

Sustainable Development Goals in Journalism Reporting – SDGsJR

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E-Tutor Guide

Work Package 2 / Task 2.5

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Summary

To facilitate the development of the E-Tutor Guide, six Asian partner universities (RUPP, NUBB, UM, UUM, SZPT, and UNNC) were invited to share their respective recommendations for the E-Tutor Guide via six separate Skype interviews between 3-9 March 2021. Each interview was kept within an hour. The 13 interview questions were divided into five categories: (a) e-tutor guide objectives, (b) e-tutor qualifications, roles and competencies, (c) expectations and requirements for e-learners, (d) online learning monitoring, and (e) online learning resources. Each interview question was accompanied by a list of ideas or suggestions for encouraging discussion, not meant to serve as answers at all. And the list of interview questions was emailed to each Asian partner at least 48 hours before each interview. All the interviews were recorded, transcribed and saved in separate files (see the attached files). All the interviews were conducted by Xiaoge Xu, a member of UNNC team, with the assistance of Ranna Huang and Xiaoxiao Zhang, members of UNNC team, who recorded and transcribed all the six interviews. They also drafted the analysis report, which was edited by Xiaoge Xu and finalized by Shixin Zhang, the UNNC team leader.

This analysis report consists of five sections: (a) e-tutor guide objectives, (b) e-tutor qualifications, roles and competencies, (c) expectations and requirements for e-learners, (d) online learning monitoring, and (e) online learning resources. Each part focuses on similarities and differences among six Asian partners on each theme, followed by our observations. After analyzing all the similarities and differences on the six themes, we make our recommendations for the e-tutor guide.

The E-learning platform, developed in accordance with the work described and guided by the D.2.4 Specs for SDGs Reporting, has been included in this guide. Additionally, this study encompasses a manual tailored for e-tutors, i.e., teachers, outlining practical usage of the platform.

In summary, the findings from the analysis of six Asian partner universities' perspectives on e-tutoring have paved the way for insightful recommendations, contributing to the refinement of the E-Tutor Guide. The incorporation of the E-learning platform aligns seamlessly with the SDGs Reporting guidelines, offering a comprehensive solution for online education. This study emphasizes the significance of adapting educational strategies to cater to the dynamic requirements of online learners.

1. E-Tutor Guide Objectives

1.1 Specific Objectives

The following specific objectives were proposed by different partners, not in the order of importance: (a) to guide both learners and trainers, (b) to provide audio and visual guidelines, (c) to help people teach better in online settings, (d) to facilitate online learning of SDG journalism courses, (e) to enable equal access of online resources to all participants, (f) to maintain a forum for knowledge sharing and online discussion, (g) to treat and train teachers to understand how to use the e-platform, (h) to create a benchmark and a policy, (i) to state the responsibilities for e-tutors, and (j) to state the requirements for e-learners. Although using different phrases, six Asian partners agreed that the overall objective of the E-Tutor Guide should provide guidelines to enhance online learning. It is not surprising though that six Asian partners had their own interpretations, different objectives or different priorities, as shown in the following brief summary: (a) preferred visual guidelines or audio-visual guidelines (RUPP), (b) to guide the use of SDG journalism website and create a benchmark and a policy (NUBB), (c) to be multicultural sensitive and to serve multilingual audience (UM), (d) to

enhance coordination and collaboration among E-Tutors in offering SDG journalism (UUM), (e) to serve as the user manual of the platform and to state the responsibility of being an E-Tutor (SZPT), (f) to facilitate online learning of SDG journalism courses, to enable equal access of online resources to all participants and to maintain a forum for knowledge sharing and online discussion (UNNC).

It is natural that even within the same team or the same partner country, not to mention among six Asian partner universities, there might be some variations regarding what specific objectives the E-Tutor Guide should serve, as seen from the following feedback from the partners:

RUPP: The main objective is that e-tutor guide should guide both learners and trainers. A visual guideline is more preferred. Reading the guideline is not as convenient or not as fast as audio or visual tutorial.

UM: One purpose of E-tutor guide is to familiar people with the course. Second one is about teaching skills online. How to leverage on technology and platforms, as well as to leverage on things they already use like social media. Not only learn things about journalism but also journalism tools. Here in Malaysia the module we are proposing need to take into account the multicultural context. We don't use single language and we from different culture. Even our media is also separate along this culture and linguistic line. So it will be helpful to let our participants know how to tackle cultural sensitivity and how report to a multilingual audience. Knowledge of how to approach diversity in their mind. Furthermore, because we are focusing on online learning, we need some basic teaching concepts or principles regarding how to encourage collaboration/interaction. As well as how to build meaningful assessments for self-access courses.

UNNC: Facilitate online learning of SDG journalism courses; Enable equal access of online resources to all participants; Maintain a forum for knowledge sharing and online discussion.

NUBB: E-Tutor Guide is established after the platform. The SDG platform has already finished. So E-Tutor Guide is to use the platform effectively. The first objective is to treat and train teachers to understand how to use the e-platform. And the second objective of E-Tutor Guide is to create the benchmark, and also for us to create a policy. Because this project is not only for communication skills student or journalist student who joins this course, but as well as researchers and journalists. So we need this E-Tutor Guide to be published in heart and to make sure that everyone who use the platform understand this.

SZPT: The responsibilities of the E-Tutor is to upload materials, answer questions, and moderate in the forum. So one of the E-Tutor Guide's specific objectives should be to serve as the user manual of the platform. Declaring the responsibility of being an E Tutor is to detail the requirements and standards of the materials, to upload it, like the discrimination rates of the resources, or if there are any templates that will be perfect.

UUM: To enhance coordination and collaboration among e-tutors in offering SDG journalism online courses in the region; to guide learners in their online learning; to facilitate ABC (Adaptive, Blended and Collaborative) online learning.

1.2 Specific Content

The following are the points proposed by different partners regarding the specific content of the E Tutor Guide: (a) an overview and objective to this online course, (b) guidelines on use of digital technologies, devices, and software, (c) handbooks, lecture slides, workshops, seminars and assessments, (d) recommended best practices, samples and cases, (e) the functions, capabilities and instructions of the e-tutor guide, (f) installation instructions if the e-tutor guide is in the form of an app, (g) frequent answers and questions, (h) troubleshooting tips, (i) specific requirements for SDGs reporting and professional standards, (j) both online teaching and learning skills and tools. 4 Similar recommendations include specific instructions, guidelines, recommendations regarding online learning, country-specific SDGs and how they should be reported, basic knowledge and skills regarding use of digital media and technologies. Somehow there were some confusions regarding the E-Tutor Guide. Some partners viewed it as a guide on how to use SDG journalism website (NUBB), to be the database to upload materials, a forum and face-to-face online course (SZPT), an app or a person (UUM) while others had different recommendations regarding what specific content the E-Tutor Guide should contain including course objectives, overview, curriculum, best practices and cases (UUNC); basic understanding of SDGs and SDG journalism (UUM); awareness of state control, censorship, country-specific focuses on SDGs, and big data journalism (UM); SDG journalism resources, professional standards and teaching methods.

1.3 Specific Facilities

Specific facilities proposed include the following: (a) online teaching platforms (campus specific or one for all), such as Moodle or Windows Teams, (b) moderated interactive functions such as live chats, chatrooms, online forums, virtual classrooms, discussion boards, online assessments, (c) use of locally popular social media, such as facebook, telegram, Instagram, Twitter, Whatsapp, TikTok, Weibo, and WeChat.

There were different recommendations regarding what facilities to be leveraged as partner countries and universities differ in terms of infrastructure, media technologies, Internet connection and accessibility. Windows Teams and Moodle seem to be widely and easily available among all six Asian partner universities although social media availability and accessibility differ in Cambodia, Malaysia and China. It is recommended that Windows Teams or Moodle can be used as the common additional platform for hosting the E-Tutor guide while country-specific or preferred social media to be used for any interaction regarding the E-Tutor guide (see the following selected recommendations from different partners)

RUPP: for now the university use Microsoft teams, which have a lot of good features for online teaching. Both staff and students can access to teams, campus wide. But it is difficult to access off-campus. Because students may not have a good smart phone, not have internet connection at home, some are use mobile internet but is poor connection. As for mobile learning, it is possible but we need to consider a few things. First is the network connections. Mobile internet is nor stable. The other thing is that the files. If we have audio or video resources, that will be difficult for mobile internet to access those resources.

UM: a big discussion in our university in this moment is that how we can use online platforms to do assessments. Also to build interaction within the class. Furturelearn is the recommended platform.

UNNC: It shall be interactive. Chatroom or discussion boards are recommended to facilitate live chat. There shall be a forum and Q&A sessions, with a moderator to moderate, collect and answer the

questions. There shall also be different communication channels for different user groups. For example, we can be divided into two groups. One is for university partners to communicate and share. The other is for students across different countries.

NUBB: Facebook is very popular in Cambodia. So Facebook is the main thing that we need to foster, to enhance the skills of the e-tutors. One more recommendation is Telegram. From what I have understood, the social media we're not be included in E-Tutor Guide. Because E-Tutor Guide is a guide for the SDG platform and SDG platform will be in one website separately. So we only use that website to log in and log out. It's not about social media.

SZPT: it is necessary to have to develop or build two separate online communities, one for e-tutors in different countries, and one for e-learners.

