



E-COURSE FACILITATOR GUIDE

*A guide for educators to create
attractive e-learning programs*



DIEA

55+



Co-funded by
the European Union



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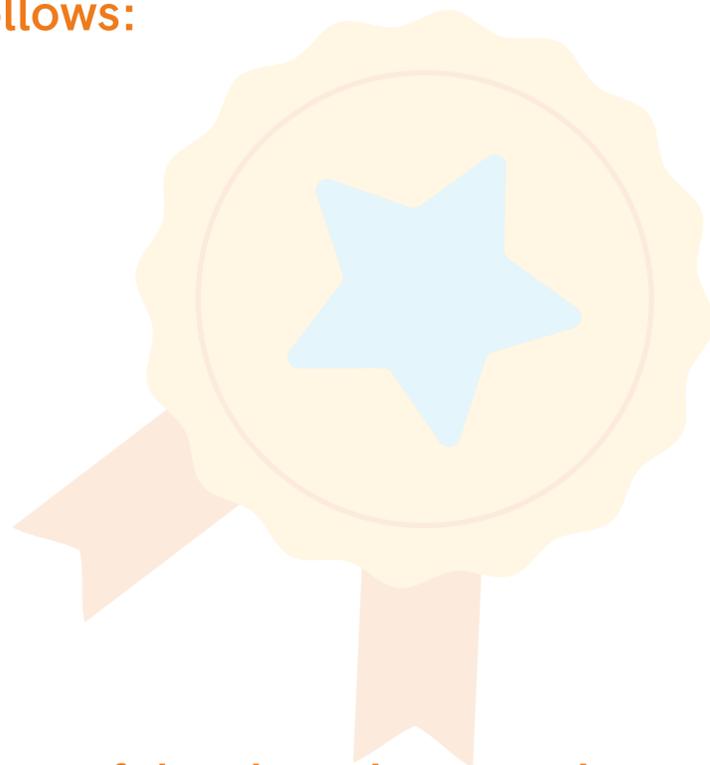
Teaching and managing classes on e-learning platforms require a combination of pedagogical knowledge, technical skills, and effective communication strategies.

With this comprehensive guide, a digital facilitator feels empowered and capable to successfully teach and manage online classes using the digital education ecosystem.

This education ecosystem is designed to enhance digital transformation in adult education organizations by providing easy to use and customizable e-courses to empower adults 55+ to be active technology users.

In order to support and enhance the delivery and management of educational programs, the digital facilitator will find in this guide information, tools and digital resources as follows:

1. Pedagogical Knowledge
2. Technical Skills
3. Classroom Management
4. Interaction and Engagement
5. Accessibility and Inclusivity
6. Professional Development



The digital facilitator shall know that successful e-learning requires a balance between the convenience of technology and the effective delivery of educational content. The ability to adapt, innovate, and engage learners will greatly contribute to the success of the online learning experience.

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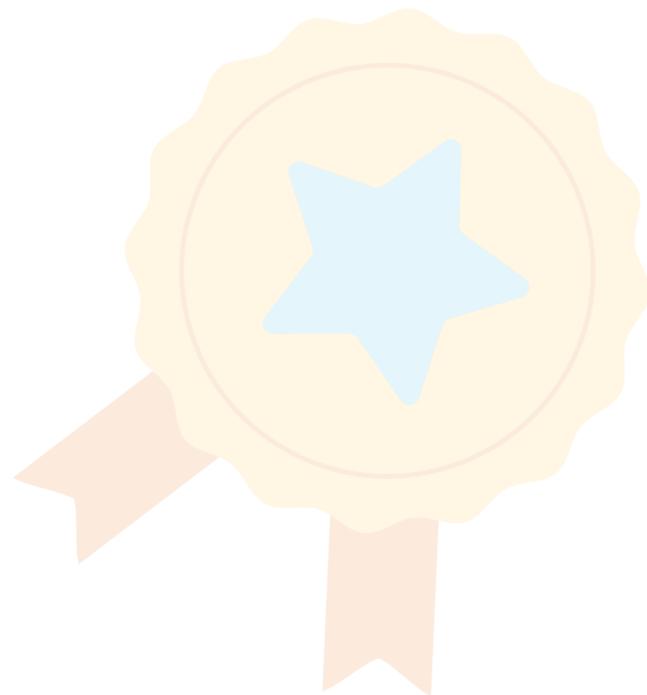
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1

PEDAGOGICAL KNOWLEDGE

Learning Objectives: Define clear learning objectives for each lesson or module

Course objectives are explicit statements that contain an action verb and a reference to content. Class activities and assignments might be used to assess them. The objectives are often defined in terms of what teachers anticipate students to learn.

Course aim and objectives

The scope of this course is to offer information, real life examples and advices for the improvement of digital skills of adult learners 55+.

