the same.

The ECT shows that during the English class the ELT is in charge and responsible for making decisions.

Students feel secure and confident and develop their skills in a holistic way.

The two educators show mutual respect for each other.

Switch template

Matching pairs

Match up

Find the match

Quiz

Gameshow quiz

Show all

Match the actions of the preschool or the EFL teacher with the effects they have on students or on each other.

Figure 135-Wordwall.net 5.1.3

<https://wordwall.net/resource/77063069/match-the-actions-of-the-preschool-or-the-efl-teacher>

WordCloud


Based on the study material of this section write 4 benefits either for teachers or learners that co-teaching has.

[End_of_Page]

Act_ID#5.1.4 Self-assessment [DropDown Problem & Discussion]

1. You are an EFL teacher that comes to teach at a state preschool in the middle of the year. Although you have teaching experience in general, it is your first time teaching early childhood education, and you have some difficulties with classroom management. Choose from all the following DropDown Menus the options that are correct.

Table 20-DropDown Problem 5.1.4 question 1

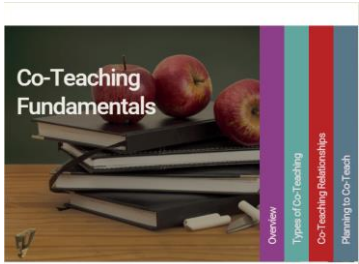
<p><input type="checkbox"/> I ask the early childhood education teacher to brief me on the students, mentioning anything he or she believes I should know about them.</p> <p><input type="checkbox"/> I tell the early childhood education teacher that I do not need any help and that I will find out myself whatever I need to know.</p>		<p><input type="checkbox"/> I encourage the ECT to take a break and deal with any other work they have to do while I am there.</p> <p><input type="checkbox"/> I encourage the ECT to sit with the children in the circle and make suggestions whenever they feel that they have an idea that could be better applied in the classroom.</p>
<p><input type="checkbox"/> I ask the ECT to not interfere with my students while I am there, because if he/she does, the students will not respect me.</p> <p><input type="checkbox"/> I kindly ask the ECT to help me with students because he /she knows</p>	<p></p> <p>Figure 136-DropDown problem 5.1.4 question 1</p>	<p><input type="checkbox"/> The ECT encourages me to incorporate action and movement in the lesson because children learn better this way, but I am worried that if I do, I will have difficulty controlling children's behaviour later.</p> <p><input type="checkbox"/> The ECT encourages me to incorporate action and movement in the</p>

<p>them longer than I do, and they have more experience in preschool teaching than me.</p>		<p>lesson because children learn better this way, so I follow their advice but ask them to help me with discipline issues because children do not know me well enough yet and might misbehave.</p>
--	--	--

2. You are an EFL teacher at preschool but your collaboration with the ECT sometimes isn't functioning properly. Choose from all the following DropDown Menus the options that are correct.

Table 21-DropDown Problem 5.1.4 question 2

<p><input type="checkbox"/> The ECT doesn't interfere if I don't ask for help, because he/she doesn't care enough and even takes pleasure from seeing me in distress.</p> <p><input type="checkbox"/> The ECT doesn't interfere if I don't ask for help, because maybe their collaboration with the previous EFL teacher was on a different basis and</p>		<p><input type="checkbox"/> The ECT interferes with my lesson all the time even when children behave themselves and the lesson runs smoothly. So I just ignore them and continue the instruction the way I feel is right.</p> <p><input type="checkbox"/> The ECT interferes with my lesson all the time even when children behave themselves and</p>
---	--	---

<p>they might expect from me to ask for help when I need it.</p>		<p>the lesson runs smoothly, so I'm thinking of talking to him/her; maybe we have set different lesson objectives, so a talk will clear things out and improve the situation.</p>
<p><input type="checkbox"/> The ECT leaves the classroom when I start the lesson saying that they have lots of other tasks to complete while I'm there. I encourage them to deal with it in the classroom, so that they can assist me if I need something.</p> <p><input type="checkbox"/> The ECT leaves the classroom when I start the lesson saying that they have lots of other tasks to complete while I'm there. I'm thinking of talking to our Supervisor and asking them to talk to the ECT.</p>		<p><i>Figure 137-DropDown problem 5.1.4 question 2</i></p>

Discussion

Based on the material presented to you in this section by means of the Infographic and the video, write a paragraph in the Forum discussing the benefits of co-teaching.

[End_of_Page]

5.2 Teaching English to Preschool using CLIL scenarios.

Act_ID#5.2.1 Presentation [Hypertext & Infographic]


Study the following Infographic (created with CanvaForEducation) to find out about CLIL Scenarios, their advantages and disadvantages, and the main principles for designing them.

EFL early childhood education

CLIL Definition : Content and Language Integrated Learning
or in other words “teach cross-curricular material in a Foreign or Second Language”

Introduction

- **when:** 1990's
- **where:** Europe
- **why:** language teaching methodology
- **what:** language and content learning



guidelines

- teachers use the target language and L1 (mother tongue) where necessary
- slow pace of speaking with sort phrases, pauses between sentences, repetition and paraphrasing
- miming, gestures, body language
- student-centred approach




Figure 138-Infographic 5.2.1 page 1

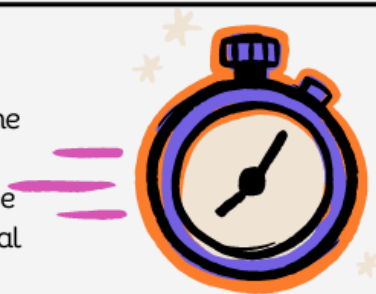
4Cs framework= basis for preparing CLIL lessons

- **Content** : personalised learning, students gain AND build knowledge and skills
- **Cognition** : students make explanations of the content
- **Communication** : target language must be related to the learning framework, students should learn and recreate the content associated with a clear and accessible language
- **Culture** : intercultural awareness is the core in CLIL



advantages

- motivation: if interested in the topic, they learn the target language for a purpose
- meaningful learning in learning the foreign language
- supportive environment for unconscious and natural language acquisition
- subject-specific vocabulary is taught



disadvantages

- lack of ELTs subject knowledge
- absence of materials- lots of time required to make them
- if CLIL lesson is not well planned -students will not understand the subject nor learn the target language



