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**“Improvement of digitalisation competences of recent and future teachers by
development of advanced training on instructional design of digital training”**

Project number: 2023-1-BG01-KA220-HED-000155494



WP2 Instructional design of digital training - curriculum, training course and portal with help desk

**R1: Curriculum and training course about Instructional design of digital learning by
applying the Universal design of learning principles to enable also full inclusion of
students with special needs**

April, 2025

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Authors:



Plovdiv University
"Paisii Hilendarski"



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INCLUSION
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MODULE

Name of the leading partners:

National University of Distance Education, Spain

Plovdiv university "Paisii Hilendarski", Bulgaria

Bulgarian Inclusion Support Team, Bulgaria

DESCRIPTION

1. Title of the module:

Module 1. Theories and models for instructional design of quality digital learning.

2. Duration of the module

30 hours

3. ECTS credits / ECVET credits

2 credits / 1 credit

4. Authors

UNED

Prof. Cristina Sánchez Romero, PhD. (coordinator)

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5. Learning outcomes for the course – acquired knowledge, skills, competencies (goals)

Those who have successfully completed training in this discipline:

- *Will know:*
 - ✓ Online teaching models
 - ✓ UDL (Universal Design for Learning)
 - ✓ The barriers that threaten the instructional design of digital learning.
- *Will be able to:*

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- ✓ Create an instructional design for digital learning.
 - ✓ Implement a Universal and Accessible curriculum.
 - ✓ Implement UDL principles in digital instructional design.
- *Will be competent to:*
 - ✓ Digital competences, particularly Implement universal e-learning standards.
 - ✓ Digital competences, particularly designs according to the universal standards and accessibility.
 - ✓ Digital Competence and Sustainability Competence, particularly to provide learning opportunities in digital environments with sustainable development in mind.

6. Teaching methods

Interactive methods, gamification, MOOC or microcredential course.

7. Prerequisites (knowledge and skills from previous training) and requirements for other (simultaneous) courses

To have basic knowledge on:

1. Notions about the management of digital platforms.
2. Know how to contextualize digital didactic models.
3. Accessibility basics in curriculum development.
4. Teaching universal design for learning.

8. Content of the module

• A. Short summary

Universal Design for Learning, or UDL, ensures that all students have equal opportunities to succeed by providing multiple means of engagement, representation, and action. Digital learning plays a crucial role in this framework, offering diverse and accessible resources for varied learning needs. Carefully crafted teaching units, or didactic units, integrate these principles to create inclusive and effective educational experiences. By combining UDL with digital tools, educators can design lessons that cater to a wide range of abilities and preferences. This holistic approach promotes better learning outcomes for every student.

B. Thematical content of the module

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a) lectures

1. Digital learning models - **(3) hours**
2. Universal Design for Learning (UDL)- **(3) hours**
3. Teaching unit design **(3) hours**
4. Digital assessment of students' competencies (digital, learning to learn...) - **(2) hours**
5. Tutor support competences - **(2) hours**
6. Digitally inclusive and accessible learning design- **(2) hours**

b) practical activities

The students will be able to choose one of the following options:

Option A. Designing a MOOC (Massive Open Online Course) **(12) hours**, involves several key steps:

- **Define objectives and audience:** Determine the learning objectives and target audience for the course. Identify what learners should know or be able to do by the end of the course.
- **Create a detailed course outline:** Develop a comprehensive syllabus that outlines the modules, topics, and key learning activities. Break down the content into manageable sections.
- **Develop engaging content:** Create diverse content including videos, readings, quizzes, and interactive activities. Ensure the content is engaging and accessible to a wide range of learners.
- **Incorporate Universal Design for Learning (UDL):** Use UDL principles to make the course accessible to all learners. Provide multiple means of engagement, representation, and action.
- **Leverage digital tools:** Utilize digital tools and platforms to enhance the learning experience. Incorporate forums, live sessions, and multimedia elements to facilitate interaction and engagement.
- **Pilot and refine the course:** Test the course with a small group of learners to gather feedback. Make necessary adjustments to improve the course based on their input.
- **Launch and monitor:** Launch the MOOC and continuously monitor its progress. Collect data on learner engagement and outcomes to make ongoing improvements.

By following these steps, you can design a MOOC that is engaging, accessible, and effective in achieving its learning objectives.

Option B. Designing a teaching unit **(12) hours**.

Here is a guide to help you design a teaching unit:

- **Define learning objectives:** Clearly outline what students should know or be able to do by the end of the unit. These should be specific, measurable, achievable, relevant, and time-bound (SMART).
- **Identify key content:** Determine the main topics and concepts that will be covered in the unit. Ensure that the content aligns with the learning objectives and standards.
- **Plan assessments:** Develop formative and summative assessments to measure students' understanding and mastery of the content. Include a variety of assessment methods such as quizzes, projects, presentations, and written assignments.
- **Design learning activities:** Create engaging and diverse learning activities that support the objectives. These can include lectures, group work, discussions, hands-on experiments, and multimedia resources. Incorporate activities that cater to different learning styles and abilities.
- **Develop a timeline:** Outline a timeline for the unit, including the duration of each lesson and the sequence of activities. Ensure that the pacing is appropriate for the students' level and allows time for review and reinforcement.
- **Incorporate resources and materials:** Gather all necessary resources and materials, such as textbooks, articles, videos, and tools. Ensure that these resources are accessible to all students.
- **Integrate technology:** Use digital tools and resources to enhance learning. This could include educational apps, online collaboration tools, and interactive simulations.
- **Include differentiation strategies:** Plan for differentiation to meet the needs of diverse learners. This might involve modifying tasks, providing additional support, or offering extension activities for advanced students.
- **Plan for reflection and feedback:** Include opportunities for students to reflect on their learning and for you to gather feedback on the unit. This can help in making adjustments and improvements for future iterations.
- **Prepare for flexibility:** Be prepared to adapt the unit as needed based on student progress and feedback. Flexibility is key to addressing unexpected challenges and ensuring all students succeed.

By following these steps, you can create a well-rounded and effective teaching unit that promotes student engagement and learning.

C. Equipment required for the delivery of the module:

- Personal electronic devices (computer systems and audio-video equipment, smartphone);

- Smart technologies (virtual glasses, 3D printers, 3D scanners, micro modules, microcontrollers, adapters, cameras, smart displays with movement, educational robots, and others);
- Software;
- Electronic platforms, including adaptive electronic platforms.

9. References (main bibliography)

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10. Planned learning activities

Teamwork, problem-solving, digital learning, project-based learning, teaching unit design.