It comprises 5 modules, practical examples and tests, specially designed to provide you the necessary knowledge and stimulate the development of digital skills and attitudes. To obtain the certificate of completion of the "Educational programme for digital skills improvement" we invite you to go through the modules and answer the questions in the test. Scoring more than 50% on the multiple-choice questions will allow you to download your certificate of completion.

We invite you to enroll by clicking on the text "Enroll me in this course" - available in the blue bar at the top of the screen, or read the Practical Guide for Moodle Learners and Trainers.

Enjoy your reading!

Action verbs must be selected with care. There is a certain order in which students can digest all of the material in a course. Bloom's taxonomy explains the natural order and offers a variety of verbs:

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	classify	apply	analyze	arrange	assess
identify	compile	calculate	calculate	assemble	compare
label	conclude	demonstrate	categorize	compose	critique
list	discuss	develop	classify	construct	decide
match	describe	interpret	criticize	design	determine
name	explain	locate	compare	develop	establish
recall	express	operate	contrast	diagnose	evaluate
recognize	give examples	perform	determine	manage	judge
record	identify	practice	differentiate	organize	justify
relate	interpret	predict	distinguish	plan	measure
repeat	recognize	present	examine	propose	rate
select	summarize	report	outline	relate	recommend
state	translate	use	test	summarize	select

You can write learning objectives for each course module or section. Below is an example of how they are formulated:

Module 1. Information and data literacy

By the end of this module, you will be able to:

- Identify the information and data they search for;
- Evaluate the quality of such information and data;
- Distinguish between fact and opinion.

Curriculum Development: Design a structured curriculum that aligns with the learning goals.

Choose the suitable titles

Create subchapters to make it easier to navigate. Subchapters will appear on the right side.

The screenshot shows a Moodle course page. On the left, a navigation menu lists various course components, including 'About the course', 'Module 1. Information...', 'Module 2. Commu...', 'Module 3. Digital c...', 'Module 4. Safety', 'Module 5. Problem...', and 'Evaluatio...'. The main content area is titled 'Module 1. Information and data literacy. E-book' and includes a 'Scope' section with descriptive text. On the right, a 'Table of contents' sidebar lists: 'Scope', 'Course content', 'Practical exercise', 'Key takeaway', 'Advice', 'References', and 'Facilitation sheet'. Hand-drawn blue annotations highlight the navigation menu, the main title, and the table of contents.

Structure the course by chapters or modules, they will appear in order on the left side of the page.

Creating course content that is easy to follow involves several key principles. Begin by establishing clear learning objectives to provide direction. The content should be organized logically, with engaging introductions for each section. Break information into manageable chunks for readability, and use visuals to enhance understanding.



Instructional Design: Apply principles of instructional design to create engaging and effective online content.

The 5E model provides a framework for guided inquiry-based pedagogical approach. Learners are supported to think, work, gather ideas, identify own skills level and needs, analyze their own progress, and communicate with others under the guidance of educator.

The 5 E phase

Engage

Educators uses short activities to promote curiosity. The activity must connect prior knowledge to new learning experiences in order to capture learners attention, stimulate thinking.

Explore

Learners explore new concept, discover, conflict ideas, address questions to identify what they need to know before new terms or topics are introduced in the Explain phase.

Explain

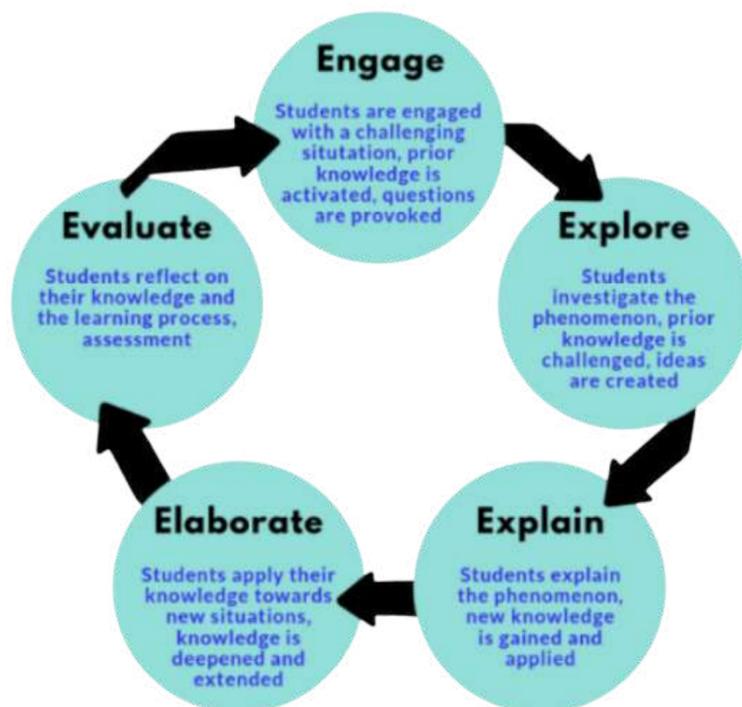
This is a process led by educators, that allows learners to synthesize new knowledge and ask questions if more clarity is needed.