Figure 139-Infographic 5.2.1 page 2

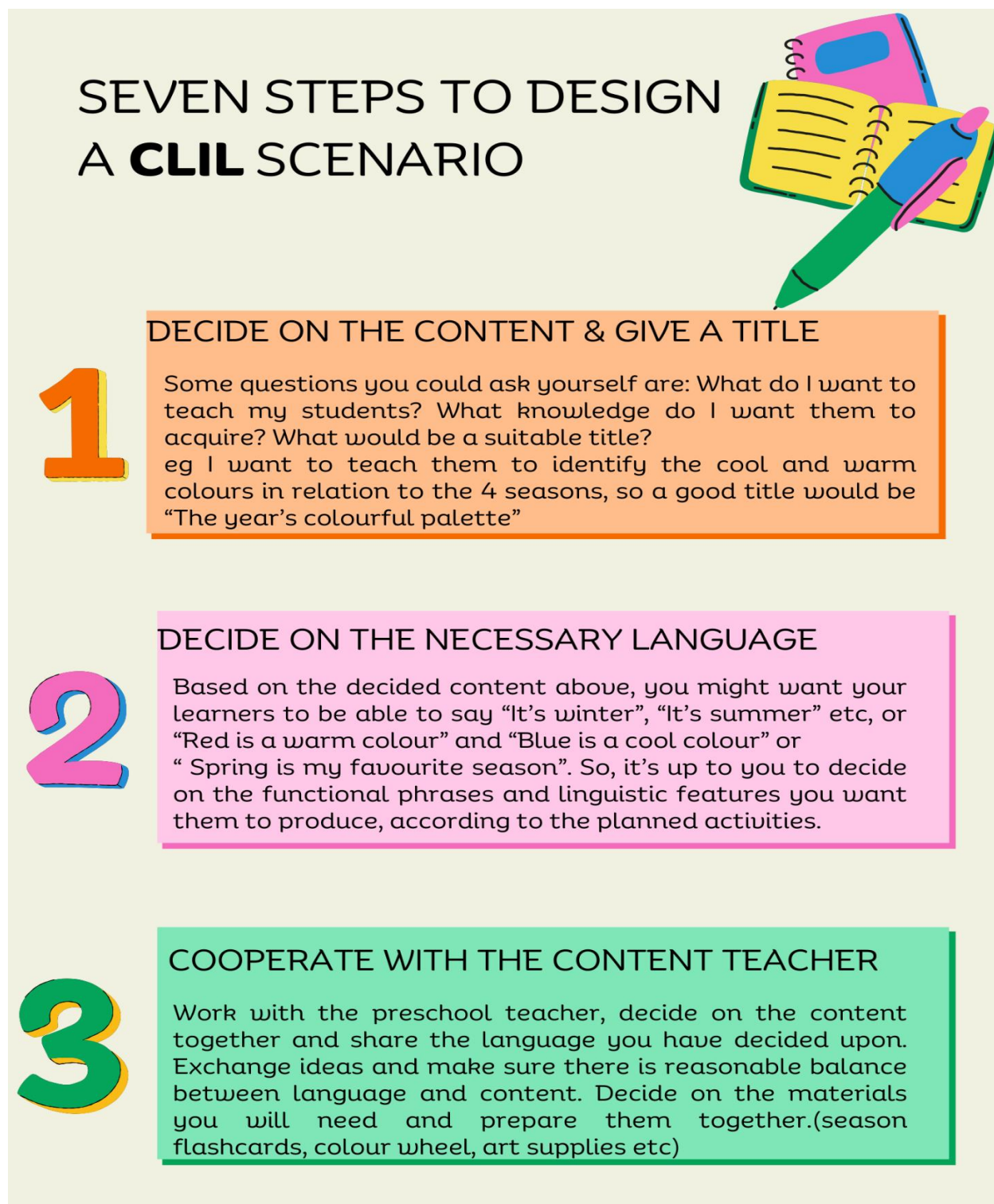
EFL Early Childhood Education and CLIL

(Infographic created by the micro-MOOC designer with Canva for education)

https://www.canva.com/design/DAGNHYqcNdg/liXjB1Wlo3dq8tZ_fwuLdA/edit?utm_content=DAGNHY

[End_of_Page]

Study the following “Step by Step Guide” poster (created with CanvaForEducation) to see suggestions on how a CLIL scenario can be designed. Follow the steps and hints so as to familiarise yourself with the process.



SEVEN STEPS TO DESIGN A **CLIL** SCENARIO

- 1** **DECIDE ON THE CONTENT & GIVE A TITLE**

Some questions you could ask yourself are: What do I want to teach my students? What knowledge do I want them to acquire? What would be a suitable title?
eg I want to teach them to identify the cool and warm colours in relation to the 4 seasons, so a good title would be “The year’s colourful palette”
- 2** **DECIDE ON THE NECESSARY LANGUAGE**

Based on the decided content above, you might want your learners to be able to say “It’s winter”, “It’s summer” etc, or “Red is a warm colour” and “Blue is a cool colour” or “ Spring is my favourite season”. So, it’s up to you to decide on the functional phrases and linguistic features you want them to produce, according to the planned activities.
- 3** **COOPERATE WITH THE CONTENT TEACHER**

Work with the preschool teacher, decide on the content together and share the language you have decided upon. Exchange ideas and make sure there is reasonable balance between language and content. Decide on the materials you will need and prepare them together.(season flashcards, colour wheel, art supplies etc)

Figure 140-Infographic 5.2.2 page 1

4

PLAN CAREFULLY

Connect what you want to teach with previous lessons or other classes; for example, when introducing the seasons, you can say : “How’s the weather today? Is it hot or cold? When it it hot? In summer or winter?”

Or “Remember when we were making a rainbow with building blocks?” when referring to colours.

5

EXPLAIN THE RATIONALE FOR THE SCENARIO

Be prepared to explain why you consider the target content and language important. What will students gain from the particular scenario? How will these skills help them? What other classes or activities can they be related with?

6

DESIGN THE ACTIVITIES

Make sure that your activities are multimodal. Use audio, video, pictures and tactile objects. Start by engaging learners with a song, talk about the seasons and make connections between winter and cool colours, summer and warm colours or objects etc. Include an interactive game/activity, and an art project or experiment, so that children learn by doing.