11. Methods and criteria for assessment

Development of instructional design e-learning materials according to all quality standards.

12. Languages

English, Spanish, Bulgarian, Portuguese, Turkish

13. Internship/ practice

Development of instructional design e-learning materials with implementation of the e-learning standards.

MODULE



Name of Lead Partner:

ASSOCIATION OF EARLY CHILDHOOD CARE PROFESSIONALS, AMPAT

DESCRIPTION

1. **Module Title:**

Module 2. Methodology for applying a contextualized and appropriate pedagogical design in innovative, attractive and quality electronic learning courses and resources.

2. **Duration of the module**

30 hours

3. **ECTS credits / ECVET credits**

2 credits / 1 credit

4. **Authors**

Prof. Pilar Gutiez Cuevas, PhD. (coordinator)

Castellar Lopez Guinea, PhD

Carmen Gutiez - Expert in Training Professionals in Technologies: Digital Training

5. **Course learning outcomes: knowledge, skills and competencies acquired (objectives)**

Those who have successfully completed training in this discipline:

- *You will know:*
 - ✓ Extensive theoretical knowledge of teaching methodology
 - ✓ Main methodologies for digital learning
 - ✓ Universal Design for Learning (UDL)
 - ✓ Learn about training technologies and methodologies that respect UDL
 - ✓ the special needs that determine/limit the use of methodologies in the instructional design of digital learning.
- *You will be able to:*
 - ✓ Adapt/create digital learning instructional design methodologies for different types of special needs.

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- ✓ Establish teaching strategies that define what is going to be done.
- ✓ Know and apply the necessary technological resources that allow teaching and programming to be implemented.
- ✓ Develop skills in the practical application of basic person-centered methods.
- ✓ plan all the resources, appropriate to the characteristics of the students and inclusive, that will be inserted in the course.
- ✓ Select the necessary materials and technological tools for building e-learning courses.
- *It will be competent to:*
 - ✓ Effective communication that helps students achieve learning objectives while respecting UDL.
 - ✓ Increase the potential learning pathways available to students, especially where physical barriers or mobility challenges exist.
 - ✓ Increase digital skills in the use of assistive technologies.
 - ✓ Digital competencies, particularly on implementation of universal e-learning standards;
 - ✓ Digital competencies: Design generic, inclusive and specific aspects of each technology subject that facilitate inclusive educational practice.

6. Teaching methods

1. Employ a variety of teaching methods, practical activities and collaborative learning, real-life situations to engage students effectively.
2. Use interactive methods, role-playing and interactive games, MOOCs or microlearning courses.

7. Prerequisites (knowledge and skills from previous training) and requirements for other courses (simultaneous)

Have basic knowledge of:

1. Have knowledge about the management of digital platforms
2. Learn about the contextualization of classic and digital teaching models
3. Navigation in Moodle
4. Instructional Design (Distance Education and Virtual Education, Learning Models and Styles)
5. Electronic strategies in the virtual classroom
6. Designing virtual classrooms: training proposals

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7. Assessment as a teaching strategy
8. Electronic moderation and virtual tutoring (simulation)

8. Module content

A. Brief summary

This module will provide multiple forms of representation (the what of education), action and expression (the how of education) and participation (the who of education).

Its objective is to achieve the full participation of all students in the teaching and learning process, with the design of a curriculum, teaching methods and evaluations to be considered. Those who have any kind of difficulty or have any kind of disability. It allows to guarantee the inclusion of all students.

The methodology must ensure that all students have equal opportunities to succeed, offering multiple means of participation, representation and action. Technology plays an important role, as it offers diverse and accessible resources, while considering different learning needs.

The methodology must integrate these principles into the design of teaching units. Creating inclusive and effective UDL-compliant educational experiences with digital tools allows educators to design lessons that can accommodate a wide range of abilities and preferences.

This makes it easier to achieve the best learning outcomes for all students.

B. Thematic content of the module

a) theory

1. Methodological requirements of Universal Design for Learning (UDL) - **(7) hours**
2. Design of the methodology of the teaching unit - **(3) hours**
3. Methodological strategies for the digital assessment of students' skills (digital, reading to learn...) - **(3) hours**
4. Methodology in the design of inclusive and accessible learning - **(2) hours**

b) practical activities

Learners will be able to choose one of the following options:

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- Make a course/program proposal, based on the universal design for learning about digital competence to work with students with a specific pathology.
- Establish a search for tools that facilitate learning for the population with certain difficulties.
- Find adapted materials and relevant assessment systems to evaluate the progress made, considering the universal design of learning and the difficulties of that group of students.
- Find a good practice that includes basic aspects (objectives, methodology and evaluation system), as well as relevant technological tools that promote the development of that group of students.

C. Equipment required for teaching the module

- Personal electronic devices (computer systems and audio and video equipment, smartphones)
- Smart technologies (virtual glasses, 3D printers, 3D scanners, micromodules, microcontrollers, adapters, cameras, smart displays with movement, robots and others)
- Electronic platforms, including adaptive and other electronic platforms.

9. References (main bibliography)

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10.Planned learning activities

Teamwork, problem solving, digital learning, project-based learning, teaching unit design

11. Evaluation methods and criteria

- Summative assessment
- End-of-unit summative assessments, final projects, or tests
- Development of e-learning instructional design materials according to all quality and UDL standards.

12. Languages

English, Spanish, Bulgarian, Portuguese, Turkish.

13. Internship/practice

Development of instructional design of e-learning materials with implementation of e-learning standards.

MODULE



Name of the leading partner:

Plovdiv University "Paisii Hilendarski", Bulgaria
Bulgarian Teachers' Union

DESCRIPTION

1. Title of the module:

Module 3. E-learning quality standards and ability to apply them in e-learning design (courses, learning activities and resources).