Elaborate

Learners apply what they have learned. It enables them to develop a deeper understanding while consolidating their skills.

Evaluate

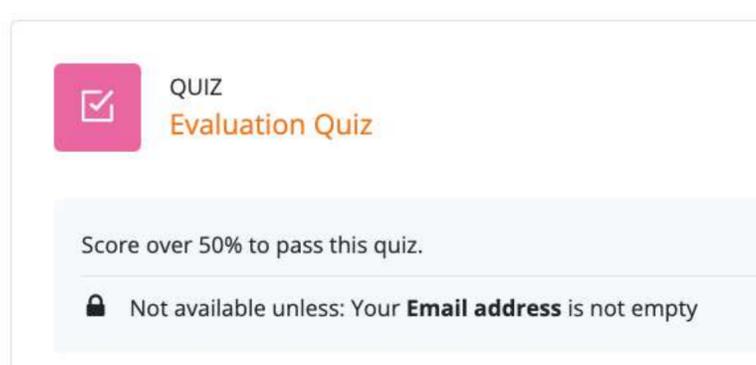
Learners evaluate their achievements and demonstrate their understanding of key concepts. Evaluation does not have to be limited to a quiz or test. It can be a product such as a presentation, a poster. (Gerges, 2022)



Assessment Strategies: Develop various assessment methods, including quizzes, assignments, and projects.

Acknowledging that both options are usually requiring learners to remember what they read or what they heard in a lecture, and it is unlikely to give a full understanding of the abilities to apply the newly acquired knowledge, course developers are invited to evaluate at least the understanding of the topic.

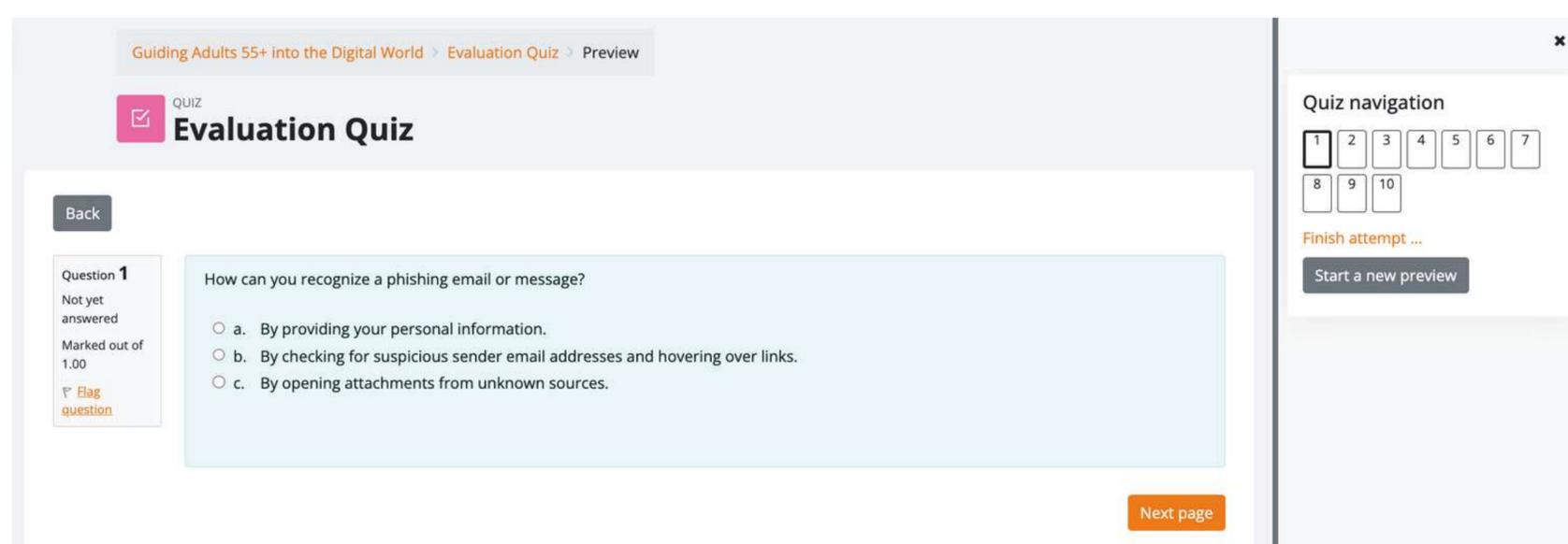
▼ Evaluation Quiz



If the questions are well constructed, the MCQ test can be an effective and efficient way to assess learning outcomes, having several potential advantages: versatility, reliability and validity.