7

ASK A FOLLOW UP QUESTION

As the lesson ends, ask students a question to make sure that they have assimilated the language and content presented to them, or play a game including action and moving.

Figure 141-Infographic 5.2.2 page 2

Seven steps to design a CLIL scenario

(step by step guide created by the micro-MOOC designer with Canva for education)

https://www.canva.com/design/DAGNlyvcluU/3EHTq7G4ooBrvysisJhoAQ/edit?utm_content=DAGNlyv

[End_of_Page]

Act_ID#5.2.3 Practice [Fill in the blank - LearningApps External Tool & Multiple Choice Questions]

1. Fill in the blanks in the following exercise in LearningApps, regarding CLIL scenarios.

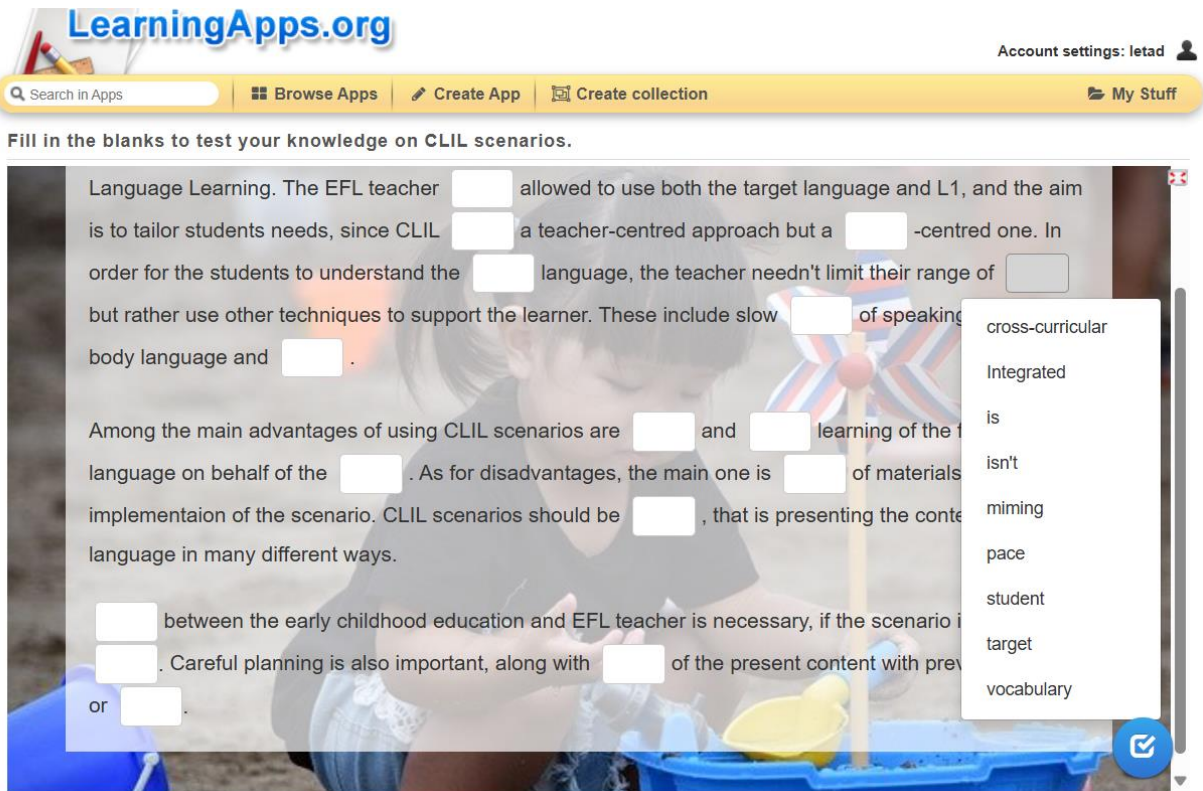


Figure 142-LearningApps 5.2.3

<https://learningapps.org/watch?v=pdd81banv24>

2. Answer the following multiple-choice questions about CLIL scenarios.

1. The 4CS framework is the basis for CLIL scenarios.

a) **preparing**

b) executing

2. When learners are interested in the topic, they learn the language for a purpose.

- a) **Target**
 - b) first
3. The 4Cs framework initials stand for Content Cognition Communication
.....
- a) Cultivation
 - b) **Cultural**
4. When implementing CLIL scenarios language acquisition isand natural.
- a) **unconscious**
 - b) International
5. When designing a CLIL scenario, you should be able to explain theof the scenario.
- a) **rationale**
 - b) procedure

[End_of_Page]

Act_ID#5.2.4 Self-Assessment Activity [DropDown problem and List the steps-LearningApps External Tool]

1. You are an EFL teacher in preschool and want to implement a CLIL scenario in the thematic area of winter and the topic of clothes. Choose from all the following DropDown Menus the answers that are correct.

Table 22-DropDown problem 5.2.4

<input type="checkbox"/> I will plan the scenario and implement it with the help of the early childhood education		<input type="checkbox"/> I needn't plan the activities in advance, I can see how the lesson goes and decide about the
---	--	---

teacher.

I will plan and implement the scenario on my own, because it will be executed during the English session.

I will plan the scenario regarding the language I want the children to acquire and the preschool teacher will decide on the content to be taught. Then we can implement the scenario together.

The scenario needs to be planned collaboratively and both teachers should decide on the activities and the content. Also, I will let the preschool teacher know of the language and phrases I want the students to acquire, because he/she might have some interesting suggestions to make.



Figure 143-DropDown problem 5.2.4

activities on the spot.

I need to plan the activities carefully beforehand so that I can have the necessary material ready.

The activities entailed in the CLIL scenario should bear some connection with content that students have been taught in the past so that they can more easily assimilate new knowledge.

All activities entailed in the CLIL scenario should be new and bear no resemblance with tasks that students have done in the past.

- List the steps. Complete the following activity in LearningApps, to put the steps involved in the creation of a CLIL scenario in the correct order.

