

“Welcome to your new home!”: E- Learning Course for Real Estate Agents - Presenting Properties

Final Assignment to Modul 1: Introduction to Digital Competence

Project: Digitally Competent Educators

FernUniversität in Hagen

in WS 2019/20

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Date of Submission: 06.03.2020

Since I work in occupational rehabilitation as an English and communication teacher, I want to use this setting for my teaching project. I chose the group of future real estate agents as a target group. The teaching project will be an online course, called “Welcome to your new home!”, which shall give future real estate agents some help presenting properties to potential clients, as essential part of their future work.

An online course is appropriate owing to the special form of education they get. Their education takes two years finishing with an exam. It happens partly at the education centre, partly in a real estate company. That means the participants are at the centre at different times, so group work without e-education tools is difficult to realise.

Overview of the course and target group

Due to the limited space of this paper, I can only outline the course. As mentioned before, the title of the online learning course is “Welcome to your new home!” and it is planned for 6 weeks with a time schedule of 5-8 hours per week. The time may vary because of the different experiences the participants have. Students can work wherever they have access to the internet, so they can enter the Learning Management System (LMS) ILIAS, where material as videos, forums, conference rooms, texts etc. will be sequentially provided by the tutor. The tutor also provides the necessary technical support.

The main goal is to provide students with the appropriate knowledge to hold presentations of properties for potential clients as well as giving feedback to others. Other learning outcomes are the revision of vocabularies and structures to describe and advertise properties. For the final assessment every student chooses a property and prepares a presentation, which is reviewed by peers and the tutor.

Table 1

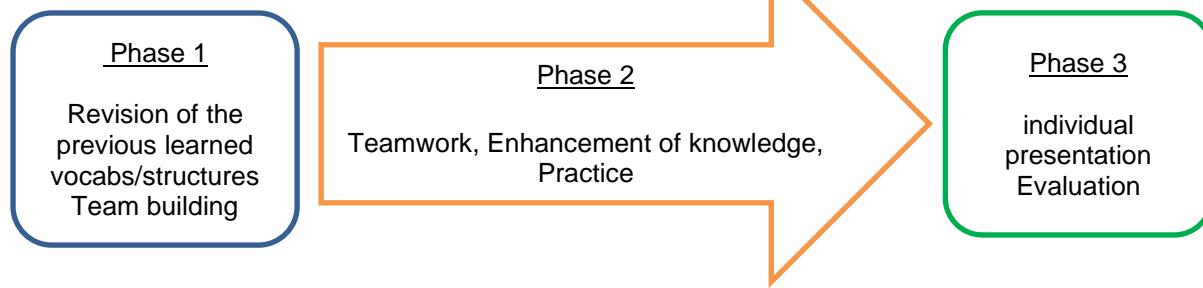
Characteristics of the target group according to Kerres (2018)

Characteristics	Target group
General group information	apprentices for real estate agents in occupational rehabilitation in their second year
Size of the group	10 to 12 participants
Age	between 25 and 45 years
Highest school leaving certificate	Realschulabschluss (secondary education)
Geographical location	Participants from different parts of Western Pomerania
Diversity of the group	Possible, present group consists of participants of only German background In present group there are no restrictions due to visual or hearing problems
Expected knowledge	Solid knowledge of English (Level B1) Basic knowledge in handling a PC and internet
Motivation	Extrinsic: Knowledge is part of the education Intrinsic: Skills are essential for future work
Place of learning	can be anywhere: at home, at school... with internet

The course consists of three main phases, which are:

Figure 1

Main Stages of the course



Didactic and methodological theories

The course is part of an occupational training, so it is also essential to give the participants to improve the 21st learning and Innovation skills, short the 4Cs (National Education Association, n.d.), which are critical thinking, communication, collaboration and creativity. These are essential since modern technologies enables people to get information at any place in any minute. Much more important is *critical thinking*, which implies analysing, interpretation, decision making, problem solving and evaluation. In this course students are provided with various material. They must work through it and prioritise information by applying the critical thinking techniques. *Communication* skills enable students to share information, express their ideas and thoughts in speaking and writing including media use. Therefore, the course provides forums and video conferences as well as recorded presentation to cover all aspects. Teamwork, which enhances communication and *collaboration*, is an essential part of the course. To fulfil the tasks and make good presentations participants need to make use of their *creativity* by developing a presentation outline, including new ideas, figures and tables etc.