Create multiple-choice questions at the end of each chapter or at the end of the course. Set a minimum pass mark and a number of attempts they have to pass or pass the course.

The quiz will be displayed in the platform as shown below:



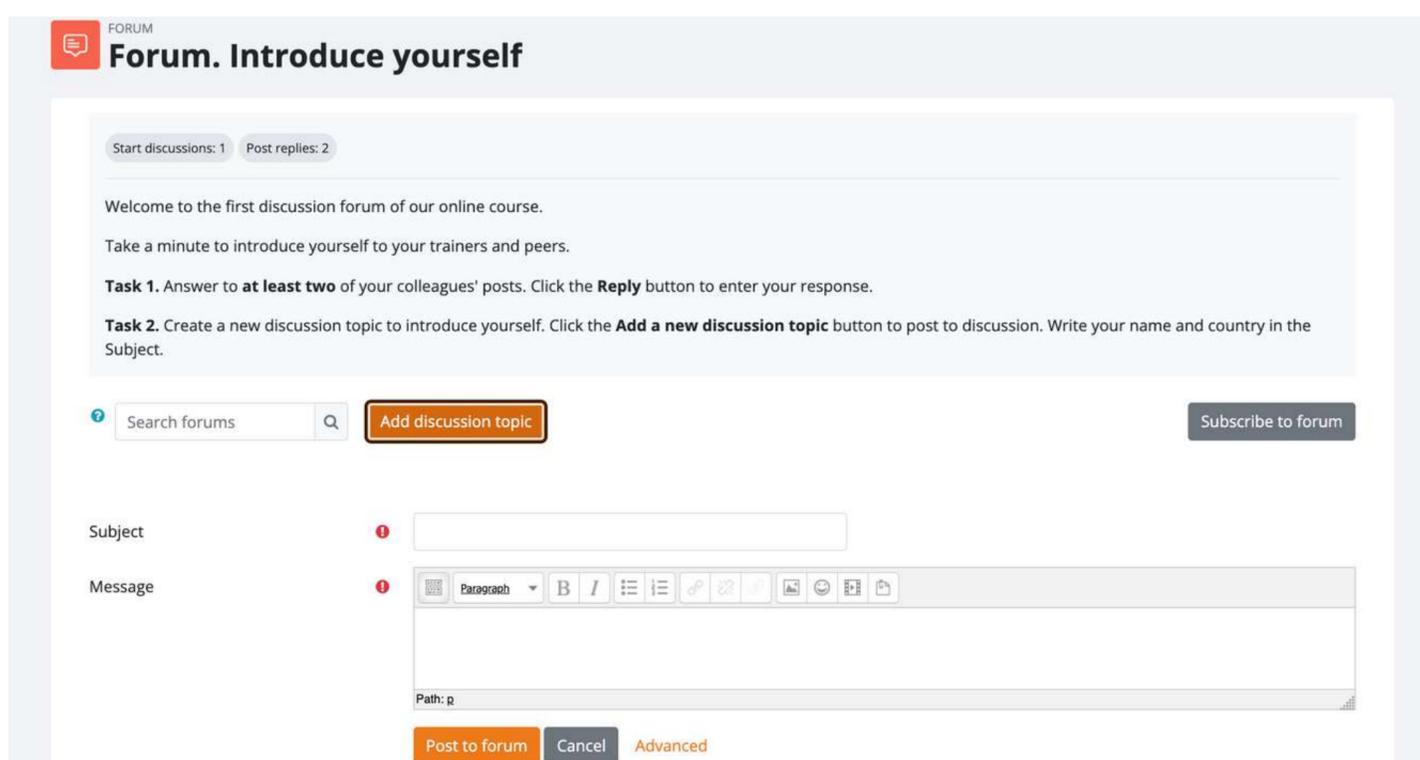
Feedback: Provide constructive feedback to students on their performance.

To give or receive feedback from students you can use the **Forum Section** or create a **Feedback Section**.

