Veronika Mikhailova & Nicola Döring

Teaching Academic Skills with a Moodle-Based Online Course

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

DAAD Deutscher Akademischer Austauschdienst
German Academic Exchange Service

TECHNISCHE UNIVERSITÄT
ILMENAU

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Institute of Media and Communication Science

https://www.tu-ilmenau.de/ifmk/

Media Psychology and Media Design Group

https://www.tu-ilmenau.de/mpmd

Academic Skills in Communication Science

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 quizzes (completion of each quiz will unlock the next lecture)
- Six written tasks to be submitted on Moodle before corresponding deadlines
- A brief introductory questionnaire

moodle

Across

1 An activity that should be done to ensure reliability and validity of your research instrument *(7)*

4 A short summary of a research paper that used to helps the reader quickly ascertain the paper's purpose *(8)*

5 One of the most underestimated resources in a research process *(4)*

6 One of the sources you should avoid citing in your paper *(9)*

8 A process of steps used to collect and analyze information to increase our understanding of a topic or issue *(8)*

10 A statement of expectation or prediction that needs to be tested during a study *(10)*

13 Using ideas, results or any other information from other authors without referencing them in your work *(10)*

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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

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.

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17 November - 23 November: Evaluating Scientific Literature

Eingeschränkt Nicht verfügbar, es sei denn:
- Zeit nach **17. November 2022, 17:00**
- Die Aktivität **Learning Quiz 2** ist abgeschlossen und bestanden
- Die Aktivität **Session 2 Feedback** ist als abgeschlossen markiert

Welcome to Session 3!

In this session you will learn, how to identify **State of Research** (SoR) following the **PRISMA** framework.

Introduction video → Session 3 introduction

Online lecture → Session 3

How to automatically export results to Citavi

Literature searches in systematic reviews and meta-analyses: A review, evaluation, and recommendations (Harari et al., 2020)

The best way to learn how to write a systematic literature review, is to learn from published academic papers. Read this article to see, what practices other researchers are using to search for literature and present their results. In addition, the authors give practical recommendations for conducting systematic literature reviews and empirically demonstrate the effects of database selection and inclusion of a complementary search protocol on search outcomes.

Harari, M. B., Parola, H. R., Hartwell, C. J., & Riegelman, A. (2020). Literature searches in systematic reviews and meta-analyses: A review, evaluation, and recommendations. *Journal of Vocational Behavior, 118*, Article 103377. https://doi.org/10.1016/j.jvb.2020.103377

24 November - 30 November: Task 3

Eingeschränkt Nicht verfügbar, es sei denn:
- Zeit nach **17. November 2022, 17:00**
- Die Aktivität **Learning Quiz 2** ist abgeschlossen und bestanden
- Die Aktivität **Session 2 Feedback** ist als abgeschlossen markiert

1. Complete the **learning quiz for Session 3**.
2. Submit the **written task 3**.
3. Please give us a brief **feedback on Session 3**.

Online quiz → Learning Quiz 3

Submit your results for written Task 3: Deadline November 30, 2022 18:00

Written task →
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

Use the task template provided in the session, upload the task in PDF.
Give your PDF-Files clear name: Your-Name_Task3

Session feedback → Session 3 Feedback

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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

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THANK YOU FOR YOUR ATTENTION!

Questions and feedback are always welcome ☺

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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

Döring, N., & Bortz, J. (2016). *Forschungsmethoden und Evaluation [Research methods and evaluation]* (5th ed.). Heidelberg, Germany: Springer. https://doi.org/10.1007/978-3-642-41089-5