UUM: Accessibility of the UUM Online Learning is restricted to UUM students and staffs. However, the accessibility to e-tutor will be allowed by using different online learning platform. Suggested facilities include (a) Blog (weebly, wordpress etc), (b) chatrooms – UUM Online Learning, (c) Online forums – UUM Online Learning, (d) Virtual classrooms for collaborative learning hands-on projects – Cisco WEBEX, and (e) Online Assessment (Quiz, Assignment).

2. E-Tutor Qualifications, Roles and Competencies

2.1 E-Tutor Roles

Participants during the interviews proposed the following possible expected roles for E-tutors: (a) instructors to deliver the course, (b) facilitators to facilitate discussions, (c) moderators to manage forums, answer questions and maintain daily operations, (d) to design and deliver interactive teaching sessions, (e) to supervise the progress of e-learning, (f) to monitor to make sure everyone must stay engaged in online learning, (g) to be well informed about what they are supposed to do and not to do, (h) to mentor e-learners, (i) to design and/or create additional learning content or activities or customize learning material based on the knowledge level of e-learners, (j) to motivate e-learners to be proactive and collaborative in their online learning, (k) to manage various projects, being responsible for giving attention to the students as well as the project members.

There is no consensus regarding the expected roles for e-tutors as different partners have different roles for e-tutors with different focuses. Some emphasize on the roles of instructor, facilitator (RUPP, UUM, UNNC) and moderator and designer (UUM, UNNC) while others focus on managers/mentors (NUBB), SDG and journalism experts and interpreter of local and international cases (UM)

2.2 E-Tutor Expectations

The proposed expectations for e-tutors include the following: (a) be open, close, approachable, and social; (b) be able to encourage, motivate, challenge, give credit to the participants, as a participant too, able to build a constructive learning process, open to new experience and e-tutoring styles, help building a learning community, able to help eliminate barriers related to technology, time and distance; (c) be able to plan and run online courses, monitor individual learners, organize groups, keep records of individual learners, assess learners' work and performance and evaluate the course; (d) to possess basic technical, writing, feedback, organizing and social bonding skills; (e) to coordinate among different e-tutors in partner universities; (f) to maintain the technical devices and online

platform; (g) adequate knowledge of SDGs and journalism; (h) online teaching skills, the ability to interpret local and international cases, and basic online and mobile journalism skills such as news reporting, writing, editing and publishing skills. As six Asian partner universities are different in many ways, they do not have a generally- agreed list of expectations for e-tutors. But one thing they share is that e tutors should be equipped with good qualifications in online teaching, as seen from the following feedback from different partners:

RUPP: tutor must have good qualifications in terms of teaching methodology knowledge about SDGs, journalism reporting. Must be technical master as well. Be familiar with Microsoft team to support students.

UNNC: E-tutor can design and plan the courses; deliver the course; manage the assessment, feedback, answer and queries; coordinate among different e-tutors; and maintain the technical devices and online platform. If professionals, journalists and students want to teach, first they should have good knowledge about SDGs and SDGs journalism. Second thing is that they should be able to know how to use these journalistic devices, like filming, news editing these journalistic skills. Third thing is that they might have teaching experience. Some training should be provided for those who do not have teaching experience.

UUM: He should be open, close, approachable, social, encourage, motivate, challenge, gives credit to the participants, as a participant too, able to build a constructive learning process, open to new experience and e-tutoring styles, help building a learning community, able to help eliminate barriers related to technology, time and distance. Course-planning; course-running; monitoring individual learners; group organizing; keep records of individual learners; assessing learners' work and performance; evaluating the course. Technical skills; writing skills; giving feedback; organizing skills; motivating learners; social bonding.

3. Expectations and Requirements for E-Learners

3.1 Expectations

The following are the expectations for E-learners that were proposed: (a) stay curious and focused; (b) have basic knowledge of technical skills like software and applications usage; (c) have creative and critical thinking; (d) stay adaptive, proactive and productive; (e) work both independently and collaboratively; (f) be self-motivated and self-disciplined; (g) know how to set their aims and goals; (h) have basic knowledge in news reporting, basic knowledge regarding SDGs and good sense of social responsibilities; (i) proactively participate in online learning; (j) adapt to the blended learning from different countries and different lectures; (k) collaborate globally.

No consensus was reached on a generally-agreed list of expectations to be included in the e-tutor guide as all partner universities have a different list of expectations for e-learners, as seen from the following partner-specific recommendations:

NUBB: Firstly, as how to use the platform effectively. Second, when they can use the E-Tutor Guide, they can join the blended learning from different countries, from different lectures. It is the benefits and expectation and the skill that they can get. And one another is to have a skill of writing report online, writing news online. Because when they know the E-Tutor Guide, they can use the platform effectively. So they know how to use the tools and they know how to combine their knowledge to the

tools. They can actually write news effectively according to the platform. One another thing is that when they know how to use the platform, they will benefit from the platform, and platform will allow all the students and all the people who join in the platform to ask and answer the question related to SDGs and related to journalism here. So every country can answer to those questions. So not only the country that they are living in, but the country that participate in journalists, so they can get global ideas from everyone.

RUPP: Basic knowledge of technical skills like software and applications. They also need to learn how to stay focus. They should have the participatory skills. Moreover, learners in Cambodia they have basic knowledge in news reporting, but in terms of SDG they are still limited.

UM: How they should set their aims and goals. Highlighting aspects of learner/student agency. For instance - setting goals, initiating actions, reflect & revise, internalize self-efficacy. Critical thinking and self-reflection (important when reporting on SDG issues)

UUM: Stay curious, seeking for new knowledge, critical thinking, stay adaptive, Stay proactive and productive. However we also have another one, which is very important, and quickly actively participating in online learning. Because face to face we can see the learner. We can see if the learner, he or she, is participating or not. However, in online learning, sometimes we cannot see their face. So our suggestion, for the expectation, the e-learner should deeply participating in online learning. SZPT: They should have some information literacy, critical thinking skills, be proactive, and have some basic communication skills.

UNNC: The participants should be curious; should have creative and critical thinking. They can work both independently and collaboratively. They shall be self-motivated and self-disciplined. Since they choose SDGs learning, the participants should have good sense of social responsibilities.

3.2 Requirements for E-Learners

Requirements for E-Learners that have been proposed during the interview include the following fundamental skills: (a) shall be able to collect data and information; (b) need to know how to leverage the use of different tools/platforms/media/other resources; (c) should have basic research and analytical skills; (d) should obtain problem-solving skills; (e) should have adaptability and flexibility for online learning; (f) need to have the spirit of teamwork; (g) need to learn collective skills to learn visually that they should also have for physical supplementary class; (h) should be technology savvy and know how to leverage digital technologies and applications for SDGs news reporting and writing.

As shown in the following, all partners have their own specific recommendations:

RUPP: we can introduce different styles of e-learning and can choose which style or category they like and fall into. How to make most of e-learning should be emphasize. Students should know the limitation of e-learning.

SZPT: student need to learn collective skills to learn visually. We should also have physical supplementary class.

NUBB: The thing is that we really need to see a picture of that platform. So that we can know that what are the tools we can use from the platform? So that the E-Tutor Guide will be depend on those tools. For example, if the platform calls teachers to know how to upload the recorded lessons, the recorded lectures, how can I do that? If I'm a teacher, if I'm a lecturer teaching student in the course,

we really need to see that first, so that we can try to expand our guideline, expand our strategies to disseminate it, how to use the platform effectively to the students.

UM: How to leverage the use of different tools/platforms/media/other resources and adaptability and flexibility.

UUM: For us, other than knowledge management skill, that you suggest before, we also think that another skill is technology savvy. Because now things have all online, right? So E-Tutor should have a knowledge on technology, how to use this app. So a normal conventional teaching method. SZPT: Maybe we should add some more because we should suggest them to prepare for some facility, I mean the necessary facilities for them to have online learning.

UNNC: Four skills shall be emphasized. E-learner shall be able to collect data and information; they should have basic research and analytical skills; Problem-solving skills, after they analyze the case or project they should come up with solutions. Solution-oriented and problem solving skills, and spirit of teamwork.

4. Online Learning Monitoring

4.1 Monitoring

To monitor and secure the quality of online learning, the following seven mechanisms were proposed by different partners: (a) assignment and assessment, (b) attendance taking in group discussion, (c) interaction and two-way communication, (d) joint-monitoring online learning, (e) small group discussions, (f) Webinars, and (g) platform control.

Assignment and Assessment: Students are allocated online tasks or projects related to SDGs journalism. E-learner shall participate in project design, discussion, implementation and presentation. They also need to present their projects to other participants, tutors or the public. In terms of presenting and visualizing the project, either the website or the app will work. Students can present their work in text, video or audio, just let the text talk. But be aware of that all partner universities should have the access to the platform. In addition, quizzes and individual reflection exercises could also be considered.

Attendance-Taking in Group Discussions: Students need more rooms for discussion, especially for online learning. E-learning might be quite boring, so it is important to introduce certain mechanism that help student learn in a more friendly way, such as games.

Interaction and Two-Way Communication: E-tutors can ask a quick question at beginning and the end of the class to let students indicate what is difficult for them to understand, what is easy, and what would they like to know more about. Then tutors will know where students are and what they can do for individual student. Icebreaker questions help e-tutors to test knowledge or find out where students are in their learning.

Joint-Monitoring: One administrator from each university is needed to monitor all the online teaching activities.

Small Group Discussion: Break-up room for a large group of learners to be divided into several small groups to discuss. Webinars: A Webinar section is also recommended.