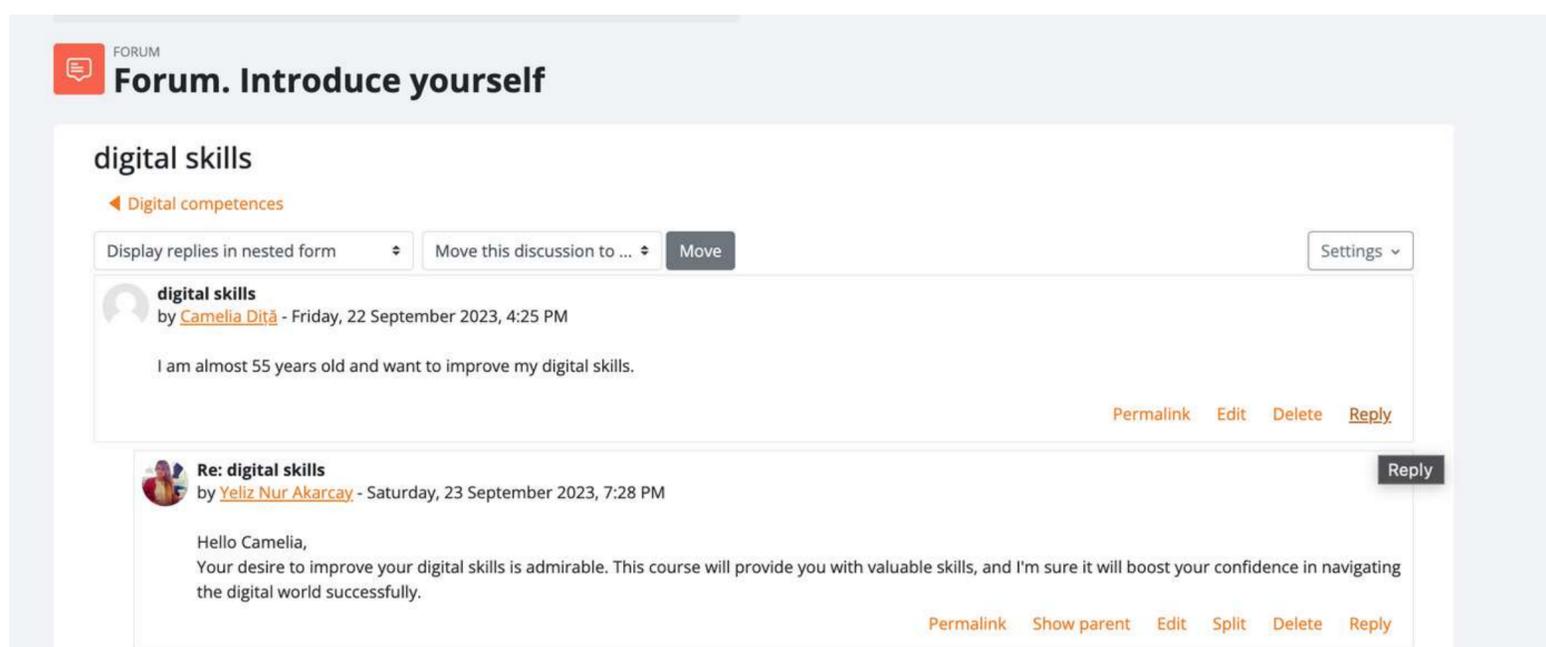
Forum Section

In the forum section you can **Add a discussion topic**. It can also be a self-reflective question for learners to answer to see how they have gone through the lesson content.

After you click on **Post to forum**, they will also be able to answer your question.



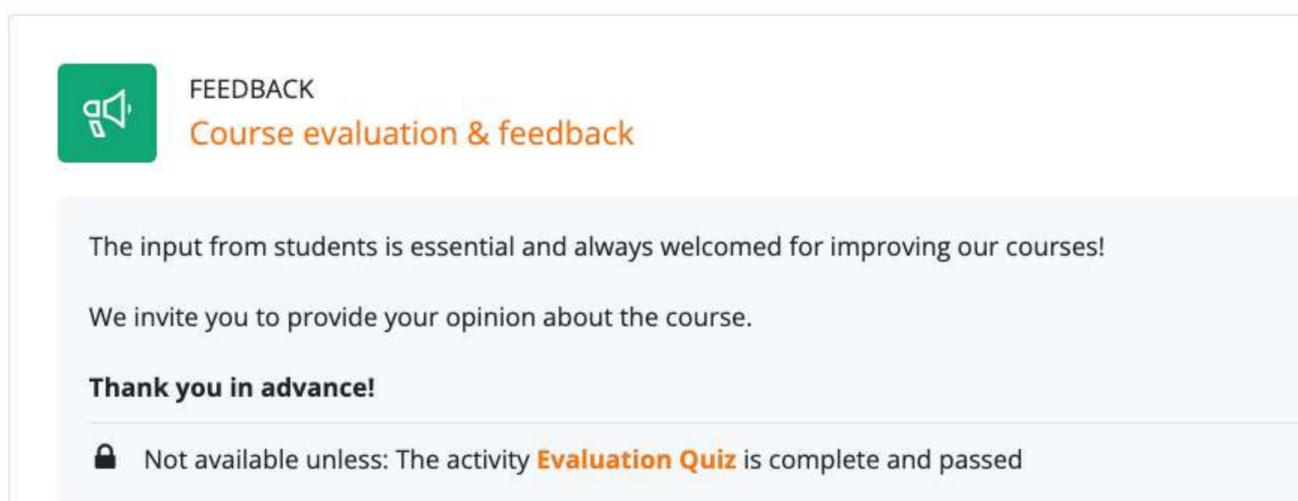
Let the students communicate with each other. As a teacher, you can also reply to their messages if there are any questions.



