Teaching Academic Skills with a Moodle-Based Online Course

November 17-18, 2022 Raum.Zeit.Format | Lehren und Lernen in hybriden Szenarien





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Academic Skills in Communication Science

Dashboard

My courses

ASCS_WT2021/22

Welcome!

Welcome to the Moodle room of the "Academic Skills in Communication Science" module

My name is **Nicola Döring**, I'm a professor of Media Psychology and Media Design and will be your learning guide in this online module together with **Veronika Mikhailova**, an academic staff member of my research group.

This mandatory introduction module has two main learning goals:

- 1. You refresh theoretical and methodological basics about Media and Communication Science (MCS).
- 2. You polish up your academic research skills regarding the preparation of academic presentations and the writing of term papers.

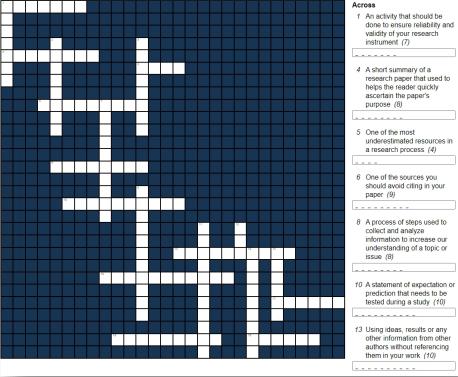
This course will prepare you to improve your results in other modules of our studies program and will help you write a "killer" Master's thesis.

The online course has the following elements, check out the sections below:

- · Seven online lectures
- Seven online learning guizzes (completion of each guiz will unlock the next lecture)
- · Six written tasks to be submitted on Moodle before corresponding deadlines
- · A brief introductory questionnaire







AGENDA

- 1. Course background
- 2. Course aim
- 3. Course methods
- 4. Course results
- 5. Conclusion

COURSE BACKGROUND

- Academic skills are vital for students of various study programs
- Students often struggle with research skills (Erling & Richardson, 2010)
- Media and Communication Science (MCS) is an international research-oriented master's program at TU Ilmenau
- MCS is a part of VEDIAS project (**V**orbereitung und **E**rprobung **d**igitaler, **i**nternational **a**usgerichteter **S**tudiengänge mit Social Virtual Reality-Anwendung)
- Both regular and digital enrolment possible

COURSE AIM

- 1. Refresh theoretical and methodological basics about communication science
- 2. Develop and improve academic skills
- 3. Prepare for own research projects and qualification theses (Master's thesis)

COURSE METHODS

- 7 online lectures
- 7 online quizzes (Gamage et al., 2019)
- 6 written tasks
- 7 session feedbacks

Academic skills: organize – search – read – ask – investigate – present – evaluate

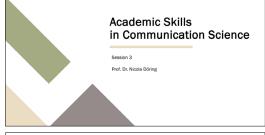
Session 1	Organize	Introduction to academic skills	
Session 2	Search	Managing scientific literature	
Session 3	Read	Evaluating scientific literature	
Session 4	Ask	Research topics and research problems	
Session 5	Investigate	Managing methodology and empirical data	
Session 6	Present	Oral presentations and written research reports	
Session 7	Evaluate	Summary and outlook	

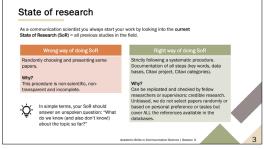
(Döring & Bortz, 2016)

COURSE METHODS

Online lecture









Online quiz

Research based on systematically co	llected data	
Example of a research instrument		
Citavi and EndNote		
The current edition of APA style		
The listing of all sources in your paper	r []	
The ability to use your time productive. Time, effort and resources needed for		
A brief form of reference made within aper	the body of the text of your	
Time management	Deference management coffware	Campling plan
Time management	Reference management software	Sampling plan
Time management Research economics	Reference management software 6th edition	Sampling plan Empirical
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Research economics	6th edition	Empirical