Platform-Control: Administrator for the platform to take the responsibilities of controlling the platform. If the platform is technically broken, the administrator can report it to the technical staff. A monitor menu for administrator is needed.

It is quite natural since different partners have their different priorities and pedagogical approaches to online learning. Therefore, they might have different approaches and measures to monitor online learning in different situations in different countries.

4.2 Other recommendations

Other recommendations were also proposed regarding how to leverage learning modalities to facilitate online learning.

SDGs relevant resources should be provided. For instance, a reading list or reference list, also other forms of resources such as infographics, images, videos, podcasts. Online seminar/conference or live webinars/workshops with area experts to introduce SDGs journalism related knowledge to e-learner. Hold competitions or contests were also proposed to motivate students. Students in all countries can work on some particular projects to join the competition. For instance, the best news stories, photo or video. E-tutors all come together as judges give them feedbacks and awards to encourage and inspire students. Online learning should be contextual relevant. It is important to keep student engaged within the activities. The game design should be contextual related to students, such as role play. Real cases should also be provided on SDG from different countries and asynchronous teaching material. Those proposed learning modalities should be further discussed among six Asian partners as they were proposed by different partners without being discussed or even known by other partners.

As for specific forms of assessment to be included in the E-Tutor Guide, the following five recommendations are proposed by different partners:

- Individual and group instant feedback. For e-learning instant feedbacks is important. If it is a presentation, e-tutors should give instant feedback.
- Written feedback is also needed for online learning. For instance, if it is a project, e-tutors can give written feedback to students to help them learn and improve.
- Q&A on forum. Students can post their questions on online discussion forum. E-tutors will monitor an answer to those questions frequently.
- It is necessary for e-tutors to be aware of the tones (positive or negative) and language use (critical or encouraging). For online teaching, E-tutor should be more compromise, because in different platform student may perform differently. Students might do better physically but for online there are certain barriers that hinder the performance. E-tutor should consider that and compromise on certain level by giving feedbacks. Plus, e-tutor should provide certain support, for instance having extra tutorials, materials that help learner learn better. In the e-learning world, E-tutor should be more supportive, understanding and compromising.
- A project for assessment with clear rubrics (for presentation, assignment, etc.) for the students and show the result directly. Meanwhile the project should have something like the tools to correct, the tools to give feedback, or something else convenient for the student.

The above proposed forms of assessment also need to be further discussed as they might be quite university-or-country specific. To be included in the E-Tutor Guide, further discussions and consultations should be required.

5. Online Learning Resources

To facilitate online learning, the following five online learning resources are recommended by different partners without being discussed. Therefore, there should be a follow-up discussion to finalize the list of online learning resources before it is included in the E-Tutor Guide.

1. SDGs related website. It is important to provide a list of or links to any available online communities (whether learners or practitioners) globally.

2. Country specific information, such as government reports policies, papers and website on SDGs. In addition, we need to provide a guideline regarding country-specific sensitivity issues. For instance, how to report sensitive issues, what need to be avoided or to be cautious about.

3. News updates on SDGs from UN or other country and regions.

4. A manual book is necessary, which might provide reading list, glossaries for technical terms (e.g. scientific, sociological, etc.), issues that is complete sensitive reporting, ethical codes, and useful contact list that students and tutors can approach.

5. Research findings related to SDGs journalism. If the e-learners are exposed to many studies on SDGs journalism, they will get a fly in their learning process.

To facilitate online learning, the following online learning applications are already in use in Asian partner universities:

Moodle, MOOC, and Microsoft teams are three common platforms that share around Asian partners. Zoom is blocked in China, so we cannot host a meeting via Zoom but we can join a meeting. Other platforms include Panapto, Futurelearn (MOOC), Google Classroom, Padlet, loom, edpuzzle, Mentimeter, Schoology. It is important to bear in mind that we need to choose a platform that all partner universities can have the access.

From the following feedback from different partners, we can see that they have their respective unique situations and needs for online learning resources.

RUPP: Menu book. There are certain issue that sensitive. We should have a guideline about how to report sensitive issues, like gender issues. Probably also ethical codes. Useful contact list that students and tutors can approach.

UM: Glossaries for technical terms (e.g. scientific, sociological, etc.). List of or links to any available online communities (whether learners or practitioners) globally.

UNNC: 1. SDGs related website. 2. Country specific such as government reports policies, papers and website on SDGs. 3. News updates on SDGs from UN or other country and regions. 4. Reading list.

NUBB: We don't recommend to add some websites from our local organization, such as the website of the ministry of news, the ministry of report and communications, such as the website we can get the news immediately from our local country as well as from globally, for example, CNN, BBC or something else. To make sure that it sticks to the learner. When the learner wants to get some piece

of news, the learner can get a strong information from those websites. And we actually don't know what website we have to communicate with. For instance we have the website of the ministry of news in Cambodia. But the thing is that we really don't know how to get the resource from those websites. So if we have a platform and we can get the news, we can get piece of information from those websites for the student to practice in reality, maybe it's quite good for the students.

SZPT: The SDGs-related website. The reporting and writing site. Will provide some more after the meeting.

UUM: SDGs-related website, SDGs news reporting and writing sites, Research findings related to SDGs journalism (journal articles and proceedings), SDGs journalism manual/handbook.

UM: Platforms:

- 1) Moodle (Spectrum);
 - 2) Futurelearn (MOOC) Others include
- OpenLearning (<https://www.openlearning.com/UM/>)
 - eXeLearning ([Acknowledgements | Health Research Ethics e-learning Course \(um-health-research-ethics.s3-ap-southeast-1.amazonaws.com\)](https://www.amazonaws.com/um-health-research-ethics.s3-ap-southeast-1.amazonaws.com/Acknowledgements%20Health%20Research%20Ethics%20e-learning%20Course))
 - Reusable Learning Objects, html based ([RLOs – ACoRD](#))
 - Google Classroom (as part of G-suite)

Tools: padlet, loom, edpuzzle

UNNC: four things: Moodle, Microsoft teams, zoom or tencent. Zoom is blocked in China, we cannot host a meeting via zoom but we can join a meeting. The last one is Panapto.

NUBB: Microsoft Team for the online learning. I have one more platform to recommend called School Logi. It's basically focus on that teachers and students learning platform. So if you go through that platform, you will see that the student and the teachers can communicate each other like on Facebook. They can post, they can upload, and the teachers can also get the resource from other teachers as well. And most importantly we can create quiz, we can create a group-break, and everything for the students to do. We can also upload a slight presentation and everything. But one thing that I don't like about it is that we cannot do the video conference to the student. Online learning needs video conference, but that platform doesn't have. I'm not really aware that our SDG platform has video conference or not.

UUM: UUM Online Learning (Moodle), Mentimeter – create fun and interactive response by showing the frequency of text preferences. Padlet – can be used by e tutors and e-learners to post notes on a common page. The notes posted can contain links, videos, images and document files that relate to SDG Journalism.

6. SDGsJR E-Learning Platform

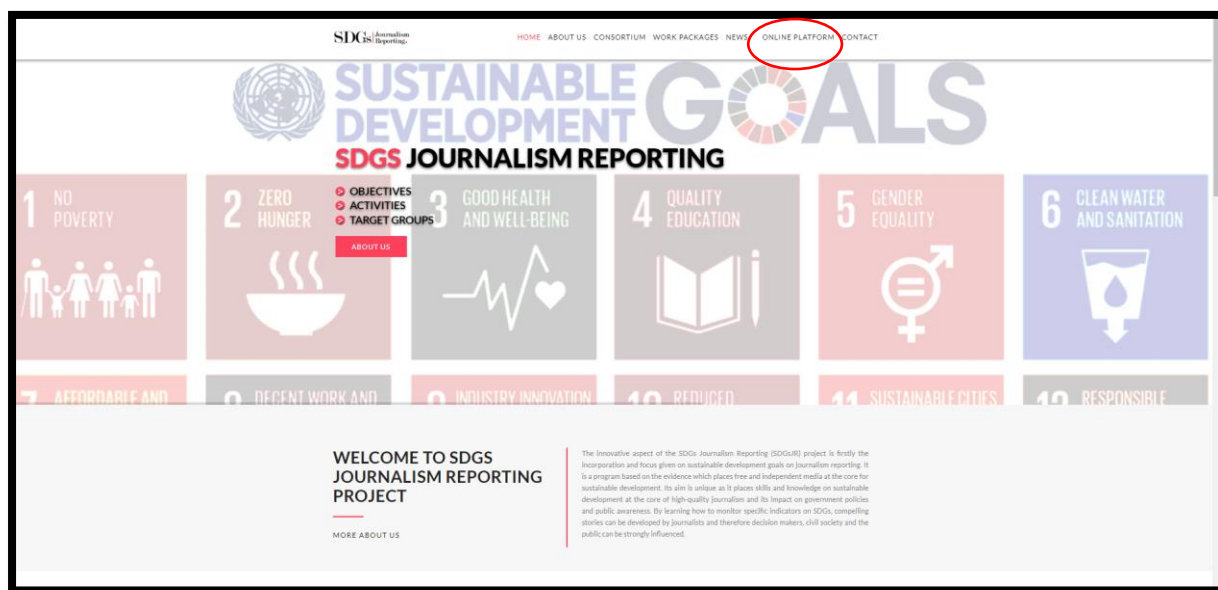
The platform has supported synchronous learning, allowing students and teachers to ask and answer questions immediately. An e-tutor has been the contact to provide support for practical questions and organizational issues. This method has included online real-time live teacher instruction and feedback, chat rooms, and virtual classrooms for collaborating on tasks and projects. It has been a collaborative learning environment where expertise has been shared in a distributed knowledge framework. Moreover, there has been an upload of scientific knowledge, best practices, and policy information related to critical SDGs data, targeting journalists from Programme and Partner Countries. Additionally, learning materials have been made accessible to all university students through an open resource.