Feedback Section

The Feedback section can be found at the end of the course. You will ask them for their opinion on their experience during the course and you can create a 1 to 10 rating system.

▼ Course Feedback Survey

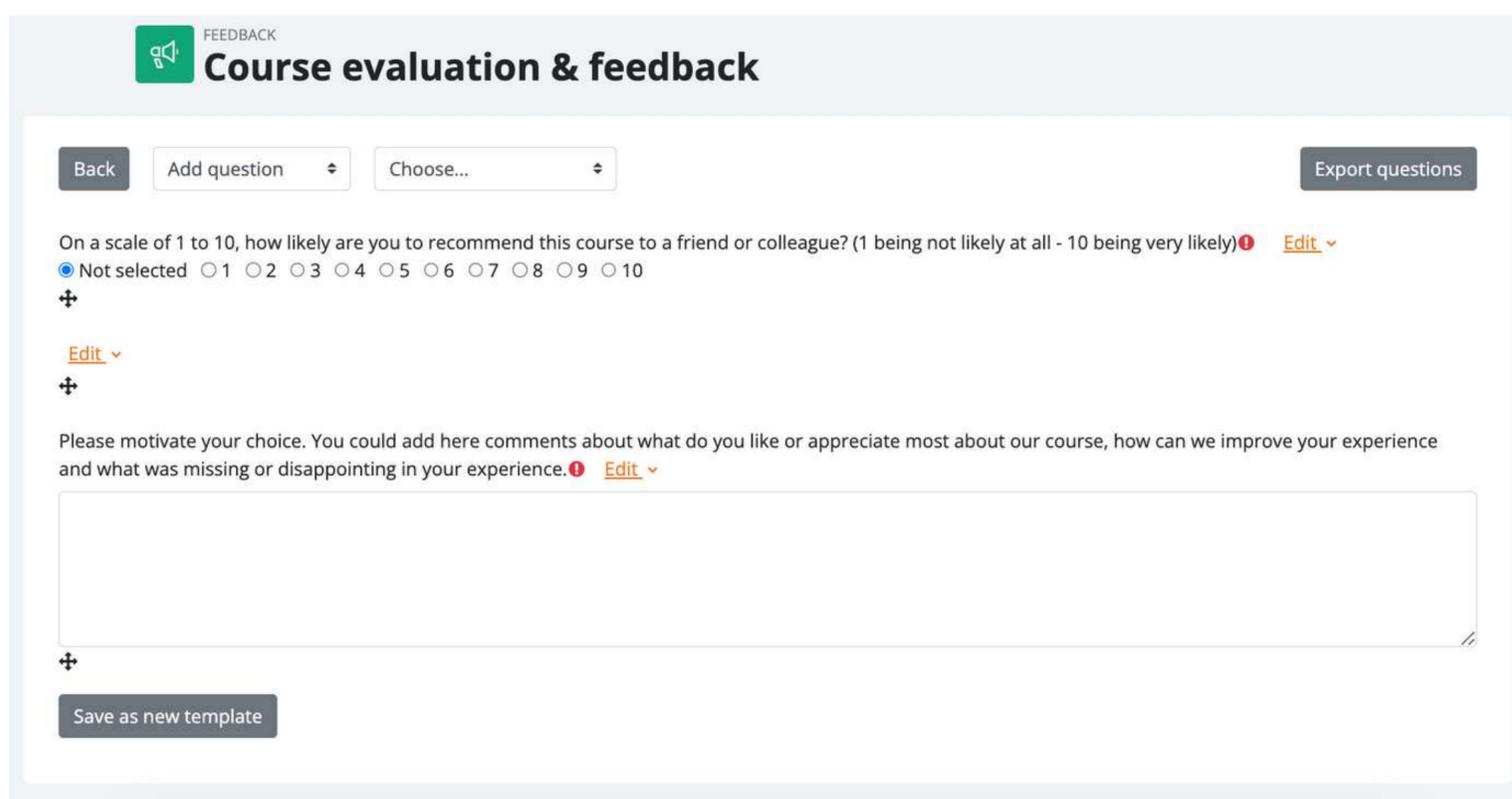


FEEDBACK
Course evaluation & feedback

The input from students is essential and always welcomed for improving our courses!
We invite you to provide your opinion about the course.
Thank you in advance!