Figure 144-LearningApps 5.2.4

[List the steps. \(learningapps.org\)](https://www.learningapps.org)

[End_of_Page]

5.3 Overview and Self-Assessment of Module 4

[Act_ID#5.3.1 Review \[Hypertext\]](#)

In this module we studied

- the benefits of co-teaching both for the educators and the learners
- the importance of cooperation between the preschool teacher and the English teacher in effective classroom management

- the basic guidelines on designing a CLIL scenario

and we learned how to

- address challenges and classroom management issues by collaborating with the preschool teacher
- design a CLIL scenario for the EFL preschool class

[End_of_Page]

Act_ID#5.3.2 Εργασία [Open Response Assessment]

Open Response Assessment

Open response assessments can have several possible steps, which appear in the order that you must complete them. You won't be able to proceed to the next step until you've completed the current step.

Enter your answer in the text box below the prompt. You can save your progress by clicking “Save your progress” and return to complete your answer at any time before the due date. (<refer to the due date we have set for the assignment, e.g. Monday, 1 January 2029 02:00 EET>) Once you have submitted your answer, you can no longer edit it.

Assignment

You are an EFL teacher making a CLIL scenario with the title “What’s for lunch? ”.

Design an activity for the scenario including content from 2 thematic areas of your choice, which requires cooperation with the early childhood education teacher. In your activity you should incorporate at least 3 diverse ways of presenting the material (to satisfy the requirement of multimodality), establish connection with previously taught material and entail a task related to real-life situations.

Response Self-assessment

Your answer has been submitted. You will receive your mark after completing all the steps and fully evaluating your answer. You must still complete the self-assessment step based on the following rubric:

Self-assessment Rubric

Table 23-ORA rubric Module 4

Criterion	Poor	Fair	Good	Very Good
I designed an activity for the scenario including content from 2 thematic areas, which requires cooperation with the early childhood education teacher	I didn't design an activity including content from any thematic areas, which requires cooperation with the early childhood education teacher	I designed an activity for the scenario including content from 1 thematic area, which doesn't require cooperation with the early childhood education teacher	I designed an activity for the scenario including content from 1 thematic area, which requires cooperation with the early childhood education teacher	I designed an activity for the scenario including content from 2 thematic areas, which requires cooperation with the early childhood education teacher
	(0 points)	(1 point)	(3 points)	(5 points)
In the activity I designed, I incorporated at least 3 different ways of presenting the material	I didn't design an activity in which I incorporated different ways of presenting the material	In the activity I designed, I incorporated 1 way of presenting the material	In the activity I designed, I incorporated at least 2 different ways of presenting the material	In the activity I designed, I incorporated at least 3 different ways of presenting the material
	(0 points)	(1 point)	(3 points)	(5 points)

Criterion	Poor	Fair	Good	Very Good
In the activity I designed I established connection with previously taught material and entailed a task related to real-life situations	I didn't design an activity in which I established connection with previously taught material or entailed a task related to real-life situations (0 points)	In the activity I designed I didn't establish connection with previously taught material, nor I entailed a task related to real-life situations (1 point)	In the activity I designed I established connection with previously taught material or entailed a task related to real-life situations (3 points)	In the activity I designed I established connection with previously taught material and entailed a task related to real-life situations (5 points)

[End_of_Page]

Act_ID#5.3.3 Checklist: Μπορώ να το κάνω... [Poll, Word Cloud]

Answer the questions in the following **Poll** to assess your skills at effective collaboration with the early childhood education teacher in the classroom and design of CLIL scenarios.

- I can ask for help or accept help from the preschool teacher when I have difficulties in classroom management.
 - I can't
 - I am not sure
 - I definitely can



Figure 145-5.3.3 Poll 1

2. I can collaborate effectively with the early childhood education teacher.

- I can't
- I am not sure
- I definitely can



Figure 146-5.3.3 Poll 2

3. I can apply the basic guidelines for creating a CLIL scenario.

- I can't
- I am not sure
- I definitely can

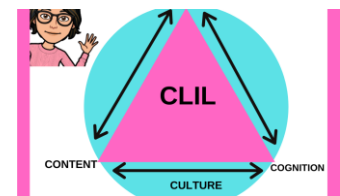


Figure 147-5.3.3 Poll 3

WordCloud

Based on the material you studied in Module 4 write 4 personal or interpersonal factors which affect the success or not of co-teaching.

[End_of_Page]

Act_ID#5.3.4 [Discussion Forum]

We encourage you to further develop your response on co-teaching in the previous activity (Poll & WordCloud) in the following discussion task, posting your thoughts on the discussion board.

You can talk about :

1. How one of the factors you mentioned affects the effectiveness of co-teaching?
2. What might be some reasons why co-teaching can be passive?

[End_of_Page]

5.4 Additional Study Material

Act_ID#5.4.1 Suggestions for further Training

1. [CLIL: A lesson framework | TeachingEnglish | British Council](#)
2. [CLIL Courses for Teachers: Specialized TEFL/TESOL Certification in Content and Language Integrated Learning | Bridge TEFL](#)

[End_of_Page]

Day 6: Final Assessment Quiz of the micro-MOOC

6.0 Instructions on the Final Assessment Quiz of the micro-MOOC

Act_ID#6.0.1 Instructions on the Final Assessment Quiz of the micro-MOOC [Hypertext]

Your final grade at the lesson is the score you get at the final Quiz. In order for the course to be considered successfully completed you must achieve a minimum score of 80%.

There are 5 questions for each Module which include:

- Multiple Choice Questions with only one correct answer
- Multiple Choice Questions with more than one correct answers
- True/False questions

There is no time restriction for the completion of the Quiz. With the exception of True/False Questions, you can answer all the other Questions in 2 attempts.

By clicking on the “check” button you will have made your first attempt. If it is False, you can try once more and click on the “Final Submission”.

Submitting the Quiz will take less than 45 minutes, but it can earn you a Certificate.