2. Duration of the module

30 hours

3. ECTS credits / ECVET credits
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2 credits / 1 credit

4. Authors

On behalf of Plovdiv University:

- Prof. Dora Levterova-Gadjalova, DSc
- Associate prof. Vanya Sivakova, PhD
- Assistant prof. Maya Fyodorova-Radicheva, PhD

On behalf of BTU:

- Dr. Yanka Takeva
- Yordan Krasev

With contributions of:

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Associate prof. Ivan Trichkov, PhD

Associate prof. Albena Alexsandrova, PhD

Associate prof. Diana Dimitrova, PhD

Assistant prof. Lilyana Chobanova, PhD

5. Learning outcomes for the course – acquired knowledge, skills, competencies (goals)

Those who have successfully completed training in this discipline:

- *Will know:*
 - ✓ The specifics of e-learning;
 - ✓ Factors impairing e-learning quality;
 - ✓ E-learning quality standards.
 -
- *Will be able to:*
 - ✓ Create a qualitative e-learning designs according to the specifics of instructional design;
 - ✓ Implement the standards for a particular curriculum;
 - ✓ Implement the standards for assessment.
 -
- *Will be competent to:*
 - ✓ Digital competences, particularly Implement all e-learning quality standards;
 - ✓ Digital competences, particularly Assess the quality of e-learning designs according to the standards.
 - ✓ Team work in digital space.
-

6. Teaching methods

Interactive methods, problem-solving methods, methods for social-emotional learning.

7. Prerequisites (knowledge and skills from previous training) and requirements for other (simultaneous) courses

To have basic knowledge on:

- Module 1. Theories and models for instructional design of quality digital learning and
- Module 2. Methodology for applying appropriate, contextualized pedagogical design in innovative, engaging and quality e-courses and resources.

8. Content of the module

- **A. Short summary**

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The development of modern technology has enabled the widespread digitalization of education worldwide. That created new challenges that require innovative solutions in instructional designs and methods. In this context, quality standards for e-learning materials form the basis of the qualitative education in the contemporary digital world. This module is dedicated to the standards which determine the success and quality of e-learning instructional design materials.

B. Thematical content of the module

a) lectures

1. Digitally inclusive nature (communities, faith, values, social acceptance) of the course and learning materials - **(1) hour**
2. Access, accessibility and digital technologies - **(1) hour**
3. Structure and interface of the study course and study materials - **(2) hours**
4. Design of the Training: Teaching and Learning- **(2) hour**
5. Tutor support - **(1) hour**
6. Digital assessment of students' competencies (knowledge, skills, attitudes) - **(2) hours**
7. E-learning quality standards - **(3) hours**
8. Ability to apply E-learning quality standards in e-learning design (courses, learning activities and resources) **(3) hours**

b) practical activities

1. Access and accessibility to various digital and smart technologies. - **(2) hours**
2. Objectives, content of multimedia learning content, personalized learning, assessment. - **(3) hours**

Basic information about the learning material, personalized design of multimedia material, motivation to learn, feedback through exercises and monitoring of learning progress, personalized individual tasks according to the needs of learners.

3. Learning technologies - **(3) hours**
4. Learners' cost— expectations- benefit considerations – **(2) hours**
5. Organization and management of educational activities - **(3) hours**
6. Multi-functionality, stability and multiple and personalized use of learning components of the training course - **(2) hours**

C. Equipment required for the delivery of the module

- Personal electronic devices (computer, laptop, tablet, smartphone);

9. References (main bibliography)
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10. Planned learning activities
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Teamwork, problem-solving, digital learning, project-based learning.

11. Methods and criteria for assessment
--

Development of instructional design e-learning materials according to approved quality standards.

12. Languages

English, Spanish, Bulgarian, Portuguese, Turkish

13. Internship/ practice

Development of instructional design e-learning materials with implementation of the e-learning standards.

MODULE



Name of the leading partner:

(UNED) National University of Distance Education, Spain
Bulgarian Inclusion Support Team, Bulgaria

DESCRIPTION

1. Title of the module:

Module 4. Smart technologies in the development of learning resources

2. Duration of the module

30 hours

3. ECTS credits / ECVET credits

2 credits / 1 credit

4. Authors

UNED

Prof. Cristina Sánchez Romero, PhD

BIST

Andrean Lazarov

Stanislav Georgiev

5. Learning outcomes for the course – acquired knowledge, skills, competencies (goals)

Those who have successfully completed training in this discipline:

- *Will know:*
 - ✓ Opportunities for learning smart technologies in Higher Education
 - ✓ The characteristics of smart technologies: Efficiency, Fairness, Personalization, Autonomy, Collaboration.
 - ✓ Improving education systems with the introduction of smart technologies

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- *Will be able to:*
 - ✓ Analyse the potential of smart technologies
 - ✓ Implement digital education resources
 - ✓ Implement UDL principles in digital instructional design.
-
- *Will be competent to:*
 - ✓ Skills for a digital society
 - ✓ Ability to design curriculum with resources (smart technologies)
 - ✓ Digital teaching capacity

6. Teaching methods

Interactive methods, gamification, MOOC or microlearning course.

7. Prerequisites (knowledge and skills from previous training) and requirements for other (simultaneous) courses

To have basic knowledge on:

- notions about the management of digital platforms,
- digital resources technology
- digital competences for teaching unit design

8. Content of the module

A. Short summary

The emerging impact of advanced and intelligent technologies has an impact on the educational field to improve learning experiences. These technologies allow for more personalized, adaptive, and flexible teaching that favours equity in training processes. The use of these technologies such as augmented reality, artificial intelligence, the Internet of Things, augmented reality, the metaverse, seek to optimize learning using tools that respond to the uniqueness of students and improve the effectiveness of educational processes.

B. Thematical content of the module

a) lectures

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1. Digital transformation of education: opportunities **(3) hours**
2. Digital teaching and learning resources **(3) hours**
3. Smart digital learning resources **(3) hours**
4. Digital education competence and strategies - **(3) hours**
5. Digitally inclusive and accessible learning design: integration and use of digital technology in education - **(3) hours**

b) practical activities

The students will be able to choose one of the following options:

Activity. Design an Activity Using Smart Technology (12) hours, Students will conceptualize and design an activity or product using smart technology that can improve some aspect of education.

1. Case analysis. Students will review various case studies or existing products based on smart technology . They can be divided into small groups to explore different examples.
2. Brainstorming. Generate ideas and select an activity/project that uses smart technology.
3. Project Desing. Develop the design and details of the project. Students will develop a step-by-step plan to carry out the implementation of the project, including phases, necessary resources, and possible challenges.
4. Implementation and Development (Simulation or Model).
5. Present the finished project present the project in digital format and receive co-feedback.

The activity will be carried out in pairs, encouraging collaboration and the exchange of ideas between students as they develop their technological and problem-solving skills. Using techniques such as co-evaluation

C. Equipment required for the delivery of the module

- Personal electronic devices (computer systems and audio-video equipment, smartphone);
- Smart technologies (virtual glasses, 3D printers, 3D scanners, micro modules, microcontrollers, adapters, cameras, smart displays with movement, robots, and others);

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- Software;
- Electronic platforms, including adaptive electronic platforms
- and others.