The VLE platform has been widely used for preparing and delivering the Master course in journalism and for capacity-building courses with blended methodology. The portal includes various sections, with different functions, specifically consisting of project-related information, e-Learning contents for the target groups of the project, and links to useful sites.



As evident from the information above, each Asian partner has developed its own courses, with dedicated sections for their enrolled students. While courses developed by each university fall under Deliverable 4.1, there is a course named "SDG Course" developed for the entire consortium and designated for Trainer of Trainers. This course has been developed under the leadership of LBUS as part of Outcome 2.3. The adaptation and integration of courses into the platform have been coordinated by the NOVEL Group.

For facilitation purposes, the platform has been hosted and incorporated into the project website.



The most essential element of the SDGs_Reporting portal (which has indeed served as the gateway to the platform) has been the provision of an e-Learning platform, designed to supplement the training modules developed within the project framework. The developed training modules have been adapted to the project target group.

The analytical presentation of the training modules, their estimated duration, and the summary of their contents have been provided in Outcome 2.2 “Study material for course” and 2.3 “Capacity Building Material.”

All the training modules, developed under WP2, have been made available through the e-Learning platform for all the trainees and trainers who have participated in the two cycles of the e-training. Furthermore, online validation tests have been developed, enabling trainees to monitor the extent to which they understand the contents of the developed modules. These tests have also served as a tool for visitors and students of the openly available material to assess their knowledge and, perhaps, motivate them to follow the offered training either by participating in the e-courses or by adopting a self-paced approach.

Registration has been open for any interested professional wishing to access the material developed by the partners. The consortium strongly believes that the added value of the developed modules is so significant that they should be shared with as many professionals as possible.

Concerning the trainees, they have been asked to fill in a form with their personal information to register: They have been asked to provide, for example, demographic information, educational background, and professional experience, as well as how they were informed about the project modules. Participants have also been asked about their expectations. By gathering this information, the partners have been in a position to extract valuable information not only about the participants and their profiles but also to validate the dissemination activities carried out and enhance or strengthen them (if necessary) to increase the number of interested members of the target group. Once the form has been filled in, they have been automatically registered on the e-Learning platform, gaining access to all the available material.

Any user who has registered for the platform has needed to acknowledge the code of conduct and the copyright restrictions which apply to the SDGs_Reporting e-Learning platform.

Through the platform, registered users have had the opportunity to attend online lectures based on the developed training modules and on online interactive sessions.

E- and self-assessment tests have been designed and developed to cater to the project's needs and ECVET requirements and learning objectives. The tool has modeled user knowledge and suggested learning pathways within the offered material to motivate users for self-paced learning and to help them identify the areas they need to focus on.

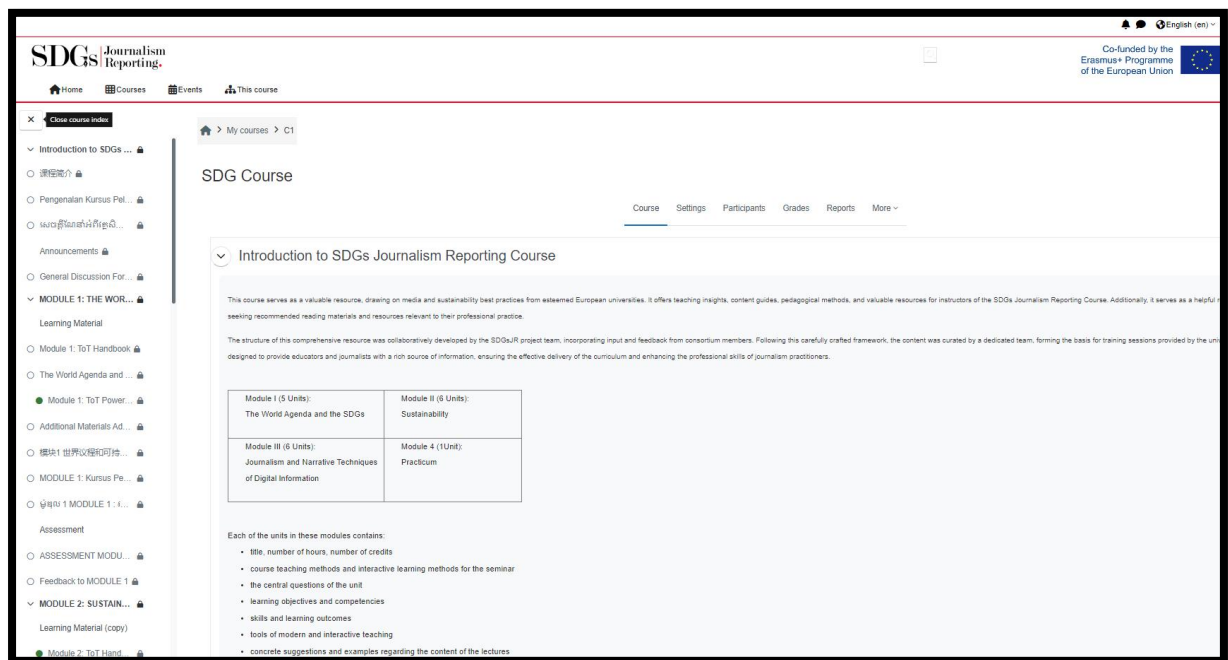
Self-assessment is a very powerful tool, which undeniably motivates the trainees to commit to their attainment of their learning objectives. The added value of self-assessment can be summarized below:

- It has contributed to the clarification of what is implied by "good performance" in terms of goals, criteria, and standards;
- It has encouraged commitment in terms of time and effort, particularly when it comes to challenging or difficult learning parts and aspects;
- It has provided opportunities for trainees/students to react immediately to the feedback received;
- It has facilitated the progress of learning and the preparation for the formative assessment;
- It has facilitated the involvement of the trainees/students in the decision-making process concerning their learning journey;
- It has promoted self-motivation and increased self-esteem.

Within the platform, the following features have been available:

1. **Authentication:** The system has managed who has the permission to handle authentication issues, manage accounts, as well as the permissions that platform guests have.
2. **Accounts:** Users have been able to browse accounts (activity, last access, uploaded files, etc.), monitor bulk user actions (applying to groups of trainees/students), add a new user, upload users, upload pictures, and manage user profile fields.
3. **Permissions:** Administrators have been able to edit and manage the accounts of administrators, country managers, trainers, trainers with limited access, trainees/students, and guests. They could also assign system roles and user policies.
4. **Courses:** Administrators have utilized this feature to add/edit courses, enrolments, course default settings, course requests, and backups.
5. **Location:** Users have been able to select time and zone preferences.
6. **Language:** The language in which the platform is available has been chosen. Moodle has provided additional plug-in language packs allowing full localization in English.

7. **Modules:** Activities (assignments, forums, messaging system, question and answer sections, glossary, quizzes), blocks, and filters have been accessible. Moodle has provided the possibility to create assignments, quizzes, etc., with a specified date of delivery, which may also be graded. The forum module has also been available for course-related discussions, created and moderated by teachers or national coordinators. The Glossary module has been developed to facilitate users with technically related issues and troubleshooting. Additionally, as time has progressed, the glossary has been enriched with more information, depending on the feedback received from users.



The platform is being used as an information repository and networking / community-building tool. The e-Learning platform targets not only students for online learning but also aims to attract a critical mass of users who are experts in the field. Specifically, the partners are working together to create an e-Learning platform, which incorporates all the training modules developed in the framework of deliverable 2.2, "Study Material for Course," and deliverable 2.3, "Capacity Building Material," and "4.1 Delivery of the Course Programme & Capacity Building Program."

▼ MODULE 1: THE WO...

Learning Material

Module 1: ToT Handbook

The World Agenda and...

Module 1: ToT Power...

Additional Materials Ad...

模块1 世界议程和可持...

MODULE 1: Kursus Pe...

남북한 1 MODULE 1 : \$...

Assessment

ASSESSMENT MODU...

Feedback to MODULE 1

SDGs | Journalism Reporting.

Feedback to MODULE 1

Mark as done

Mode: Anonymous

Name: 1

E-mail address: 1

To which extent did this training session workshop fulfil your expectations?

☐ Not at all satisfied
☐ Dissatisfied
☐ Neither satisfied nor dissatisfied
☐ Satisfied
☐ Very satisfied

Were the objectives of this training session accurately determined at the beginning?

☐ Strongly disagree
☐ Disagree
☐ Neither agree nor disagree
☐ Agree
☐ Strongly agree

Was the content of this training session delivered in a clear and well-structured manner?

☐ Not at all satisfied
☐ Dissatisfied
☐ Neither satisfied nor dissatisfied
☐ Satisfied
☐ Very satisfied

Courses on the platform are composed of modules, each of which contains individual units. feedback section and are interactive on the platform. A feedback section is also provided for courses.

Courses include assessment sections:

The World Agenda and...

Module 1: ToT Power...

Additional Materials Ad...

模块1 世界议程和可持...

MODULE 1: Kursus Pe...

남북한 1 MODULE 1 : \$...

Assessment

ASSESSMENT MODU...