[End_of_Page]

6.1 Final Assessment

Act_ID#6.1.1 Final Assessment [Quiz]

1. What led James Asher to come up with the TPR method?
 - **his determination to find a way to use the whole of our brain in Language Learning**
 - his curiosity to find out how each of our hemispheres functions
 - his will to have students pick up vocabulary and grammar structures at an early age
 - his knowledge that our left hemisphere controls Language learning
2. One of the major functions of the right hemisphere is controlling our bodies movement
 - **True**
 - False
3. When implementing the Total Physical Response method it is essential that the teacher repeats the previous words every time he/she introduces a new key term
 - **True**
 - False
4. One of the questions you should ask yourself when planning classroom routines is
 - **Do they help students become independent?**
 - **Do they have a clear beginning and end?**
 - Do they keep my students quiet during the lesson?
 - Can they be written on the classroom notice board?
5. Students feel safe in the classroom when they know what to expect (eg. routines)
 - **True**
 - False
6. In differentiated Instruction educators carry out Formative Assessment so as to
 - gather information on students' social background

- decide on grouping forms for activities
 - **understand each student's abilities and interests**
 - determine the Instruction pace to be used in the class
7. Why is adaptability an important quality for teachers?
- because it helps them group their students according to their cognitive skills
 - **because it helps them modify and adjust planned activities to tailor their learners' diverse needs**
 - because it helps them choose different activities for each student
 - **because it helps them adjust instruction pace to support the learners**
8. What do you do if you have planned an activity, but your students find it too easy and as a result boring?
- I skip the activity and do something else instead
 - I suggest an activity that I know they won't like so as to convince them to proceed with the one I have planned
 - I make it more elaborate by adding content and material they haven't been taught before to test their competence
 - **I make it more elaborate by adding content and material they have been taught in previous lessons**
9. It's important to let your students choose from the available materials you suggest which ones to use in crafts because
- **they develop critical thinking and problem-solving skills**
 - **they build self-confidence and self-esteem**
 - they develop fine motor skills
 - they develop eye-hand coordination
10. What is an example of fine motor skills?
- **cutting with scissors**
 - deciding on the colours of the project
 - **gluing items**

- squeezing a bottle of glue
11. In order for storytelling to be used as a successful teaching technique you need to enrich the narration in various ways and accompany it with activities.
- **True**
 - False
12. Which of the following cannot be developed through storytelling in early childhood education?
- **writing skills**
 - collaboration skills
 - social skills
 - empathy
13. Young learners are attracted to Digital Educational Games because
- their teachers tell them that they will learn a lot of things through them
 - **these games create a pleasant and stress-free learning environment**
 - they are bored of the traditional and conventional games
 - **these games entail sound effects and animation**
14. It is not acceptable to use a gamified activity in the classroom that has not been created by you.
- True
 - **False**
15. If Digital Educational Games and Storytelling are incorporated into the English lesson
- young learners have difficulty concentrating because of the abundance of stimuli
 - **young learners develop cognitive and social skills**
 - young learners do not gain any new knowledge
 - **young learners increase their attention span**

16. Which of the following is NOT a co-teaching approach?
- “One teach, one observe”
 - “One teach, one assist”
 - “parallel teaching”
 - **“passive teaching”**
17. What is the main difference in the roles of an EFL teacher and an early childhood education teacher?
- **their teaching content**
 - their status
 - their relationship with the students
 - their relationship with their Supervisor
18. When designing a CLIL scenario you must first decide on the language you want learners to acquire and then on the content.
- True
 - **False**
19. In what areas should you collaborate with the preschool teacher when designing a CLIL scenario?
- **the materials you will need and their preparation**
 - **the ways in which the content will be presented**
 - the functional phrases and linguistic features of the foreign language
 - **the way instructions will be given to the students**
20. CLIL scenarios are both the EFL teacher’s and the preschool teacher’s responsibility.
- **True**
 - False

[End_of_Page]

6.2 Instructions on issuing and downloading the micro-MOOC Certificate.


Act_ID#6.2.1 Instructions on issuing and downloading the micro-MOOC Certificate. [Hypertext & Picture]

When you successfully complete the course, you can download your Certificate from the “Progress” tab.

Your progress

Course completion

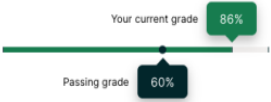
This represents how much of the course content you have completed. Note that some content may not yet be released.



57% completed

Grades

This represents your weighted grade against the grade needed to pass this course.



Your current grade: 86%

Passing grade: 60%

✔ You're currently passing this course

Grade summary

Assignment type	Weight	Grade	Weighted grade
Weekly Check In	0%	39%	0%
Graded Section Questions	30%	91%	27%
Midterm Exam	30%	77%	23%
Final Exam	40%	85%	34%
Your current weighted grade summary			86%

Your certificate is available!

Showcase your accomplishment on LinkedIn or your resume today. You can download your certificate now and access it any time from your [Dashboard](#) and [Profile](#).

[View my certificate](#)

Related links

- [Dates](#)
A schedule view of your course due dates and upcoming assignments.
- [Course Outline](#)
A birds-eye view of your course content.

Figure 148-Progress, issuing the Certificate

[End_of_Page]

[End_of_Topic]

[End_of_micro-MOOC]