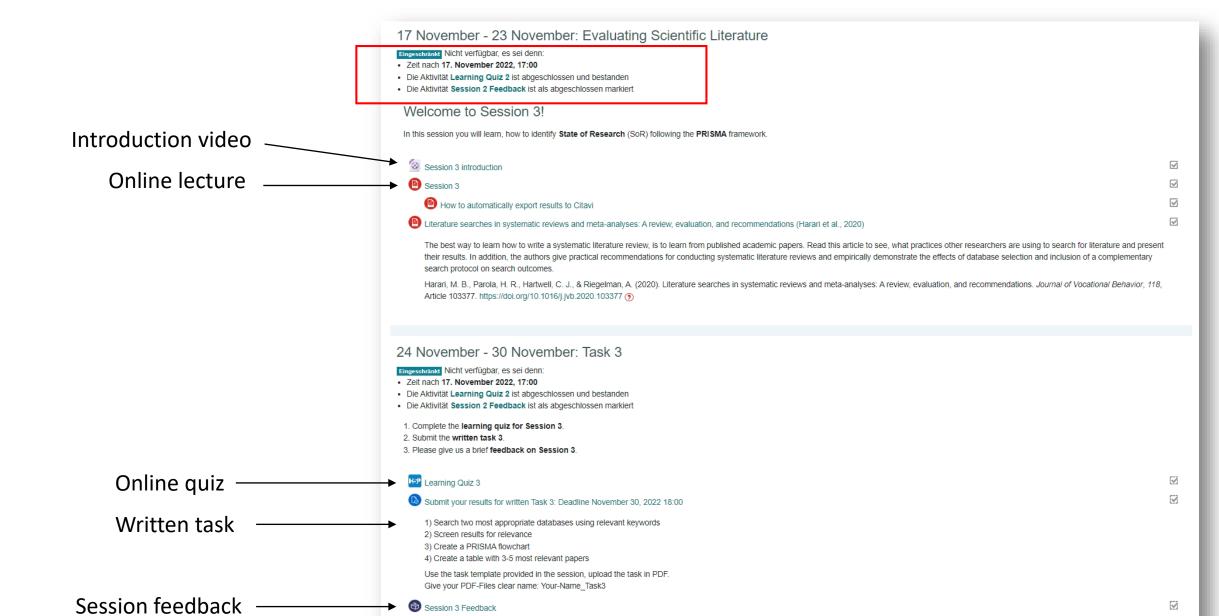
Session feedback





Written task

Written task 3:
Continue work with your trending topic from Session 1.
1) Search two most appropriate databases using relevant keywords
2) Screen results for relevance
3) Create a PRISMA flowchart
4) Create a table with 3-5 most relevant papers
Upload you PRISMA chart and a table with relevant studies on Moodle before deadline.



COURSE RESULTS

- Overall, positive evaluation from students
- Most highly rated component: Learning quizzes

"This course really helped me, the quizzes and practical assignments made learning easier"

"I really liked the course and it was fun and great way to refresh on the fundamentals of research, it's vital for first semester students. I was also very pleased with the overall structure"

CONCLUSION

- Benefits for students: Independent work at individual pace
- Benefits for teachers: Flexible accommodation of varying numbers of students from different study programs

THANK YOU FOR YOUR ATTENTION!

Questions and feedback are always welcome ©

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REFERENCES

- Erling, E. J., & Richardson, J. T. (2010). Measuring the academic skills of university students: Evaluation of a diagnostic procedure. *Assessing Writing*, *15*(3), 177–193. https://doi.org/10.1016/j.asw.2010.08.002
- Gamage, S. H. P. W., Ayres, J. R., Behrend, M. B., & Smith, E. J. (2019). Optimising Moodle quizzes for online assessments. *International Journal of STEM Education*, 6(1). https://doi.org/10.1186/s40594-019-0181-4
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