Feedback to MODULE 1

▼ MODULE 2: SUSTAIN...

Learning Material (copy)

Module 2: ToT Hand...

MODULE 2: Sustainabl...

Back

Question 1
Not yet answered
Marked out of 33.33
Flag question
Edit question

1. SDGs have been introduced in 2016 by the United Nation as part of achieving 2030 Agenda. Why do you think it is important for a Journalist to understand 2030 Agenda?

A B I
 [List Bulleted Numbered]
 [Link] [Image] [Table] [Code]

Next page

Courses are categorized on the platform according to national languages and integrated with language restrictions:

Restrict access

Access restrictions

Student must match the following

Language

Choose...

Bahasa Melayu (ms)

English (en)

한국어 (km)

简体中文 (zh_cn)

Add restriction...

The platform also provides certificates for users who successfully complete the courses:



7. E-Learning platform - teachers manual

To enhance the effective use and understanding of the e-learning platform developed within the scope of the SDGsJR Reporting project, a user manual has been created. This platform hosts interactive and activity-based courses, incorporating the educational materials developed as part of the project. The guide is designed for students, teachers, and administrators on the platform, providing assistance in comprehending and utilizing the features offered. Specifically tailored to support teachers and other users in effectively navigating the platform's functionalities, the user manual aims to maximize the potential of the platform in alignment with the project's objectives. (<https://journalismreporting-vle.eu/>)

Topics format

The course is organized into topic sections that a teacher can give titles to. Each topic section consists of activities, resources and labels. In new installations of Moodle, this is the default format.

TIP: This is great to use if your course is objective based and each objective may take different amounts of time to complete. An example of this would be scaffolding where the students are building upon the knowledge from earlier topics.

"Show only one section"

With the Weekly, Topics and any contributed format that implements the functionality, it is possible via Administration > Course administration > Edit settings to "show one section per page".

To add or remove topics first you have to turn editing on for the course as shown in the screenshot below.

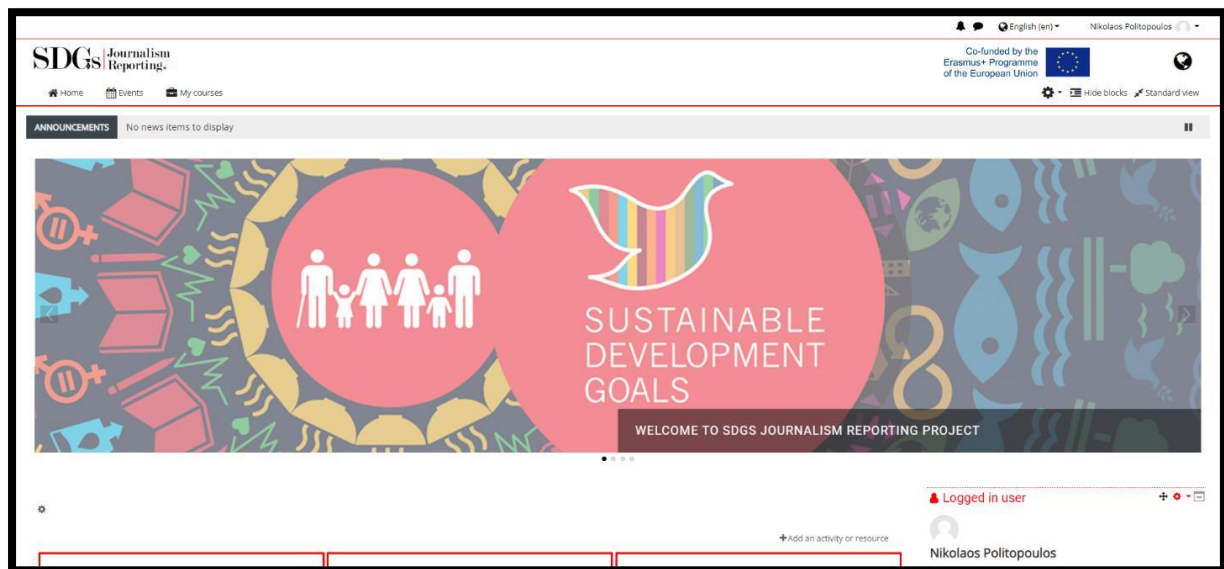


Figure 1: The "Turn editing on" button

After editing is on you have the option to add/remove topics as well as "activities" and "resources"

Activities

In Moodle terminology, an Activity, such as Forums or Quizzes, properly means something students can contribute to directly, and is often contrasted to a Resource such as a File or Page, which is presented by the teacher to them. However, the term activity is sometimes for convenience also used to refer to both Activities and Resources as a group.

There are 14 different types of activities in the standard Moodle that can be found when the editing is turned on and the link 'Add an activity or resource' is clicked.

- Assignments - Enable teachers to grade and give comments on uploaded files and assignments
- Chat - Allows participants to have a real-time synchronous discussion
- Choice - A teacher asks a question and specifies a choice of multiple responses
- Database - Enables participants to create, maintain and search a bank of record entries
- Feedback - For creating and conducting surveys to collect feedback.
- Forum - Allows participants to have asynchronous discussions
- Glossary - Enables participants to create and maintain a list of definitions, like a dictionary
- Lesson - For delivering content in flexible ways
- (LTI) External tool - Allows participants to interact with LTI compliant learning resources and activities on other web sites. (These must first be set up by an administrator on the site before being available in individual courses.)

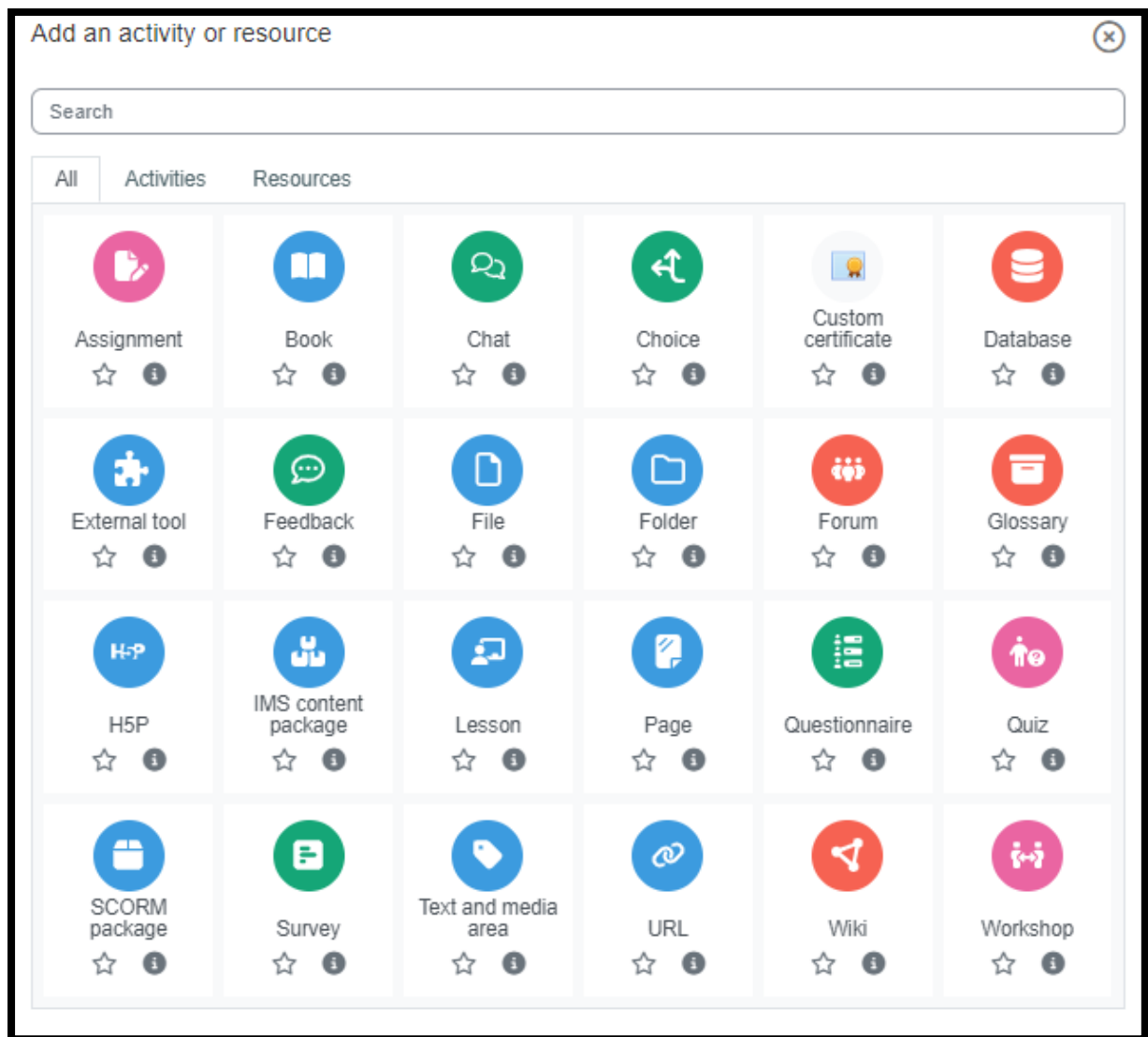
- Quiz - Allows the teacher to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers shown
- SCORM - Enables SCORM packages to be included as course content
- Survey - For gathering data from students to help teachers learn about their class and reflect on their own teaching
- Wiki - A collection of web pages that anyone can add to or edit
- Workshop – Enables peer assessment

Resources

A resource is an item that a teacher can use to support learning, such as a file or link. Moodle supports a range of resource types which teachers can add to their courses. In edit mode, a teacher can add resources via the 'Add an activity or resource' link. Resources appear as a single link with an icon in front of it that represents the type of resource.

