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# Teaching Academic Skills with a Moodle-Based Online Course

November 17-18, 2022

Raum.Zeit.Format | Lehren und Lernen in hybriden Szenarien



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# Academic Skills in Communication Science

Dashboard > My courses > ASCS\_WT2021/22

Welcome!

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

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

This mandatory introduction module has **two main learning goals**:

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

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

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

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



**Across**

- 1 An activity that should be done to ensure reliability and validity of your research instrument (7)  
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- 4 A short summary of a research paper that used to help the reader quickly ascertain the paper's purpose (8)  
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- 5 One of the most underestimated resources in a research process (4)  
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- 6 One of the sources you should avoid citing in your paper (9)  
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- 8 A process of steps used to collect and analyze information to increase our understanding of a topic or issue (8)  
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- 10 A statement of expectation or prediction that needs to be tested during a study (10)  
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- 13 Using ideas, results or any other information from other authors without referencing them in your work (10)  
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# AGENDA

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

# COURSE BACKGROUND

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

# COURSE AIM

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

# COURSE METHODS

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

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

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

(Döring & Bortz, 2016)

# COURSE METHODS



## Online lecture

**Academic Skills in Communication Science**

Session 3  
Prof. Dr. Nicola Döring

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**State of research**

As a communication scientist you always start your work by looking into the **current State of Research (SoR)** = all previous studies in the field.

Wrong way of doing SoR	Right way of doing SoR
Randomly choosing and presenting some papers.	Strictly following a systematic procedure. Documentation of all steps (key words, data bases, Citavi project, Citavi categories).
<b>Why?</b> This procedure is non-scientific, non-transparent and incomplete.	<b>Why?</b> Can be replicated and checked by fellow researchers or supervisors: credible research. Unbiased, we do not select papers randomly or based on personal preference or tastes but cover ALL the references available in the databases.

In simple terms, your SoR should answer an unspoken question: "What do we know (and also don't know!) about the topic so far?"

Academic Skills in Communication Science | Session 3

## Online quiz

Drag and drop the correct terms to the corresponding sentences

- The focus of Communication Science
- Research based on systematically collected data
- Example of a research instrument
- Citavi and EndNote
- The current edition of APA style
- The listing of all sources in your paper
- The ability to use your time productively and efficiently
- Time, effort and resources needed for the study
- A brief form of reference made within the body of the text of your paper

Time management	Reference management software	Sampling plan
Research economics	6th edition	Empirical
7th edition	In-text citation	Codebook
Public communication and media	Reference list	Theoretical

Drag the terms that don't fit any of the statements here:



## Session feedback

Session 1 Feedback

Modus: Anonym

How do you rate this session?

Very good  Good  Mediocre  Bad  Very bad

Do you have any suggestions for improving this session? If yes, please specify:

Pflichtfelder

## Written task

**Written task 3:**

Continue work with your trending topic from Session 1.

- 1) Search two most appropriate databases using relevant keywords
- 2) Screen results for relevance
- 3) Create a PRISMA flowchart
- 4) Create a table with 3-5 most relevant papers

Upload your PRISMA chart and a table with relevant studies on Moodle before deadline.

## 17 November - 23 November: Evaluating Scientific Literature

**Eingeschränkt** Nicht verfügbar, es sei denn:

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

### Welcome to Session 3!

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

 Session 3 introduction

 Session 3

 How to automatically export results to Citavi

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

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

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

## 24 November - 30 November: Task 3

**Eingeschränkt** Nicht verfügbar, es sei denn:

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

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

 Learning Quiz 3

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

- 1) Search two most appropriate databases using relevant keywords
- 2) Screen results for relevance
- 3) Create a PRISMA flowchart
- 4) Create a table with 3-5 most relevant papers

Use the task template provided in the session, upload the task in PDF.  
Give your PDF-Files clear name: Your-Name\_Task3

 Session 3 Feedback

Introduction video

Online lecture

Online quiz

Written task

Session feedback

# COURSE RESULTS

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

*“This course really helped me, the quizzes and practical assignments made learning easier ”*

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

# CONCLUSION

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

# THANK YOU FOR YOUR ATTENTION!

Questions and feedback are always welcome 😊  
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# REFERENCES

Erling, E. J., & Richardson, J. T. (2010). Measuring the academic skills of university students: Evaluation of a diagnostic procedure. *Assessing Writing*, 15(3), 177–193. <https://doi.org/10.1016/j.asw.2010.08.002>

Gamage, S. H. P. W., Ayres, J. R., Behrend, M. B., & Smith, E. J. (2019). Optimising Moodle quizzes for online assessments. *International Journal of STEM Education*, 6(1). <https://doi.org/10.1186/s40594-019-0181-4>

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