Not available unless: The activity **Evaluation Quiz** is complete and passed

The Feedback section can be found at the end of the course. You will ask them for their opinion on their experience during the course and you can create a 1 to 10 rating system.



FEEDBACK
Course evaluation & feedback

Back Add question Choose... Export questions

On a scale of 1 to 10, how likely are you to recommend this course to a friend or colleague? (1 being not likely at all - 10 being very likely) Edit

Not selected 1 2 3 4 5 6 7 8 9 10

Edit

Please motivate your choice. You could add here comments about what do you like or appreciate most about our course, how can we improve your experience and what was missing or disappointing in your experience. Edit

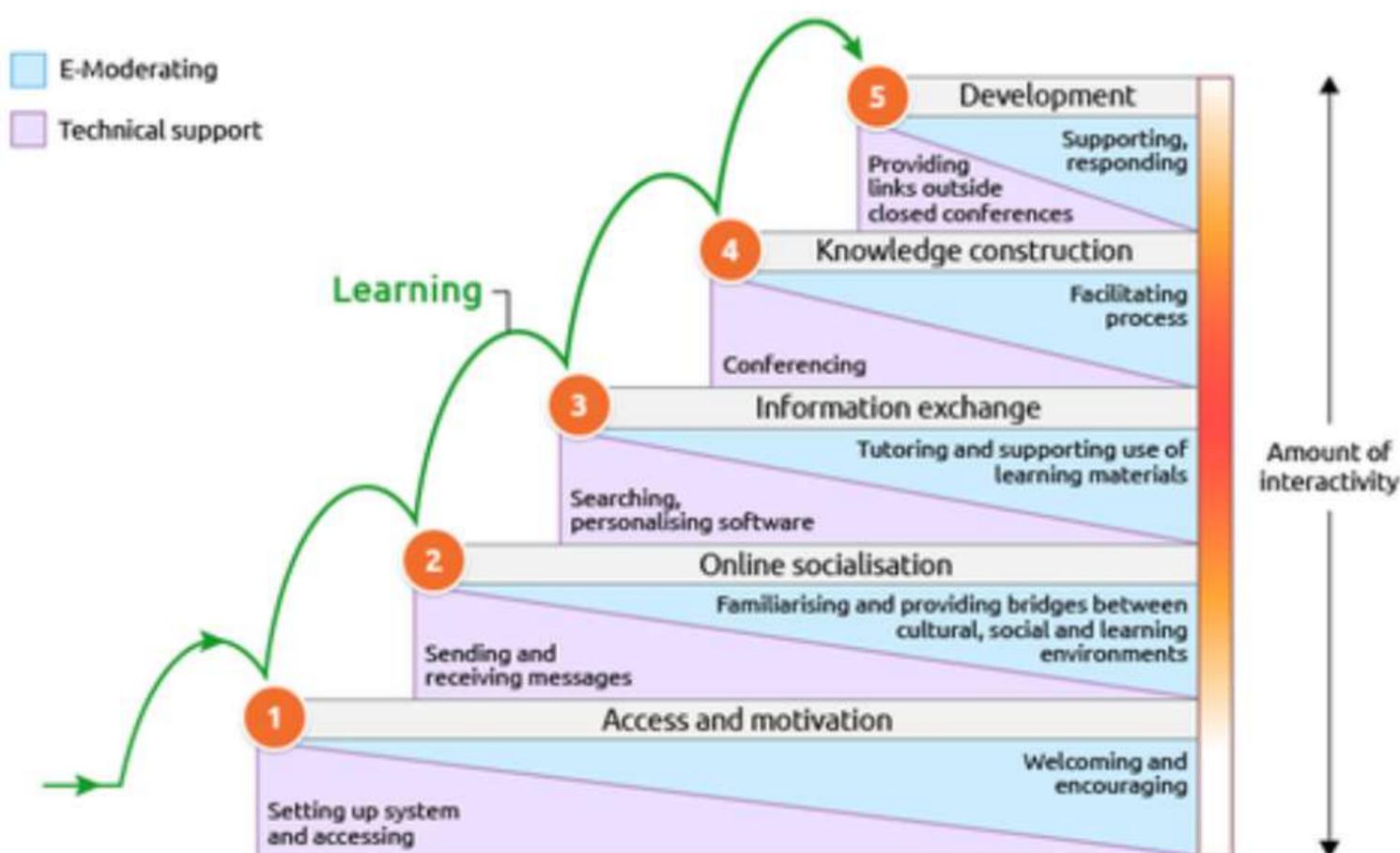
Save as new template

You can edit the questions and the evaluation mode at any time and save the model as a template.

Adaptation: Adapt traditional teaching methods to the online environment.