Administrators can decide whether or not to force teachers to add descriptions for each resource by enabling or disabling a site-wide setting in Administration > Plugins > Activity modules > Common settings.


- Book - Multi-page resources with a book-like format. Teachers can export their Books as IMS CP (admin must allow teacher role to export IMS)
- File - A picture, a pdf document, a spreadsheet, a sound file, a video file
- Folder - For helping organize files and one folder may contain other folders
- IMS content package - Add static material from other sources in the standard IMS content package format
- Label - Can be a few displayed words or an image used to separate resources and activities in a topic section, or can be a lengthy description or instructions
- Page - The student sees a single, scrollable screen that a teacher creates with the robust HTML editor
- URL - You can send the student to any place they can reach on their web browser, for example Wikipedia






Adding an Activity using the Activity Chooser

1. On your course page, click Turn editing on.
2. In the Section where you want the activity to appear, click + Add an activity or resource. The Activity chooser dialog opens.
3. Select an activity. The right side of the dialog will change to show a description of the activity and support links.
4. Click Add. The Settings page for the activity will open.
5. Configure the settings for the activity.
6. At the bottom of the page click Save and return to course or Save and display. Note: Many activities, including Attendance, Quizzes, Glossaries, and Databases require additional setup from within the activity. If you returned to the course page, click the activity to open the activity and complete your set up.

Once you have added an activity, you can:

- Move the activity link on the course page with the Move icon (). You can drag items

between Sections (if you use the Collapsed topics format, the target section must be open). 

- Configure the settings for the activity. Locate the activity you want to configure and click; Edit (to the right of the item), then; Edit settings. This will bring you to the settings page.
- Hide an activity that you are not ready to release to students or show a hidden activity. Locate the activity you want to hide or how and click Edit (to the right of the item).
- From the drop-down menu, select () Hide or () Show.
- Change your role to Student to test submitting an activity (e.g., to submit and test scoring on a quiz) by going to the Administration block, clicking Switch role to..., then selecting Student.

Activities

Resources

The most used resources are “Labels” and “Files”

To add a label click Add an activity or resource. The Activity chooser dialog opens. Choose “Label” from the list. Then fill the Label text block with the information you want to present in that topic and click “Save and return to course”

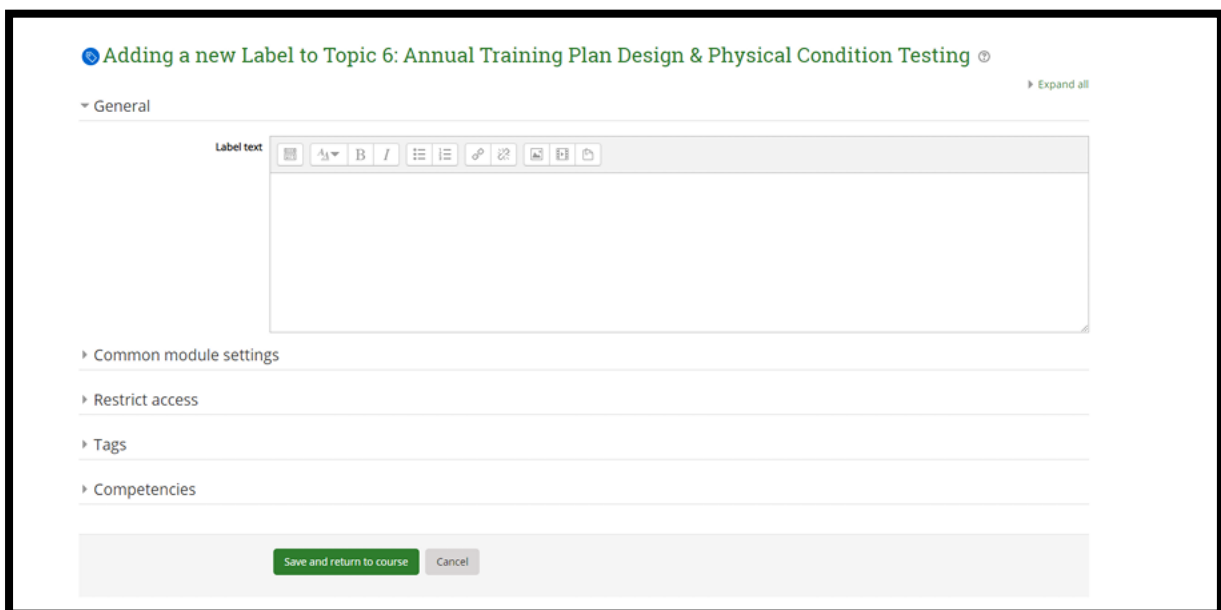
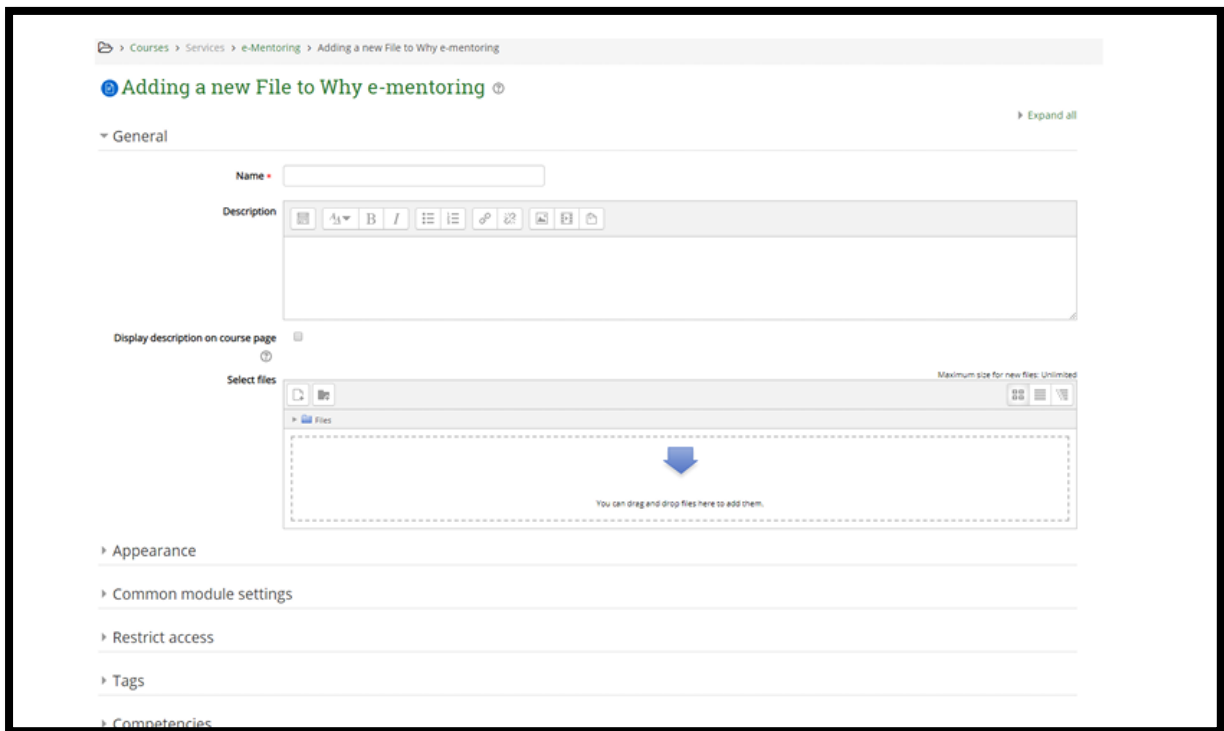


Figure 3: Adding a Label

To add a file, click Add an activity or resource. The Activity chooser dialog opens. Choose “File” from the list. You can then type the name of the file (such as a pdf document or a PowerPoint presentation), drag and drop the file from your computer to the indicated area and click the “Save and return to course” button.



The screenshot shows a Moodle course management page. The breadcrumb trail is: Courses > Services > e-Mentoring > Adding a new File to Why e-mentoring. The page title is 'Adding a new File to Why e-mentoring'. There is an 'Expand all' link. The 'General' section is expanded, showing a 'Name' field, a 'Description' field with a rich text editor toolbar, a 'Display description on course page' checkbox, and a 'Select files' section. The 'Select files' section has a 'Maximum size for new files: Unlimited' label and a large dashed box with a blue arrow pointing down and the text 'You can drag and drop files here to add them.' Below the 'General' section are links for 'Appearance', 'Common module settings', 'Restrict access', 'Tags', and 'Competencies'.

Activities

The most common activities to add to a topic are a “quiz” and an “Assignment”.

Quiz

To add a quiz, you must follow several steps:

- Create your questions in the question bank
- Create the quiz inside a topic
- Add the questions from the question bank to the quiz.

You can find the question bank in the course management settings in the bottom right.