9. References (main bibliography)

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2. Nesterenko, I. (2023). Major benefits of using smart technologies in education. *Scientific Bulletin of Mukachevo State University Series "Pedagogy and Psychology,"* 9(1). <https://doi.org/10.52534/msu-pp1.2023.31>
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6. OECD (2024), Curriculum Flexibility and Autonomy: Promoting a Thriving Learning Environment, OECD Publishing, Paris, <https://doi.org/10.1787/eccbbac2-en>.
7. Vincent-Lancrin, Stéphan (2022) "Smart Education Technology: How It Might Transform Teaching (and Learning)," *New England Journal of Public Policy*: Vol. 34: Iss. 1, Article 5. Available at: <https://scholarworks.umb.edu/nejpp/vol34/iss1/5>
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9. **UNESCO**. (2023). *Artificial intelligence in education: Challenges and opportunities*. United Nations Educational, Scientific and Cultural Organization. <https://www.unesco.org/es/digital-education/artificial-intelligence>

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<https://www.unesco.org/es/articles/guia-para-el-uso-de-ia-generativa-en-educacion-e-investigacion>
11. **UNESCO.** (2023). *Artificial intelligence in education: UNESCO promotes key competencies for teachers and students*. United Nations Educational, Scientific and Cultural Organization. <https://www.unesco.org/es/articles/inteligencia-artificial-en-la-educacion-la-unesco-impulsa-competencias-clave-para-docentes-y>
12. **UNESCO.** (2023). *In class: AI must stay in place. The UNESCO Courier*.
<https://courier.unesco.org/es/articles/en-clase-la-ia-debe-quedarse-en-su-sitio>

13. Planned learning activities

Teamwork, problem-solving, digital learning, project-based learning, teaching unit design.

14. Methods and criteria for assessment

Development of instructional design e-learning materials according to all quality standards.

15. Languages

English, Spanish, Bulgarian, Portuguese, Turkish.

16. Internship/ practice

Development of instructional design e-learning materials with implementation of the e-learning standards and smart technology.

MODULE



Name of main partners:

Eyupsultan MEM and WINSS

DESCRIPTION

1. Module Title:

Module 5: Legal and ethical aspects of e-Learning design

2. Duration of the module

24 hours

3. ECTS credits / ECVET credits

2 credits / 1 credit

4. Authors

Abdullah Murat UĞUR,

Zübeyde KÖKSOY ALİ

Figen SEKİN

5. Course learning outcomes: knowledge, skills and competencies acquired (objectives)

Those who have successfully completed training in this discipline:

- You will know:
 - Understand copyright laws and fair use principles.

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- Recognize privacy concerns related to student data.
- Meet accessibility guidelines for e-learning content.
- You will be able to:
 - Apply ethical decision making in e-learning design.
 - Addressing privacy and data protection issues.
 - Create accessible e-learning materials.
 - Explaining intellectual property rights
- It will be competent to:
 - Develop e-learning courses that meet legal standards.
 - Addressing ethical challenges in online education.
 - Advocate for inclusive and responsible e-learning practices.

6. Teaching methods

Lectures and presentations, case-based learning, group debates and discussions, practical activities, role-plays and simulations

7. Prerequisites (knowledge and skills from previous training) and requirements for other courses (simultaneous)

Prerequisites:

Basic knowledge of e-learning design principles. Familiarity with educational technology and digital content creation.

Requirements for other courses:

There are no specific concurrent course requirements, but knowledge of previous modules will enhance understanding.

8. Module content

A. Brief summary

This module aims to improve the digital skills of teachers, focusing on the legal and ethical aspects of e-Learning design.

The module covers topics, such as copyright and intellectual property, privacy and data protection, accessibility and inclusion, ethical considerations and social and cultural sensitivity.

Activities include designing e-learning resources, privacy impact assessments, and discussions on how to balance privacy with innovation. The module also explores the use of AI in education, addressing inclusion and potential biases.

The main themes of the abstracts focus on ethical practices in e-learning design, with an emphasising on transparency, honesty and academic integrity. The use of AI tools in education is examined, weighing the benefits against ethical considerations and the potential for misuse. Strategies to promote integrity and address challenges such as plagiarism and contract fraud are also discussed.

B. Thematic content of the module

a) conferences

This module includes 5 units that cover the following thematic contents:

- **Legal and ethical aspects:** The module emphasizes understanding copyright laws, intellectual property rights, privacy, data protection regulations such as GDPR, and ensuring accessibility and inclusion in e-learning design. - (3) hours
- **Ethical considerations:** Addresses ethical considerations in course design, including transparency, avoiding deceptive practices, promoting academic integrity, and social and cultural sensitivity. - (3) hours
- **Cultural sensitivity:** The importance of recognizing and respecting cultural differences is highlighted, with special attention to promoting inclusion, avoiding stereotypes and prejudices, and encouraging respectful interactions. - (3) hours
- **Legal aspects:** Legal aspects are discussed, with an emphasis on fair use, intellectual property rights, protection of student data, and compliance with regulations such as the GDPR. - (3) hours
- **Accessibility:** Accessibility is addressed through WCAG guidelines, emphasizing the importance of creating a positive, effective, and inclusive e-learning environment. - (3) hours

These topics underline the importance of creating a positive, effective and inclusive e-learning environment. The module aims to equip educators with the knowledge to comply with relevant laws and guidelines and create an inclusive and respectful learning environment.

b) practical activities

1. Creating Accessible eLearning Content (Hands-on practice in designing content that adheres to accessibility guidelines: adding alt text for images, ensuring keyboard navigation, etc.) - (4) hours
2. Ethical decision-making scenarios (role-playing exercises to address ethical dilemmas. Discussion on transparency, bias and academic integrity). (3) hours
3. Case Studies and Discussions (Analysis of real cases related to legal and ethical challenges in e-learning). - (2) hours

c) Equipment required for teaching the module

- Computers or tablets for participants.

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- Projector or screen for presentations.
- Access to legal resources and e-learning platforms.

9. References (main bibliography)

1. **European Commission. (2024). *Regulatory framework for artificial intelligence*.**

This document establishes the EU's first comprehensive legal framework for AI, promoting trustworthy, human-centric systems while ensuring ethical innovation through a risk-based approach. It highlights the importance of transparency, accountability, and inclusivity in AI applications.