Appendix II List of sources for figures in Appendix 1

poll pictures

- poll1.4.1 1 [Daycare and early childhood education in the United States: Research roundup - The Journalist's Resource \(journalistsresource.org\)](#)
- poll 1.4.1 2 [Preschool students playing | Preschool students play together... | Flickr](#)
- poll1.4.1. 3 [NEVER...EVER...GIVE UP HOPE : Do You Applaud Good Behavior and Ignore the Bad? \(batteredhope.blogspot.com\)](#)
- poll1.4.1 4 [Preschool Kids Playing With Toys On Floor Stock Footage SBV-335531633 - Storyblocks](#)
- poll1.4.1. 5 [Digigogy](#)
- poll1.4.1 6 [iStock-494239087.jpg \(2121x1414\) \(hhp-blog.s3.amazonaws.com\)](#)
- poll1.4.1 7 [Preschool games & preschooler play ideas | Raising Children Network](#)
- poll1.4.1 8 [Actividades Infantil, Author at Actividades infantil - Página 12 de 198](#)
- poll 2.3.3 1 [kindergarten is fun | kindergarten is fun and done properly,... | Flickr](#)
- poll 2.3.3 2 [highlight+your+name+highlighters.jpg \(1200x1600\)](#)
- poll 2.3.3 3 [35572089_xxl.jpg \(4961x3508\) \(orientacionandujar.es\)](#)
- poll 3.0.1 1 [Scaffolding | fundowheel.es](#)
- poll 3.0.1 2 [Children honored during a Day for Kids celebration at Hump... | Flickr](#)
- poll 3.3.3 1 [Christina's Kinder Blossoms: St. Patrick's Day Activities](#)
- poll 3.3.3 2 [Questions Students Can Use To Guide Their Inquiry-Based Learning \(teachthought.com\)](#)
- poll 3.3.3 3 [Turkey+Color+Matching+Craft+2.jpg \(646x1002\) \(bp.blogspot.com\)](#)
- poll 4.0.1 1 [Preschool.jpg \(1600x1200\) \(bp.blogspot.com\)](#)
- poll 4.0.1 2 [The Primary Pack: Room on the Broom: a Halloween Freebie!](#)
- poll 4.3.3 1 [The Show Me Librarian: How did you celebrate World Read Aloud Day 2014?](#)
- poll 4.3.3 2 [kindergarten shapes \(learningapps.org\)](#)
- poll 4.3.3 3 [Edtech platform Quizizz mops up USD 31.5 mn in series B funding round \(mybigplunge.com\)](#)
- poll 5.0.1 1 [Olympic Week-Teacher for a Day | 7 Chicago area schools got ... | Flickr](#)
- poll 5.0.2 2 [Clil 4 Steam \(pixel-online.org\)](#)
- poll 5.3.3 1 [ENGLISH IS EASY! ENGLISH IS OK!: The most important classroom rules for the year 4 students \(katriniblogi.blogspot.com\)](#)
- poll 5.3.3 2 [Today was Emily's last day with her 1st preschool teacher ... | Flickr](#)
- poll 5.3.3 3 [The 4 Cs: Content, Cognition, Communication and Culture \(myclilsciencecorner.blogspot.com\)](#)

SELF-ASSESSMENT PICTURES

- self-assessment 2.1.4 1 [Shadowy Transportation Vector Icons 58539 Vector Art at Vecteezy](#)
- self-assessment 2.1.4 2 [How the Two Brain Hemispheres Determine Who You Are - Learning Mind \(learning-mind.com\)](#)
- self-assessment 2.2.4 1 [Daily routines | OER Commons](#)
- self-assessment 3.2.4 1 [Foto4.jpg \(333x500\) \(bp.blogspot.com\)](#)
- self-assessment 3.2.4 2 [Paper Plate Polar Bear Craft \(pinterest.com\)](#)
- self-assessment 4.2.4 1 ["Bugs & Butterflies" 2x2 Picture Flashcards \(autismeducators.com\)](#)
- self-assessment 4.2.4 2 [WordWall - Brilliant Resource!!! \(niteachers.org\)](#)
- self-assessment 5.1.4 1 [Back to School 2012 - U.S. Army Garrison Humphreys, South ... | Flickr](#)
- self-assessment 5.1.4 2 [Co-Teaching Fundamentals | OER Commons](#)
- self-assessment 5.2.4 1 [OUR ENGLISH CLASS: New challenge for Easter: making experiments \(peles2.blogspot.com\)](#)

Appendix III List of websites for the online lessons presented in Chapter 2

openenglishcommunity.org)

[About us | National and Kapodistrian University of Athens](#)

[Coursera | Degrees, Certificates, & Free Online Courses](#)

[Future Learn - Wikipedia](#)

[Future Learn: Online Courses and Degrees from Top Universities](#)

<https://elearning.iep.edu.gr/study/course/view.php?id=511>

<https://elearningekpa.gr/courses/didaskalia-ksenwn-glwsswn-se-paidia-prosxolikhs-kai-prwths-sxolikhs-hlikias>

<https://elearninguoa.org/about>

<https://kedivim.auth.gr/en/home-en/>

<https://kedivim.auth.gr/programs/schediasmos-kai-organosi-anoichton-perivallonton-paichnidion-kai-mathisis-gia-paidia-proscholikh-kai-scholikh-ilikhias/>

<https://kedivim.uniwa.gr/course/psychiki-eyimeria-kai-agogi-vrefon-kai-nipion/>

<https://learninn.cce.uoa.gr/courses/didaskalia-xenon-glosson-proscholiki-ilikhia-3mini-diarkeia/>

<https://learninn.cce.uoa.gr/courses/ekpaidefsi-sti-didaskalia-ton-xenon-glosson-se-paidia-proscholikh-ilikhias-7mini-diarkeia/>

<https://learninn.cce.uoa.gr/sychnes-erotiseis/>

<https://openenglishcommunity.org/page/teaching-english-to-young-learners-teyl>

<https://www.auth.gr/en/>

<https://www.futurelearn.com/courses/teaching-phonics/10/todo/138245>

<https://www.futurelearn.com/microcredentials/learning-through-play>

[TESOL Certificate, Part 1: Teach English Now! | Coursera](#)

[The introduction of the English language in pre-primary education – EAN Programme \(auth.gr\)](#)

[Κέντρο Επιμόρφωσης & Δια Βίου Μάθησης | Σκοπός](#)

[Το Πανεπιστήμιο - Πανεπιστήμιο Δυτικής Αττικής \(uniwa.gr\)](#)

Appendix IV Self-Assessment Criteria of the micro-MOOC (Rubric)

Table 24-Assessment Criteria (Rubric)³

ASSESSMENT CRITERIA			
Part A: Instructional Design			
1. Learning Outcomes (do they serve the purpose of satisfying the chosen Teacher Competences according to Cambridge Framework Competency Statements?)			
2. Constructive Alignment (Learning Outcomes-Assessment Tools)			
3. Appropriateness of the selected Digital Media/Tools for the Educational Activities)			
3a Presentation	3b Demonstration	3c Practice	3d Self-Assessment
4. Duration and Workload (to what extent the designed assignments can be completed within the allocated time)			
5. Clarity of the graphical representation and compatibility with the complete version of the online course in text format -appendix 1)			
Part B: Development			
B1. Effective use of Open EdX features for providing a satisfactory learning experience.			
1. Course Completion: Course Implementation in the Open EdX Platform is aligned with the content material, as presented in the complete version of the online course in text format -appendix 1.			
2. Overall aesthetic result and learning experience. Easy navigation within the course, homogeneity)			
3. Variety of Digital Media / Educational Technology Tools – emphasis on appropriateness and usability for the activities of a) Presentation b) Demonstration c) Practice d) Self-Assessment.			
4. Self-Assessment questions provide feedback to the trainee.			
5. Activities that encourage Interaction with the Community e.g. Discussion Forum.			
B2Content of the micro-MOOC			
6. Evaluation and Overall View of the micro-MOOC (regarding completeness and presentation of information)			