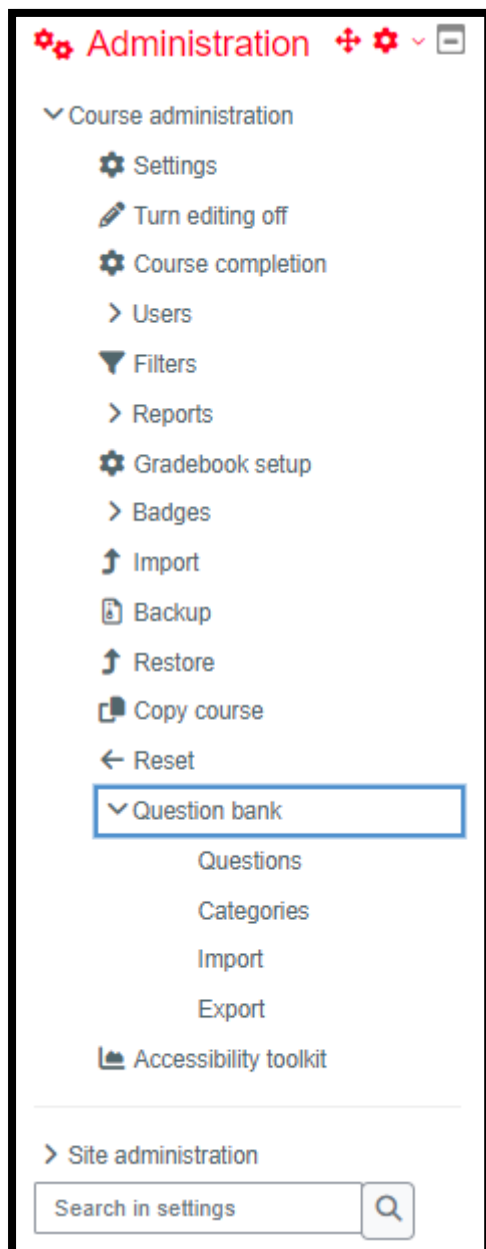


Figure 4: Question Bank

In this page you can add or edit questions for your quizzes.

Question bank

Select a category: Default for C1 (23)

The default category for questions shared in context 'C1'.
No tag filters applied

Filter by tags...

Show question text in the question list? No

[Search options](#)

☒ Also show questions from subcategories
☐ Also show old questions

[Create a new question ...](#)

Question name / ID number	Actions	Status	Version	Created by First name / Last name / Date	Comments	Needs checking?	Facility index	Discriminative efficiency	Usage	Last used	Modified by First name / Last name / Date
1	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 12:57 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 12:57 PM
1	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 3:28 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 3:28 PM
1	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 2:39 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 2:39 PM
1	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 1:48 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 1:48 PM
1	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 2:15 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 2:15 PM
2	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 2:15 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 2:15 PM
2	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 1:48 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 1:48 PM
2	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 3:28 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 3:28 PM
2	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 12:58 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 12:58 PM
3	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 12:58 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 12:58 PM

Figure 5: The Question Bank page

There are several types of questions to choose, so you can choose the one that mostly fits your needs:

QUESTIONS

- ☒ Multiple choice
- ☐ True/False
- ☐ Matching
- ☐ Short answer
- ☐ Numerical
- ☐ Essay
- ☐ Calculated
- ☐ Calculated multichoice
- ☐ Calculated simple
- ☐ Drag and drop into text
- ☐ Drag and drop markers
- ☐ Drag and drop onto image
- ☐ Embedded answers (Cloze)
- ☐ Random short-answer matching
- ☐ Select missing words

OTHER

- ☐ Description

Select a question type to see its description.

Figure 6: Question Types

The question types are as follows:

Calculated

Calculated questions offer a way to create individual numerical questions by the use of wildcards that are substituted with individual values when the quiz is taken.

Calculated multi-choice

Calculated multichoice questions are like multichoice questions with the additional property that the elements to select can include formula results from numeric values that are selected randomly from a set when the quiz is taken. They use the same wildcards than Calculated questions and their wildcards can be shared with other Calculated multichoice or regular Calculated questions.

The main difference is that the formula is included in the answer choice as $\{=...\}$ i.e if you calculate the surface of a rectangle $\{=l\}*\{w\}$.

Calculated simple

Simple calculated questions offer a way to create individual numerical questions whose response is the result of a numerical formula which contain variable numerical values by the use of wildcards (i.e $\{x\}$, $\{y\}$) that are substituted with random values when the quiz is taken.

The simple calculated questions offers the most used features of the calculated question with a much simpler creation interface.

Drag and drop into text

Students select missing words or phrases and add them to text by dragging boxes to the correct location. Items may be grouped and used more than once.

Drag and drop markers

Students drop markers onto a selected area on a background image. Unlike the Drag and drop onto image question type, there are no predefined areas on the underlying image that are visible to the student.

Drag and drop onto image

Students make selections by dragging text, images or both to predefined boxes on a background image. Items may be grouped.

Description

This question type is not actually a question. It just prints some text (and possibly graphics) without requiring an answer. This can be used to provide some information to be used by a subsequent group of questions, for example.

Essay

This allows students to write at length on a particular subject and must be manually graded.

It is possible for a teacher to create a template to scaffold the student's answer in order to give them extra support. The template is then reproduced in the text editor when the student starts to answer the question.

Matching

A list of sub-questions is provided, along with a list of answers. The respondent must "match" the correct answers with each question.

Embedded Answers

These very flexible questions consist of a passage of text (in Moodle format) that has various answers embedded within it, including multiple choice, short answers and numerical answers.

Multiple choice

With the Multiple Choice question type you can create single-answer and multiple-answer questions, include pictures, sound or other media in the question and/or answer options (by inserting HTML) and weight individual answers.

Short Answer

In response to a question (that may include an image), the respondent types a word or phrase. There may be several possible correct answers, with different grades. Answers may or may not be sensitive to case.

Numerical

From the student perspective, a numerical question looks just like a short-answer question. The difference is that numerical answers are allowed to have an accepted error. This allows a continuous range of answers to be set.

Random short-answer matching

From the student perspective, this looks just like a Matching question. The difference is that the sub-questions are drawn randomly from Short Answer questions in the current category.

Select missing words

Students select a missing word or phrase from a dropdown menu. Items may be grouped and used more than once.

True/False

In response to a question (that may include an image), the respondent selects from two options: True or False.

The next 2 screenshots show the creation page of a multiple-choice question:

[illegible]

Figure 7 : Multiple choice question creation 1

Answers

Choice 1

Grade: 100%

Feedback:

Choice 2

Grade: None

Feedback:

Choice 3

Grade: None

Feedback:

Choice 4

Grade: None

Feedback:

Figure 8 : Multiple choice question creation 2

After the questions have been created in the question bank you can create a quiz activity in a topic of your choosing. After naming the quiz you can then select the questions from the question bank it will include.

Grading method: Highest grade

No questions have been added yet

Edit quiz

Back to the course

Editing quiz: test

Questions: 0 | This quiz is open

Repeat quiz Select multiple items

Maximum grade: 10.00 Save

Total of marks: 0.00

Shuffle Add

Question bank

Select a category: Default for C1 (23)

The default category for questions shared in context 'C1'.

No tag filters applied

Filter by tags...

Show question text in the question list? No

[Search options](#)

☒ Also show questions from subcategories

☐ Also show old questions

[Create a new question ...](#)

Question name / ID number	Actions	Status	Version	Created by First name / Last name / Date	Comments	Needs checking?	Facility index	Discriminative efficiency	Usage	Last used	Modified by First name / Last name / Date
<input type="checkbox"/> 1	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 12:57 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 12:57 PM
<input type="checkbox"/> 1	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 3:28 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 3:28 PM
<input type="checkbox"/> 1	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 2:39 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 2:39 PM
<input type="checkbox"/> 1	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 1:46 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 1:46 PM
<input type="checkbox"/> 1	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 2:15 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 2:15 PM
<input type="checkbox"/> 2	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 2:15 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 2:15 PM
<input type="checkbox"/> 2	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 1:46 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 1:46 PM
<input type="checkbox"/> 2	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 3:28 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 3:28 PM
<input type="checkbox"/> 2	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 12:58 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 12:58 PM
<input type="checkbox"/> 3	Edit	Ready	v1	Ezgi Gecin Buyukgumus 18 December 2023, 12:58 PM	0	-	N/A	N/A	1	Never	Ezgi Gecin Buyukgumus 18 December 2023, 12:58 PM

Figure 9 : The Question Bank

To test the quiz after you are done Change your role to Student by going to the Administration block, clicking Switch role to..., then selecting Student.

Working with Assignments Adding/Editing an Assignment/Settings

Another basic function of Moodle is Assignments. You can have students access an assignment and then upload the requested material so the teacher can grade it.

When adding an Assignment activity you will be taken to this page:

General

Assignment name*

Name you want students to see on the course homepage

Description*

Paragraph B I

Brief description seen by students when they enter the assignment

Path: p

☐ Display description on course page ? Places the description beneath the link on the course home page

Availability

Allow submissions from ?

27 March 2015 11 40

☐ Enable

Due date ?

27 March 2015 11 40

☐ Enable

Cut-off date ?

27 March 2015 11 40

☐ Enable

☐ Always show description ? Determines whether the description shows prior to the Allow Submissions date.

Figure 10 : Assignments Setup Page 1

These are the basic options of the Assignment Activity. The next picture shows the submission types allowed and the type of feedback the student can leave after the Assignment is complete.

Submission types

Submission types

☐ Online text
 ☒ File submissions

Word limit

☐ Enable

Maximum number of uploaded files

1

Maximum submission size

Course upload limit (2MB)

Allows students to submit files for assessment. These can be files provided by you or ones they create.

Uses Moodle text editor to allow students to submit there assignment. No files required.