2. **Kuner, C., Bygrave, L. A., Docksey, C., & Drechsler, L. (Eds.). (2020). *The EU General Data Protection Regulation (GDPR): A Commentary*. Oxford University Press.**

This book provides a detailed commentary on the GDPR, explaining the principles of lawful data processing, individual rights, and accountability. It is essential for understanding how data privacy laws impact educational practices.

3. **UNESCO. (2022). *Minding the data: Protecting learners' privacy and security*.**

This publication discusses global efforts to safeguard learners' data and privacy in education, emphasizing secure and ethical use of digital tools to build trust and enhance educational development.

4. **Britannica. (n.d.). Copyright | Definition, Examples, & Facts.**

This article provides an overview of copyright laws and their role in protecting creators' rights. It explores the historical evolution of copyright and its application in various intellectual works.

5. **Editage Insights. (2023). *A quick guide to copyright law for research and academic writing*.**

This guide explains fundamental copyright concepts and fair use practices, helping educators navigate copyright issues in creating and using academic materials.

6. **Fikir ve Sanat Eserleri Kanunu [Law on Intellectual and Artistic Works] (Law No. 5846) (1951).**

This Turkish law protects authors' moral and economic rights, offering guidelines on intellectual property across literature, arts, and sciences. It supports creators by defining fair use and mechanisms for enforcement.

7. **Personal Data Protection Law [Kişisel Verilerin Korunması Kanunu-KVKK] (Law No: 6698) (2016).**

The KVKK provides a legal framework for protecting personal data in Türkiye, emphasizing informed consent and transparency. It outlines ethical responsibilities for data controllers, making it highly relevant for educators.

8. **American Psychological Association (APA). (2021). *Inclusive Language Guide*.**

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This guide promotes respectful and inclusive language, helping educators foster equity and diversity in academic and professional environments.

9. **W3C Web Accessibility Initiative (WAI). (n.d.). *Web Content Accessibility Guidelines (WCAG) Overview*.**

The WCAG provides standards to make web content accessible to people with disabilities. It is critical for designing inclusive e-learning platforms that meet diverse learners' needs.

10. **Lee, L. S. G. (2022). *Integrating Design Features for E-Learning Platforms*. *Proceedings of International Academic Symposium of Social Science 2022*, 82(1), 23.**

This paper discusses innovative design features for e-learning platforms, emphasizing accessibility, user engagement, and adaptability to enhance online education.

11. **Smith, J., & Johnson, K. (2023). *The Ethics of Data Privacy in Education*. *Journal of Educational Ethics*, 12(3), 45-60.**

This article explores ethical challenges in handling student data and privacy in educational settings, offering insights into secure and responsible practices.

12. **Saif, S. (2023, July 10). *Cultural Sensitivity: A Guide to Navigating Diverse Environments*.**

This guide provides practical strategies for educators to navigate cultural differences in diverse learning environments while fostering inclusivity and mutual respect.

13. **Paul, A. (2023, August 26). *Global Leadership: Navigating Cultural Differences in a Connected World*. *Open Growth***

This resource highlights the importance of cultural sensitivity and leadership in global education, focusing on collaboration and understanding across diverse backgrounds.

14. **Moscon, V. (2014). *Academic Freedom, Copyright, and Access to Scholarly Works: A Comparative Perspective*. In *Balancing Copyright Law in the Digital Age*.**

This book chapter examines the interplay between copyright law, academic freedom, and access to knowledge, providing a comparative perspective that is valuable for educators in the digital age.

15. Planned learning activities
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Teamwork, discussion activities, tasks.

16. Evaluation methods and criteria
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- **Questionnaires or exams:** Assess students' understanding of legal frameworks, privacy protection, and accessibility guidelines.

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- **Scenario-based questions:** Assess students' ability to apply legal and ethical principles to real-world situations.
- **Case studies and portfolios:** Review students' solutions to ethical dilemmas and their application of legal guidelines.
- **Content creation tasks:** Evaluate student-created e-learning materials for compliance with legal standards.
- **Peer review:** Have students evaluate the work of others based on legal and ethical considerations.
- **Class participation and debates:** Evaluate student participation in ethical debates.

17. Language

English, Spanish, Bulgarian, Portuguese, Turkish

18. Internship/practice

Creating Accessible eLearning Content (Hands-on practice in designing content that adheres to accessibility guidelines: adding alt text for images, ensuring keyboard navigation, etc.)

MODULE



Name of the leading partner:

Bulgarian Inclusion Support Team, Sofia, Bulgaria
Bulgarian Teachers' Union

DESCRIPTION

1. Title of the module:

Module 6: Leadership and team management of e-learning design

2. Duration of the module

15 hours

3. ECTS credits / ECVET credits

1 ECTS credit / 1 ECVET credit

4. Authors

On behalf of BIST:

- Andrean Lazarov
- Stanislav Georgiev
- Gergana Arabcheva
- Delyan Plachkov, PhD

On behalf of BTU:

- Dr. Yanka Takeva
- Yordan Krasev

5. Learning outcomes for the course – acquired knowledge, skills, competencies (goals)

Those who have successfully completed training in this discipline,

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- **Will know:**
 - *The importance of effective leadership and team management in e-Learning design:* Participants will understand the significance of strong leadership and team management in creating successful e-Learning courses that meet the needs of learners and achieve desired learning outcomes.
- **Will obtain:**
 - ✓ *Collaboration and communication skills:* Participants will have enhanced their collaboration and communication skills, including active listening, effective verbal and written communication, and the ability to work in a team environment.
 - ✓ *Problem-solving and decision-making skills:* Participants will have improved their problem-solving and decision-making abilities, both individually and as part of a team, and will be better equipped to navigate challenges and make informed decisions in their e-Learning design projects.
 - ✓ *Time management and organizational skills:* Participants will have developed better time management and organizational skills, including setting priorities, meeting deadlines, and balancing multiple tasks simultaneously, which will help them manage their e-Learning design projects more efficiently.
 - ✓ *Basic project management skills:* Participants will have a stronger foundation in project management concepts, such as project planning, scope, timelines, and risk management, and will be better prepared to apply these skills to their e-Learning design projects.
 - ✓ *Strategies for leading and managing e-Learning design teams:* Participants will have gained knowledge of various strategies for leading and managing e-Learning design teams, including effective communication, goal setting, conflict resolution, delegation, and continuous improvement.
-
- **Will be competent to:**
 - ✓ manage e-Learning design teams effectively, resulting in higher quality e-Learning courses that better serve the needs of their learners.
-

6. Teaching methods

- **Lectures and presentations:** Deliver informative lectures and presentations that introduce key concepts, principles, and theories related to e-learning design leadership and team management. Use visual aids, such as slides, videos, and infographics, to enhance understanding and engagement.
- **Group discussions:** Facilitate group discussions that allow participants to share their experiences, ask questions, and explore different perspectives on the topic. This can help participants apply the theoretical concepts to their own e-learning design projects and learn from the experiences of their peers.