³ Μουγιάκου, Σ. ΨΣ-ΗΜ-721 Εκπαιδευτική Τεχνολογία Εργασία Ε-4 Υποδειγματική Επίλυση

7. The course Content Material is valid ,uptodate and clearly stated.
8. Rules of Academic Ethics have been followed, giving emphasis on intellectual property rights.
9. Selected Educational Activities aim at achieving the set Learning Outcomes.
10. Interactive Educational activities which encourage active participation are entailed.
11. The List of References is uptodate and in alignment with the course(clarity , quality). Content with the appropriate attribution to the creator has been used.
B3. Available Features to the trainee :
12. Information on the course availability, workload, learning outcomes, required competences.
13. Grading Criteria and Prerequisites for issuing the Certificate.
14. Guidelines on Practice and Self-Assessment activities, forum netiquette.

References

- (n.d.). <https://support.edx.org/hc/en-us/articles/360000035567-What-s-an-open-response-assessment-ORA>
- Adewusi, N. O. E., Hamad, N. N. M. A., Adeleke, N. I. J., Nwankwo, N. U. C., & Nwokocha, N. G. C. (2023b). ADAPTIVE TEACHING STRATEGIES IN EARLY CHILDHOOD EDUCATION: A REVIEW FOR NIGERIA AND THE UK. *International Journal of Applied Research in Social Sciences*, 5(8), 255–271. <https://doi.org/10.51594/ijarss.v5i8.575>
- Alexiou, T. (n.d.). DEVELOPING EDUCATIONAL SCENARIOS FOR EFL PRESCHOOL LEARNERS THROUGH THE EAN PROJECT. Retrieved September 21, 2024, from <https://ean.auth.gr/wp-content/uploads/2023/03/4.Pub-Madrid.pdf>
- Balduz, J. L. (n.d.). FACULTAD DE CIENCIAS HUMANAS, SOCIALES Y DE LA EDUCACIÓN GIZA, GIZARTE ET HEZKUNTZA ZIENTZIEN FAKULTATEA. Retrieved September 21, 2024, from <https://academica-e.unavarra.es/server/api/core/bitstreams/793fd6fo-8687-4cae-906c-f5d930ecc828/content>
- Banu Homemade Ideas. (2021, April 17). NTT ART AND CRAFT PROJECT FILE - NURSERY TEACHERS TRAINING. YouTube. <https://www.youtube.com/watch?v=TklvoOYWTzU>
- Canva. (2024). Canva. Canva. <https://www.canva.com/>
- Chicaiza, C., Elizabeth, J., Coro, R., & Estefany, K. (2023). PUJILÍ CAMPUS UNDERGRADUATE PROGRAM DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR. <https://repositorio.utc.edu.ec/server/api/core/bitstreams/37a8952d-7f29-4546-a019-12ad7c9331b8/content>
- Children's Museum Team. (2023, February 16). *The Importance of Arts and Crafts for Early Childhood Development*. Children's Museum of Sonoma County. <https://www.cmosc.org/benefits-of-art-during-early-childhood/>
- Çimen, B., & Çeşme, H. (2022). Effect of TPR and CLT on young EFL learners' speaking anxiety, oral proficiency, and vocabulary learning. *Electronic Journal of Foreign Language Teaching*, 19(2), 163–175. <https://e-flt.nus.edu.sg/wp-content/uploads/v19n22022/akdag.pdf>
- Creative Commons. (2019). *Creative Commons — Attribution-ShareAlike 4.0 International — CC BY-SA 4.0*. Creativecommons.org. <https://creativecommons.org/licenses/by-sa/4.0/>
- Edutopia. (2022). *Building Strong Foundations With Classroom Routines*. Wwww.youtube.com. <https://www.youtube.com/watch?v=5OdxVchUiXQ>
- English, H. (2012). Total Physical Response (TPR). In YouTube. <https://www.youtube.com/watch?v=1Mk6RRf4kKs>
- Feldman, J., January 22, T. J. R., & 2015. (2015, January 22). *Daycare and early childhood education in the United States: Research roundup*. The Journalist's Resource. <https://journalistsresource.org/education/early-childhood-care-education-united-states-research-roundup/>
- Framework competency statements [cambridgeenglish.org/teaching-framework](https://www.cambridgeenglish.org/teaching-framework) Full level descriptors 2 Full level descriptors. (n.d.). <https://www.cambridgeenglish.org/Images/172992-full-level-descriptors-cambridge-english-teaching-framework.pdf>
- Hope, B. (2017). *Do You Applaud Good Behavior and Ignore the Bad?* Blogspot.com. <https://batteredhope.blogspot.com/2017/10/do-you-applaud-good-behavior-and-ignore.html>
- Hsieh, M.-F., & Teo, T. (2021). Examining Early Childhood Teachers' Perspectives of Collaborative Teaching with English Language Teachers. *English Teaching & Learning*, 47. <https://doi.org/10.1007/s42321-021-00102-5>