Per file submission size limit

Feedback types

Feedback types

☒ Feedback comments
 ☒ Feedback files
 ☐ Offline grading worksheet

Comment inline

No

Allows teacher to submit files back to the student for feedback

Provides field to provide comment for students on marking page or Quick Grade table.

Copies Online Submission text into Feedback field to allow inline commenting

Allows teachers to download a file, grade assignments and then upload the file to import grades and comments for students.

Figure 11 : Assignments Setup Page 2

The next picture shows the settings for group Assignments as well as the settings for allowing students to upload drafts.

▼ Submission settings

Require students click submit button ?

No

If set to Yes, students will submit drafts of assignments that will not notify the teacher of submission.

Require that students accept the submission statement ?

No

Submission statements require students acknowledge ownership and creation of the content is solely theirs.

Attempts reopened ?

Never

Controls how the assignment is closed based on student submissions. By default a student can resubmit once.

Maximum attempts ?

Unlimited

▼ Group submission settings

Students submit in groups ?

No

Require all group members submit ?

No

Grouping for student groups ?

None

Figure 12 : Assignments Setup Page 3

In the next picture, the type of grading can be configured.

Grade

Grade ?

Type None/Scale/Point

Scale

Maximum points

Grading method ?

Determining the grading method between Simple Direct, Marking Guide and a Rubric

Grade category ?

If you have categories already established in your Gradebook you can allocate the activity to it directly from here.

Blind marking ?

Students are represented as ID numbers

Use marking workflow ?

Use marking allocation ?

Allows the creation of a marking workflow such as TA's marking and getting marks approved by a teacher or breaking down markers to specific students, groups, etc.

Figure 13 : Assignments Setup Page 4

In the last picture the common module settings such as completion tracking and student visibility can be accessed.

▼ Common module settings

Visible

Show ▼

Show/Hide from students

ID number ?

Group mode ?

No groups

Disabled if set to Forced in course settings

Grouping ?

None ▼

☐ Available for group members only ?

▼ Activity completion

Completion options unlocked

When you save changes, completion state for all students will be erased. If you change your mind about this, do not save the form.

Completion tracking ?

Show activity as complete when conditions are met ▼

Require view ?

☐ Student must view this activity to complete it

Require grade ?

☐ Student must receive a grade to complete this activity
☐ Student must submit to this activity to complete it

Expect completed on ?

27 ▼

March ▼

2015 ▼

Enable

Figure 14 : Assignments Setup Page 5

Moodle tool guide

Below you can find a handy tool guide to determine what kind of activity suits your needs.
(<https://moodletoolguide.net/en/>)

Ease of use / Pedagogical Goal	Ease of use	Information Transfer	Assess learning	Communication & interaction	Co-create content	Bloom's Taxonomy
Tool 1	Simple and quick to set up yourself?	A tool for disseminating information from you to your students?	Will this tool allow you to assess your students' learning?	Can it be used for communication and interaction among participants?	Can you & your students collaborate & create content together?	<ul style="list-style-type: none"> Remember Understand Apply Analyse Evaluate Create
Lesson Use to flexibly present branched info, with testing	Can be tricky to set up. Make sure you plan the lesson first. Worth the effort.	Great to present information in a branched, guided way. Implement adaptive learning.	Yes. Allows grading. Use as branched quiz scenario, case study, role play.	No. This is an individual activity, not a group activity.	No. This is an individual activity, not a group activity.	6 / 6 Allows you to test the six levels by being creative.
Chat Hold real-time text chat discussions	Easy. Just like Messenger or iMessage. Requires some effort to manage.	Use for invited speakers. High speed message volume. Risk of non-interaction.	Chat is versatile. Can be used in formative assessment activities.	Yes. Hold debates, small group review sessions and hold drop-in session for Q&A.	Yes. Students can collaborate and explore topics, discuss them and write together.	6 / 6 Allows you to test the six levels in realtime.
Workshop Collect, assess and generate peer review of student work.	Tricky and takes planning and time. Four stages to follow for setting it up.	No. Better to use another tool for this.	Yes. Allows peer-assessment, reviewed by the teacher.	No. Allows for feedback but overall limited interaction.	Yes. Use for group tasks, in order to evaluate a result.	6 / 6 Allows you to test the six levels by being creative.
Activities - Share Data						
Database Allow students to collect, share and search created artifacts	Tricky to set up. Know what you want before you build.	Can be used for teacher to present info, but better to let the students add to it.	Database is versatile and allows evaluation. Design the right learning activity.	Not suited for discussions. Students can comment or rate other entries.	Students can share content in searchable way. Create joint collections.	6 / 6 Allows to test the six levels, by structuring the knowledge.
Glossary Gather resources or collect infos	Easy. Default settings are good. Set display info. Better yet, let the students add to it.	Use glossary to define terms or present info. Better yet, let the students add to it.	Glossary is versatile and allows evaluation. Design the right learning activity.	Not suited for discussions. Students can read other entries and comment or rate.	Yes. The class can collect reviews, resources, etc. Original author can edit her entry.	5 / 6 Understand, Apply, Analyse, Evaluate, Create.
Wiki Enable the creation of collaborative pages, like Wikipedia	Tricky. Decide on individual and group settings. Can be hard to master.	Yes. Allow editing only by teachers or by any participant.	Wiki is versatile and allows evaluation, e.g. design a formative assessment activity.	Not suited for discussions. Use in brainstorming, planning, collaborative writing, etc.	Yes. Students can collaborate and explore topics, discuss them and write together.	5 / 6 Understand, Apply, Analyse, Evaluate, Create.
Activities - Identify Trends						
Choice Enable students to vote, to choose subjects in order to get a trend	Easy. Define the options and whether you want to limit numbers per choice or not.	No. The choice is not a distribution tool.	To quickly test understanding via a single multi-choice question.	No. Use the forum or chat instead.	No. Use forums, glossaries or wikis instead.	5 / 6 Requires to be creative in your usage.
Feedback Gather data from students on any topic	Easy but takes time. Configure and then add questions.	No. The feedback is not a distribution tool.	Yes. To have students self-assess their understanding before and after.	No. Only allows one way communication from student to teacher.	No. This is an individual activity.	6 / 6 Allows you to test the six levels by being creative.
Survey Gather data from students about teaching of the course	Easy. Choose from 3 types to assess Attitudes, Incidents and Constructivism.	No. The survey is not a distribution tool.	Not directly. Used for gathering feedback to help improve the course.	No. Only allows one way communication from student to teacher.	No. This is an individual activity.	2 / 6 Indirectly. Helps student analyse and evaluate the learning.

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Recommendations

While there are similarities, there are also differences in their recommendations and priorities. It is our belief that the e-tutor should be developed in response to and in light of the syllabus, study materials, capacity building materials, the features and functions of SDGs journalism website, and the specs of study units. On top of its presence on SDG journalism website, the e-tutor guide should also be available as an app. It may also be available in pure text, audio or video format. Our preferred choice is to develop an app for the E-Tutor Guide. The E-Tutor Guide should also be available in other national languages for local journalists in Asian partner countries. And the E-Tutor Guide should be sensitive to country-, campus- or media-specific in terms of resource availability and accessibility, sensitive issues, policies, and special needs. It is recommended that a follow-up discussion via email or Skype should be conducted to discuss the results of the interviews to get more insightful feedback and recommendations before we can start to develop the E-Tutor Guide.

Appendix

Appendix 1: Skype Interview Information

Name	Time/Date	Interviewees	Interviewer	Recorder
RUPP	Thursday, 4 March, 2pm	Ung Bun Yi	Xiaoge Xu	Ranna Huang
UM	Friday, 5 March, 9 am	Ayeshah Syed, Chew Shin Yi, Charity Lee, Yap TengTeng, Yewkong Lee	Xiaoge Xu	Ranna Huang
UNNC	Friday, 5 March, 10 am	Shixin Ivy Zhang, Yiben Ma	Xiaoge Xu	Ranna Huang
SZPT	Friday, 5 March, 2pm	Xiuzhen Zeng	Xiaoge Xu	Ranna Huang
NUBB	Friday, 5 March, 3.30pm	Vong sokhavy; Sophileap Phan; Vat Norng; EM Chenda; kuoy IM	Xiaoge Xu	Ranna Huang
UUM	Tuesday, 9 March, 10 am	Mazni binti Omar ; Azman B Yashi	Xiaoge Xu	Ranna Huang

Appendix 2: List of interview questions

A. Objectives and Contents of E-Tutor Guide

Q1: What specific objectives should the E-Tutor Guide serve?

Q2: What specific content should the E-Tutor Guide contain?

Q3: What specific facilities should be leveraged to enhance online learning in the e-tutor guide?

B. Qualifications, Roles and Competencies of E-Tutors

Q4: What specific roles of the e-tutor should be stated in the guide?

Q5: What specific expectations for e-tutors should be included in the guide?

C. Expectations and Requirements for E-Learners

Q6: What specific expectations and skills for e-learners should be included in the guide?

Q7: What specific skills should be emphasized in the e-tutor guide?

D. Online Learning Monitoring

Q8: What specific mechanism should be put in place to monitor the learning activities?

Q9: What specific learning modalities should be included in the e-tutor guide?

Q10: What specific forms of assessment should be available for the e-tutors to select to give their learners timely feedback?

E. Online Learning Resources

Q11: What online learning resources should be recommended in the guide?

Q12: What online learning software already in use in your institution?

Q13: What additional learning software should be recommended in the guide?