- **Peer coaching and mentoring:** Facilitate peer coaching and mentoring relationships between participants, where experienced participants provide guidance and support to those who are new to e-Learning design leadership and team management.
- **Reflective practice:** Encourage participants to reflect on their own leadership and team management practices through journaling, self-assessments, or one-on-one consultations with a professional development coach. This reflection can help participants identify areas for improvement and develop personalized action plans for growth.

7. Prerequisites (knowledge and skills from previous training) and requirements for other (simultaneous) courses

Completion of modules:

- *Module 1. Theories and models for instructional design of quality digital learning;*
- *Module 2. Methodology for applying appropriate, contextualized pedagogical design in innovative, engaging and quality e-courses and resources;*
- *Module 3. E-learning quality standards and ability to apply them in e-learning design (courses, learning activities and resources);*
- *Module 4: Smart technologies in the development of e-learning resources;*

Before embarking on the module participants should have a basic understanding of the following concepts and skills:

- **E-learning design principles:** Participants should have a foundational knowledge of e-learning design principles, such as adult learning theories, instructional design models, and multimedia principles.
- **Educational technology tools:** Participants should be familiar with commonly used educational technology tools, such as learning management systems (LMS), authoring software, and multimedia creation tools.
- **Collaboration and communication skills:** Participants should possess strong collaboration and communication skills, including active listening, effective verbal and written communication, and the ability to work in a team environment.
- **Problem-solving and decision-making skills:** Participants should have experience in solving problems and making decisions, both independently and as part of a team.
- **Time management and organizational skills:** Participants should be able to manage their time effectively and organize their work efficiently, including setting priorities, meeting deadlines, and balancing multiple tasks simultaneously.

- **Basic project management skills:** Participants should have a basic understanding of project management concepts, such as project planning, scope, timelines, and risk management.

8. Content of the module

- **A. Short summary**

Introduction:

In the field of e-learning, effective leadership and team management are crucial for designing and implementing successful online courses. This module will provide an overview of the key principles and strategies for leading and managing teams in e-learning design.

We will discuss the importance of clear communication, setting goals and expectations, fostering a collaborative environment, and promoting continuous improvement. Additionally, we will explore the role of project management tools and techniques in facilitating efficient team collaboration and ensuring timely delivery of e-learning projects.

Unit 1: Leader. Leadership types and styles through the years

- **What is the role of the leader? What are the existing leadership types and what theories supporting them?:** We will start with the explanation about who is the leader, what are his/her functions, what theories and connected styles exists.

Unit 2 The specifics of the school leaders

- **Importance of strong leadership:** Effective leadership is essential for guiding the development of high-quality e-learning courses. A strong leader can motivate team members, set clear goals, and ensure that everyone stays focused on the project's objectives.

Unit 3 Characteristics of effective leaders and leadership styles to ensure innovations in education

- **Characteristics of effective leaders and leadership styles to ensure innovations in education:** Successful e-learning leaders possess excellent communication skills, be able to delegate tasks effectively, and foster a positive work environment. They also have a deep understanding of the learning needs of their target audience and the latest trends in e-learning technology.
- **Setting clear expectations:** One of the most important responsibilities of a leader is to set clear expectations for team members. This includes defining roles and responsibilities, establishing deadlines, and outlining performance metrics.

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Unit 4 Building and managing high-performing teams

- **Selecting the right team members:** To create a high-performing e-learning design team, it is essential to select individuals with diverse skill sets and experience. This may include subject matter experts, instructional designers, graphic designers, and multimedia developers.
- **Fostering collaboration:** Encourage open communication and collaboration among team members by scheduling regular meetings, using project management tools, and promoting a culture of transparency and trust.
- **Resolving conflicts:** Conflicts are inevitable in any team environment. Effective leaders should be prepared to address and resolve conflicts promptly, maintaining a neutral stance and focusing on finding solutions that benefit all parties involved.

Unit 5 Project management tools and techniques to ensure educational innovations

- **Choosing the right tools:** There are numerous project management tools available to help e-learning teams stay organized and on track. Some popular options include Asana, Trello, and Basecamp.
- **Setting milestones and deadlines:** Establishing clear milestones and deadlines is crucial for keeping the project on schedule. Use these milestones to break down larger tasks into smaller, more manageable components.
- **Monitoring progress:** Regularly monitor team members' progress and adjust plans as needed to ensure that the project remains on track. Use project management tools to track task completion, identify bottlenecks, and communicate updates to stakeholders.

Expected impact:

Effective leadership and team management are critical for the successful design and implementation of e-learning courses. By understanding the importance of clear communication, setting goals and expectations, fostering a collaborative environment, and promoting continuous improvement, e-learning professionals can create high-performing teams that deliver engaging and effective online courses.

B. Thematical content of the module

a) lectures

- Unit 1: Leader. Leadership types and styles through the years: **(1) hour**
- Unit 2 The specifics of the school leaders: **(1) hour**

- Unit 3 Characteristics of effective leaders and leadership styles to ensure innovations in education: **(2) hours**
- Unit 4 Building and managing high-performing teams: **(1) hours**
- Unit 5 Project management tools and techniques to ensure educational innovations?: **(3) hours**

b) practical activities

- Unit 2 The specifics of the school leaders: **(1) hour**
- Unit 3 Characteristics of effective leaders and leadership styles to ensure innovations in education: **(2) hours**
- Unit 4 Building and managing high-performing teams: **(1) hours**
- Unit 5 Project management tools and techniques to ensure educational innovations?: **(4) hours**

C. Equipment required for the delivery of the module

To deliver the module we will need the following equipment:

- **Computer and projector:** A computer with presentation software (e.g., PowerPoint, Keynote) and a projector will be required for presenting slides, images, and videos during the workshop or seminar.
- **Flipchart and markers:** A flipchart and markers can be used for capturing key points, summarizing discussions, and creating visual aids during the session.
- **Handouts and materials:** Printed handouts, worksheets, and other materials will be needed for participants to follow along and take notes during the workshop or seminar.
- **Internet connection:** A stable internet connection will be required for accessing online resources, such as articles, videos, and websites, during the session.
- **Video conferencing software:** If the workshop or seminar is being delivered remotely, you will need video conferencing software, such as Zoom or Microsoft Teams, to facilitate live interaction and collaboration among participants.