- Jennifer. (2023, March 19). *15 Surprising Benefits of Crafts for Preschoolers - You Need to Know!* Early Learning Ideas. <https://earlylearningideas.com/benefits-of-crafts-for-preschoolers/>
- Mallillin, L. L. D. (2021). TEACHER THEORY AND ADAPTABLE MODEL: AN APPLICATION TO TEACHING PROFESSION. *European Journal of Education Studies*, 8(12). <https://oapub.org/edu/index.php/ejes/article/view/4044/6678>
- Marcela, D., Rozo, L., Johanna, A., Moreno, M., Pedagógica, U., De, N., Departamento, H., & Lenguas, D. (2020). CO-TEACHING: PRESCHOOL TEACHERS' INSIGHTS ABOUT THE EFL CO-ACTING PRACTICE CO-TEACHING: PRESCHOOL TEACHERS' INSIGHTS ABOUT THE EFL CO-ACTING PRACTICE. <http://repository.pedagogica.edu.co/bitstream/handle/20.500.12209/12663/Co-teaching%2c%20preschool%20teachers%27%20insights.pdf?sequence=1&isAllowed=y>
- Mayar, F. (2022). Developing Children's Creativity Through the Art of Crafts. *Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/assehr.k.220602.007>
- Mohamed, A. M. A., & Shaaban, T. S. K. (2021). The Effects of Educational Games on EFL Vocabulary Learning of Early Childhood Students with Learning Disabilities: A Systematic Review and Meta-analysis. *International Journal of Linguistics, Literature and Translation*, 4(3). <https://doi.org/10.32996/ijllt.2021.4.3.18>
- Moon, W. J. (2012). Understanding Oral Learners. *Teaching Theology & Religion*, 15(1), 29–39. <https://doi.org/10.1111/j.1467-9647.2011.00757.x>
- Nadeem, M., Oroszlyanova, M., & Farag, W. (2023). Effect of Digital Game-Based Learning on Student Engagement and Motivation. *Computers*, 12(9), 177. <https://doi.org/10.3390/computers12090177>
- Oliver-Barcelo, M., Ferrer-Ribot, M., & Jové, G. (2024b). Arts education in early childhood teacher training: An international analysis. *Teaching and Teacher Education*, 148, 104703. <https://doi.org/10.1016/j.tate.2024.104703>
- Pate, M. L., & Robert Bud McKendree. (2022). Managing the Classroom and Laboratory. *Advances in Higher Education and Professional Development Book Series*, 169–185. <https://doi.org/10.4018/978-1-6684-3420-8.ch009>
- Procházková, M. (2024). Soubory. Muni.cz. https://is.muni.cz/th/lhcs6/BT_Storytelling.pdf
- Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. In *Cambridge University Press* (2nd ed.). Cambridge University Press. <https://www.cambridge.org/core/books/approaches-and-methods-in-language-teaching/3036F7DA0057Do681000454A580967FF>
- Rogers, K. (2018, October 22). *The benefits of arts and crafts for kids*. ABC Kids Listen. <https://www.abc.net.au/kidslisten/ideas/earlylearning/benefits-of-arts-and-crafts-for-kids/10382780>
- Stoyle, P. (n.d.). *Storytelling - benefits and tips*. TeachingEnglish. <https://www.teachingenglish.org.uk/professional-development/teachers/managing-resources/articles/storytelling-benefits-and-tips>
- Sun, C.-T., Chou, K.-T., & Yu, H. C. (2022). Relationship between digital game experience and problem-solving performance according to a PISA framework. *Computers & Education*, 186, 104534. <https://doi.org/10.1016/j.compedu.2022.104534>
- Tatiana. (2023, April 6). *The Power of Storytelling in the EFL Classroom*. ELT Think Tank. <https://eltthinktank.com/the-power-of-storytelling-in-the-efl-classroom/>
- TEDx Talks. (2014). Creativity in the classroom (in 5 minutes or less!) | catherine thimmesh | tedxuniversityofstthomas. In YouTube. <https://www.youtube.com/watch?v=nASvlgSOCxw>

- TEFL & TESOL Courses - ITTT. (2017). Theories, Methods & Techniques of Teaching - Total Physical Response. In YouTube. <https://www.youtube.com/watch?v=-d79-veEBXQ>
- VCU RRTC. (2015). Preschool How To : Routines. In YouTube. <https://www.youtube.com/watch?v=UliPGLZcCWE>
- Virtual Lab School. (2012). *The environment: Schedules and routines*. [Virtuallabschool.org. https://www.virtuallabschool.org/preschool/learning-environments/lesson-5](https://www.virtuallabschool.org/preschool/learning-environments/lesson-5)
- Xiong, Z., Liu, Q., & Huang, X. (2022). The influence of digital educational games on preschool Children's creative thinking. *Computers & Education*, 189, 104578. <https://doi.org/10.1016/j.compedu.2022.104578>
- Zemach, D. (2022, August 8). *Engaging Sample CLIL Lesson Plans for the ESL/EFL Classroom*. BridgeUniverse - TEFL Blog, News, Tips & Resources. <https://bridge.edu/tefl/blog/clil-lesson-plans/>
- Δούνα, Ν. (2024). Πανεπιστήμιο Πειραιώς Τμήμα Ψηφιακών Συστημάτων ΨΣ-ΗΜ-721 Εκπαιδευτική Τεχνολογία Εργασία 4.
- Εισαγωγή της Αγγλικής Γλώσσας στο Νηπιαγωγείο – Πρόγραμμα EAN. (n.d.). [Ean.auth.gr. https://ean.auth.gr/](https://ean.auth.gr/)
- Εκπαιδευτικό Υλικό EAN – Εισαγωγή της Αγγλικής Γλώσσας στο Νηπιαγωγείο. (2023). [Auth.gr. https://ean.auth.gr/educational-material/](https://ean.auth.gr/educational-material/)
- Λαμπρόπουλος, Γ. (2023). Educational benefits of digital game-based learning: K-12 teachers' perspectives and attitudes. *Advances in Mobile Learning Educational Research*, 3(2), 805–817. <https://doi.org/10.25082/amler.2023.02.008>
- Μουγιάκου, Σ. (n.d.). Πανεπιστήμιο Πειραιώς Τμήμα Ψηφιακών Συστημάτων ΨΣ-ΗΜ-721 Εκπαιδευτική Τεχνολογία Εργασία Ε-4 Υποδειγματική Επίλυση
- Μουγιάκου, Σ. (2020). An evaluation framework for Massive Open Online Courses for Professional Development (MOOCs4PD): the case of the Learn2Analyze MOOC. [Unipi.gr. https://dione.lib.unipi.gr/xmlui/handle/unipi/12790](https://dione.lib.unipi.gr/xmlui/handle/unipi/12790)
- Μουσκουντάκης, Ι. (2018). Σχεδιασμός και ανάπτυξη Μαζικού Ανοικτού Διαδικτυακού Μαθήματος για την εκμάθηση αρχών στατιστικής. [Unipi.gr. https://dione.lib.unipi.gr/xmlui/handle/unipi/11416](https://dione.lib.unipi.gr/xmlui/handle/unipi/11416)