Keeping students motivated during the course has a huge impact of the success of online learning. The five-stage-model introduced by Gilly Salmon (2013) provides a guideline for planning online courses. The first stage is called *Access and Motivation* including welcoming the participants and introducing the system and access. The second stage is *Online Socialisation* with the focus on interaction of the participants. The next step called *Information Exchange*, where participants get into the real learning process and mutual exchange. Step Four is called *Knowledge Construction* and includes participants to contribute their work. The last step is called *Development* with each student showing what he/she has learned during the course as well as the evaluation of the students' work and the course itself. For each stage an e-tivities (Salmon, 2011) is planned (see table 2).

Table 2*E-tivities for the course according to the five-stage-model by G. Salmon*

Steps	Step 1	Step 2	Step 3	Step 4	Step 5a	Step 5b
Title	Welcome to the course!	In a team you are strong!	What's your preferred kind of property?	Catch our attention, if you can!	Get the exam done!	How well did we do?
Purpose	Getting to know each other, course content and ILIAS	Team building Presentation techniques	Preparing an example presentation together in a team	Group presentation Giving feedback	Holding your final Presentation	Peer/ Tutor review of presentation Course review
Summary	Students get to know course content, other participants and revise vocabs/structure	Forming a team of 3 students Getting into contact Exchanging presentation techniques	Choosing a type of property in your team and present it	Students present their teamwork and evaluate the other teams' work	Students choose a property and prepare a presentation with the help of the given material	1. Peer review of presentations 2. Final tutor review of presentations 3. Course review
Spark			https://www.youtube.com/watch?v=ATSGwZXOuUo https://www.youtube.com/watch?v=Wy1h_q9BsU			 <small>shutterstock.com - 1278151426</small>
Individual contribution	1. Read the itinerary and watch the videos with the instructions. 2. Use the forum to introduce yourself. Why do you want to become a real estate agent? 3. Have a look at the revision parts.	1. Assign yourself to one of the four groups (each group shall have 2-3 participants) 2. Work through the material on presentations and presentations techniques.	1. Work through the material. 2. Find a date for a meeting in the conference room with your team.	1. Record your share of the presentation and upload it in the appropriate folder. 2. Have a look at the feedback material. 3. Watch the presentations of the other teams.	1. Choose a property of your interest (first come, first served). 2. Prepare a presentation using the provided material. 3. Record the presentation and upload it.	After you got your reviews, please evaluate the course by answering the following questions. Feel free to give further advice.
Dialogue begins	Read the introductions, choose two and write a comment.	1. Discuss the initial statements in groups? 2. Think about presentations. What techniques do you know/prefer?	1. Choose a type of property in your group. 2. Split the provided material into groups. 3. Prepare the presentation together.	1. Discuss the feedback rules. 2. Apply them to the assigned presentation. 3. Get the tutor's feedback in the tutor meeting.	After all presentations will have been uploaded, watch some and leave a short note.	Please peer review the presentations assigned to you according to the feedback sheet.
Tutor-Intervention	Write first introduction, read student's introductions Provide material Host question forum (in all weeks)	Keep an eye on group building Present material for presentation techniques Technical support	Provide various material on different types of properties Keep an eye on the group work Technical support	Provide material on giving feedback give feedback and advice to each presentation technical support	Support students in case they need help Provide material to each property Technical support	Giving feedback to every participant Final grading of participants Giving results of course review
Time schedule	3-8 hours according to previous knowledge	6-8 hours	6-8 hours	4-6 hours	6-8 hours	3-5 hours
Next	Team building and presentation techniques	Preparing a presentation together	Holding the presentation in team evaluate other teams	Time for your own presentation	Get the grading done	End of the course

Accessibility

Accessibility play a major role in occupational rehabilitation since the participants come with different limitations and disabilities. Apart from removing borders by for example offering audio-files for texts, transcripts for audio- and video-files or alternative texts for illustrations, the Universal Design of Learning (Cast, 2018) aims at making sure that every person gets equal access to education. Therefore, three networks shall be addressed by the tasks in the project. The affective network (the “why of learning”) responds to the engagement of participants. So, it is necessary to keep students interested and motivated. The recognition network (the “what” of learning) can be addressed by various means of presentations including texts, videos, graphics etc. For the strategic network (the “how” of learning) it is essential to provide multiple means of action and expressions for the participants.

Reflection

The concept is just a draft so far and needs further development before it can be tried in real life. Although it takes pedagogical and technical aspects into consideration, the final tasks need to be formulated and bound together by a cover story. There are also some technical aspects in the LMS ILIAS that need to be solved. After finishing developing the concept, it is planned to give it a try with a small group and evaluated afterwards. Depending on the outcome of the evaluation it will be decided whether it will be a compulsory part of the education.

Nevertheless, working on this concept improved my own digital competences by revising the different theoretical approaches and applying them to a project. I hope to enhance my knowledge Module 2 and 3.

References

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