9. References (main bibliography)

Here are some references that you might find helpful when researching leadership and team management of e-learning design:

- *"Leadership in E-Learning: A Guide to Leading and Directing Online Learning Programs" by John Seeley Brown and Marcia Conner*

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- This book provides insights into the challenges and opportunities of leading e-learning programs and offers practical advice for developing effective leadership strategies.
- *"The Science of E-Learning: How to Create Smarter Training Programs That Increase Profits" by Craig Weiss*
- While this book focuses on the science behind e-learning design, it also touches upon the importance of leadership and team management in creating successful online training programs.
- *"Project Management for Trainers: How to Plan, Execute, and Evaluate Training Programs" by Allen Interactions*
- This resource provides guidance on project management techniques for trainers, including tips for leading and managing e-learning design teams.
- *"Building Successful E-Learning Teams: Collaboration, Communication, and Leadership" by Will Thalheimer*
- This article discusses the importance of collaboration, communication, and leadership in building successful e-learning teams and provides practical tips for improving these skills.
- *"E-Learning Leadership: How to Inspire Others to Create Engaging Learning Experiences" by Catherine Lombardozzi*
- This blog post highlights the role of leadership in inspiring e-learning teams to create engaging learning experiences and offers suggestions for effective leadership practices.
- *"The Art and Science of Project Management for L&D" by Cathy Patterson*
- This article explores the art and science of project management for learning and development (L&D) professionals, including tips for leading and managing e-learning design teams.
- *"Leading Virtual Teams: Lessons Learned from Remote Work" by Jennifer Bridges*
- While this resource focuses on leading virtual teams in general, it provides valuable insights into the challenges and opportunities of leading remote e-learning design teams.
- *"The Agile Elephant: Evolving Teams, Organizations, and Leadership Styles" by Lynda Gratton and Nandini Mital*
- This book explores the concept of agile leadership and its application in evolving teams and organizations, which can be useful for e-learning design teams looking to adapt to changing needs and technologies.
- *"The E-Learning Coach: A Blueprint for Successful Learning and Development" by Elaine Taylor-Hochman*

- This book provides guidance for e-learning coaches and managers on how to support and lead their teams to achieve success in designing and delivering effective online learning programs.
- *"The E-Learning Handbook: A Comprehensive Guide to Planning, Creating, and Managing Online Training Programs" by Michael Allen and Rick O'Shea*
- While this book covers the entire process of e-learning design, it also includes chapters on team management and leadership, providing practical advice for leading successful e-learning projects.

10. Planned learning activities

Planned learning activities can help teachers develop their leadership and team management skills in the context of e-learning design. Here are some examples of learning activities that can be incorporated into a professional development program:

- **Workshops and seminars:** Offer workshops and seminars on topics such as effective communication, goal setting, conflict resolution, and delegation. These sessions can provide teachers with practical tips and strategies for leading and managing e-learning design teams.
- **Peer coaching and mentoring:** Facilitate peer coaching and mentoring relationships between teachers, where experienced teachers provide guidance and support to those who are new to e-learning design leadership and team management.
- **Reflective practice:** Encourage teachers to reflect on their own leadership and team management practices through journaling, self-assessments, or one-on-one consultations with a professional development coach. This reflection can help teachers identify areas for improvement and develop personalized action plans for growth.
- **Action research projects:** Support teachers in conducting action research projects that investigate the impact of specific leadership and team management strategies on e-learning design outcomes. This hands-on approach can provide teachers with valuable insights into the effectiveness of different approaches and help them refine their practices over time.
- **Online learning modules:** Provide access to online learning modules or webinars that offer additional resources and tools for developing leadership and team management skills in e-learning design.

By incorporating these learning activities into a professional development program, teachers can develop the knowledge and skills they need to effectively lead and manage e-learning

design teams, ultimately enhancing the quality of e-learning courses and supporting the success of their students.

11. Methods and criteria for assessment

Assessing the leadership and team management of e-learning design for teachers involves evaluating various aspects of the team's performance, communication, and decision-making processes.

Here are some methods and criteria for assessing this module specifically for teachers:

Methods:

- **Peer observation:** Observe teacher teams during their planning and design sessions to evaluate their collaboration, communication, and decision-making processes.
- **Focus groups:** Conduct focus groups with teacher teams to discuss their experiences and perceptions of the leadership and team management. Questions could focus on communication, goal setting, conflict resolution, and overall satisfaction with the team's performance.
- **Student focus group feedback:** Gather student feedback on the e-learning courses designed by the teacher teams. This feedback can help identify areas for improvement in the design and delivery of the courses, as well as the team's overall performance.

Criteria:

- **Clear communication:** Assess whether the team leader effectively communicates project goals, expectations, and progress updates to team members. Also, evaluate if team members feel comfortable sharing ideas and concerns with each other and the leader.
- **Goal setting:** Evaluate whether the team leader establishes clear, measurable goals for the project and communicates them to team members. Additionally, assess if team members understand their individual roles and responsibilities in achieving these goals.
- **Collaboration:** Assess whether the team leader fosters a collaborative environment, encouraging team members to share ideas, knowledge, and resources. Also, evaluate if team members feel valued and appreciated for their contributions to the project.
- **Conflict resolution:** Assess how the team leader handles conflicts within the team, ensuring that they are resolved promptly and fairly. Also, evaluate if team members feel comfortable expressing their opinions and concerns without fear of retaliation.

- **Delegation:** Evaluate whether the team leader effectively delegates tasks based on team members' strengths and availability. Additionally, assess if team members feel empowered to make decisions and take ownership of their tasks.
- **Time management:** Assess whether the team leader effectively manages the project timeline, ensuring that tasks are completed on time and within budget. Also, evaluate if team members understand their deadlines and prioritize their work accordingly.
- **Continuous improvement:** Assess whether the team leader encourages a culture of continuous improvement within the team, soliciting feedback and incorporating it into future projects. Additionally, evaluate if team members feel motivated to learn and grow professionally.
- **Student engagement:** Assess whether the e-learning courses designed by the teacher teams engage students and facilitate their learning. This criterion is particularly important for evaluating the impact of the team's leadership and management practices on the quality of the final product.

By using these methods and criteria, you can gain a comprehensive understanding of the leadership and team management of e-learning design for teachers, identifying areas for improvement and celebrating successes.

