



2 | DEFINE YOUR GOALS

Process Document

What you need
to know!

This document is designed to help you reflect and create your VTT experiences.

- Customize it to fit your needs.
- The instructions are intended as trigger questions to help you reflect.
- You may leave boxes unfilled, or add more if you feel that some issues are left unaddressed.



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2 | DEFINE YOUR GOALS

Introduction

Now that you have completed Step 1 – Set It Up, it's time to move on to Step 2 – Define your Goals. The effort that you'll deploy here will make the next step, Create Lesson Plans, that much easier!

To Define Your Goals, both you and your VTT partner will need to identify complementary points between your two courses. There are four main areas to consider in this section: Common objective, Learning Outcomes, VTT activity(ies), and Product.



Reflection Questions

- What are the common or complementary objectives?
- What do you want your students to learn or practice through the VTT activity?
- What kind of activity will help the students achieve their objective? What could the students accomplish that they could not do in isolation or that could have added value from others' perspective.
- What product will they create together, and is it consistent with the desired learning outcome?

We'll discuss each of these in the next sub sections.

Common Objective

Start by reflecting on your course objectives and how a VTT collaboration can add value. Look for any common or complementary objectives. This may be relatively simple if you are teaching within the same discipline. But even if you are teaching in completely different disciplines, it is still possible to find some common ground!

Note that objectives may include competencies and elements from course framework but also transversal goals such as developing IT, team work, or intercultural skills.



Reflection Questions

- What are the common or complementary objectives?

Let's compare the Marketing objectives with those of Micropublishing and Hypermedia to see if we can find any similarities.

MARKETING

- To introduce you to the key elements and develop a marketing strategy.
- To give you an opportunity to refine your oral and written communication skills
- *To improve your ability to work effectively in a team*

MICROPUBLISHING AND HYPERMEDIA

- *To interact in various work situations*
- To successfully enter the labour market and build a career
- To design and produce multimedia presentations

We can begin to see a common objective emerge: *To interact in various work situations or teams*, and *To improve your ability to work effectively in a team*.

In this case, both classes will practice real world simulations of client relationships but the Micropublishing and Hypermedia students may also need to create a product in order to meet their specific course objectives. See the [Product](#) section for more information.



Case Examples

| Common Objective | Learning Outcome | VTT Activity | Product |
|---|------------------|--------------|---------|
| To interact in various work situations and improve your ability to work in teams. | | | |

Now let's take a look at the Learning outcome!

Learning Outcomes

An interesting way to Define Your Goals is to start with the end in mind. These are your learning outcomes. Try to set S.M.A.R.T. learning outcomes: Specific, Measurable, Attainable, Realistic, and Timely. For a more detailed explanation of SMART objectives see [Edutopia](#) here.



Reflection Questions

- Once the activity is over, what should the students have learned?
- What do you want your students to learn or practice through the VTT activity?

Two courses: Marketing paired with Micropublishing and Hypermedia

In this case, the learning outcomes will slightly differ for each course. Here's an example of some SMART outcomes.



Case Examples

| Common Objective | Learning Outcome | VTT Activity | Product |
|------------------|---|--------------|---------|
| | <p>Marketing: By the end of the activities, students should be able to communicate a marketing vision to a web design company.</p> <p>Micropublishing and Hypermedia: By the end of the activities, students should be able to receive a marketing vision and translate it into a web design.</p> | | |

VTT Activity

Perhaps the VTT activity will help students learn or practice a skill. Choose activities that will encourage students to communicate and reach outside the boundaries of their classrooms in order to achieve their learning outcomes.



Reflection Questions

- Once the activity is over, what should the students have learned?
- What do you want your students to learn or practice through the VTT activity?
- What should the students DO together?



Two courses: Marketing paired with Micropublishing and Hypermedia



Case Examples

| Common Objective | Learning Outcome | VTT Activity | Product |
|------------------|------------------|---|---------|
| | | Marketing students will meet face to face and continue to communicate asynchronously with the Hypermedia students in order to communicate their needs for the web design of a chosen topic. | |

Product

The ideal scenario is to find a common product that students from both classes can work on together either synchronously or asynchronously. This helps to create an atmosphere of collaboration and accountability for students. No matter what the product, try to create an opportunities for students to achieve their learning outcomes!



Reflection Questions

- Does the VTT activity create opportunities for the students to collaborate on a concrete product?
- Does your learning product help students achieve the learning outcomes?



In this case, we'll need to create complementary products with slightly different parameters for each course. Though both courses may have separate products here, they are working towards a common goal, which is enhanced by the process of communicating and collaborating.



Case Examples

| Common Objective | Learning Outcome | VTT Activity | Product |
|------------------|------------------|--------------|---|
| | | | <p>Marketing: To produce a specification document for a web design of a chosen topic.</p> <p>Micropublishing and Hypermedia: To produce a web design concept.</p> |

Up Next

Now it's time to create your lesson plan! Take a look at step 3 to help guide you through the process!



You can also [download a fillable worksheet](#) from the VTTNREVE web site.

1 | SET IT UP



HINTS

- Why do you think your course is a good candidate for VTT?
- What elements of your course could benefit from collaboration?

| Course 1 | Course 2 |
|----------|----------|
| | |

2 | DEFINE YOUR GOALS



HINTS

- What are the common or complementary objectives?
- What do you want your students to learn or practice through the VTT activity?
- What product will they create together, and is it consistent with the desired learning outcome?

| Common Objective | Learning Outcome | VTT Activity | Product |
|------------------|------------------|--------------|---------|
| | | | |

3 | CREATE A LESSON PLAN



| | Description | Technology / Materials |
|---|---|---|
| | <ul style="list-style-type: none"> • How will the students get engaged, be challenged and collaborate? | <ul style="list-style-type: none"> • What software or hardware will be needed? Did you test it? Do you need to set up accounts? • Will your students need guidelines, procedures, templates, grading rubrics, etc.? |
| <p>Preparation</p> <ul style="list-style-type: none"> • What will the students need to know beforehand? • What will the students need to do before they can interact? | | |
| <p>Collaboration</p> <ul style="list-style-type: none"> • How will you break the ice? • How will students collaborate to meet the outcomes and create a product? • How will you conclude the collaboration? | | |
| <p>Follow-up</p> <ul style="list-style-type: none"> • How will the students integrate what they learned with their course? • How will they evaluate the results of their interaction? • Will they follow up with their virtual partners? If so, how and when? | | |