12. Languages

English, Bulgarian, Spanish, Portuguese, Turkish

13. Internship/ practice

Internships or practicums in e-learning design for teachers provide valuable hands-on experience in applying leadership and team management principles to real-world projects.

MODULE



Name of the partner:

Polytechnic Institute of Bragança (IPB)

DESCRIPTION

1. Title of the module:

Module 7: New (self)-assessment opportunities.

2. Duration of the module

1 semester (18 contact hours and 54 total working hours)

3. ECTS credits / ECVET credits
--

2 ECTS credits / 1 ECVET credit

4. Authors

Vitor Gonçalves

Elza Mesquita

Paula Vaz

Ilda Ribeiro

Learning outcomes for the course – acquired knowledge, skills, competencies (goals)

Those who have successfully completed training in this discipline:

- Will know to:
 - ✓ Understand the difference between assessment and self-assessment opportunities.
 - ✓ Identify the main (self)-assessment types and digital tools.
 - ✓ Promote the skills of reflective practice and self-monitoring.

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- ✓ Develop self-directed learning.
 - ✓ Foster academic integrity through student self-reporting of learning progress.
 - ✓ Increase student motivation.
 - ✓ Help students develop a range of personal and transferable skills.
- Will be able to:
 - ✓ Select the adequate (self)-assessment method to evaluate learners.
 - ✓ Use appropriately digital tools to create assessment opportunities.
 - ✓ Motivate students to engage with the material more deeply and incorporate self-assessment strategies.
 - ✓ Have the knowledge and prerequisites to learn more contents.
 - Will be competent to:
 - ✓ assess or (self)-assess students, according to the type of learning methodologies and contributing to higher quality e-Learning courses that better evaluate the trajectory of their learners.

5. Teaching methods

Lectures and presentations will be used toward concepts presentation to integrate new knowledge or to understand the contents sequence. Subject discussion, in person or distance, to introduce new concepts and/or deeper knowledge. Practice sessions for each tool to implement (self-)assessment strategies. Workgroup with some collaborative tools.

6. Prerequisites (knowledge and skills from previous training) and requirements for other (simultaneous) courses

- Basic understanding of e-learning design principles and the knowledge from previous modules will enhance understanding.
- Familiarity with the main types of assessment, mainly diagnostic assessment, formative assessment, summative assessment and self-assessment.

7. Content of the module

A. Short Summary

Mainly, assessing students in meaningful ways can help motivate and empower them to grow as they become agents of their own learning. In this context, teachers should use different types of assessment and self-assessment tools to promote the skills of reflective practice and self-monitoring, to acquire self-directed learning, to promote academic integrity through student self-reporting of learning progress, and to increase student motivation.

B. Thematic content of the module

a) Lectures (6 hours)

This module includes 3 units including the following thematic content:

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- 1- Assessment concepts and types – (2) hours -
- 2- (Self)-Assessment tools – (2) hours
- 3- Creation of active learning moments for (self)-assessment – (2) hours

b) Practical activities (12 hours)

This module includes 4 units, including the following oriented activities:

1. Apps or educational web applications for: (2) hours
 - creating video presentations (ScreenPal or similar)
 - transforming a video into interactive content (edpuzzle or similar)
2. Apps or educational web applications for: (4) hours
 - creating assessment activities based on questionnaires (Ms Forms or Google Forms or similar)
 - creating assessment activities based on games or gamification (Kahoot, Socrative, Quizlet, Quizizz, Nearpod, Genially or similar)
3. Apps or educational web applications for:(4) hours
 - co-creation of interactive stories (Bookcreator, StoryJumper or similar)
 - co-creation of online collaborative boards (Padlet, Lino, Wakelet or similar)
 - co-creation and collaboration through online platforms (Miro, Mural or similar)
4. Web platforms for: (2) hours
 - Creating assessment opportunities with e/b-learning platforms (Ms Teams, Google Classroom, Moodle or similar)
 - Creating assessment opportunities with MOOC platforms (Udemy, Coursera and similar)

Equipment required for the delivery of the module

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To deliver the module we will need the following equipment:

- Computer and projector: A computer with presentation software (eg, PowerPoint, Keynote) and a projector will be required for presenting slides, images, and videos during the workshop or seminar.
- Whiteboard and markers: A whiteboard and markers will be useful for brainstorming, note-taking, and visualizing concepts during group discussions and activities.
- Flipchart and markers: A flipchart and markers can be used for capturing key points, summarizing discussions, and creating visual aids during the session.
- Handouts and materials: Printed handouts, worksheets, and other materials will be needed for participants to follow along and take notes during the workshop or seminar.
- Internet connection: A stable internet connection will be required for accessing online tools, apps and resources, such as articles, videos, and websites, during the session.
- Audio-visual equipment: Depending on the size of the room and the number of participants, you may need additional audio-visual equipment, such as microphones, speakers, and headsets, to ensure clear communication during the session.
- Video conferencing software: If the workshop or seminar is being delivered remotely, you will need video conferencing software, such as Zoom or Microsoft Teams, to facilitate live interaction and collaboration among participants.

8. References (main bibliography)

1. Good, J. (2021). Serving students with special needs better: How digital technology can help. In OECD Digital Education Outlook 2021: Pushing the Frontiers with Artificial Intelligence, Blockchain and Robots (pp.123-142). OECD Publishing.<https://doi.org/10.1787/40fa80d3-en>
2. D'Mello, S. K. (2021). Improving student engagement in and with digital learning technologies. In OECD Digital Education Outlook 2021: Pushing the Frontiers with Artificial Intelligence, Blockchain and Robots (pp.79-104). OECD Publishing.<https://doi.org/10.1787/8a451974-en>
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5. Gonçalves, V. (2020). COVIDados innovating and reinventing the teaching-learning process with ICT. *Pedagogy in Action*, 13(1), 43-53.
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12. Yot-Dominguez, C., & Marcelo, C. (2017). University students' self-regulated learning using digital technologies. *Higher Education*, 14(38), 1-18. DOI 10.1186/s41239-017-0076-8

9. Planned learning activities
Discussion activities, tasks to create several types of (self-)assessment, and teamwork.
10. Methods and criteria for assessment
After acquiring the basic concepts of (self)-assessment strategies, practice sessions will be promoted for each tool to implement (self)-assessment materials.
11. Language
English, Spanish, Portuguese, Bulgarian, Turkish
12. Internship/ practice
Internships or practicums in (self)-assessment opportunities provide valuable hands-on experience in the use of tools to create (self)-assessment materials.