The "Five Stage Model" is a framework for designing and facilitating online learning experiences. It is also known as the "e-tivities model" and is often used in the context of online or e-learning environments. The model consists of five stages, each with a specific focus:

- 1. Access and Motivation:** In this stage, the focus is on getting learners interested and motivated to participate in the online learning environment. This might involve welcoming learners, explaining the purpose of the course, and helping them become comfortable with the technology used for the course.
- 2. Online Socialisation:** This stage emphasizes building a sense of community and social presence among learners. It's about creating opportunities for learners to interact with each other and establish connections, which can enhance engagement and collaboration.
- 3. Information Exchange:** During this stage, the primary goal is to share information and knowledge. This often involves the delivery of content, such as lectures, readings, videos, or other resources. Learners may also engage in discussions and activities related to the content.
- 4. Knowledge Construction:** In this stage, learners are encouraged to actively engage with the content, reflect on it, and apply it to solve problems or complete assignments. This is where deeper learning and critical thinking typically occur.
- 5. Development:** The final stage focuses on evaluating and reflecting on the learning experience. Learners assess their own progress, receive feedback from instructors or peers, and consider how the newly acquired knowledge or skills can be applied in real-world contexts.



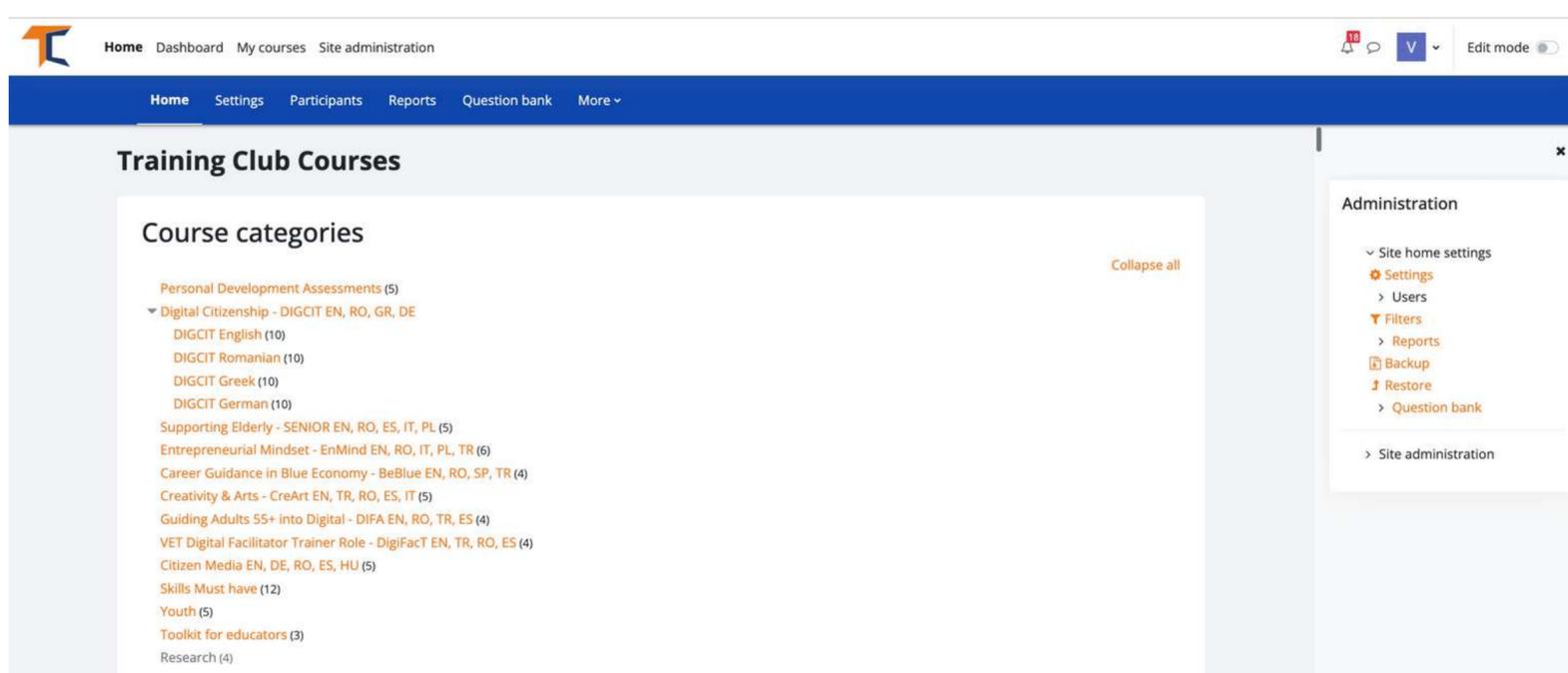
2

TECHNICAL SKILLS

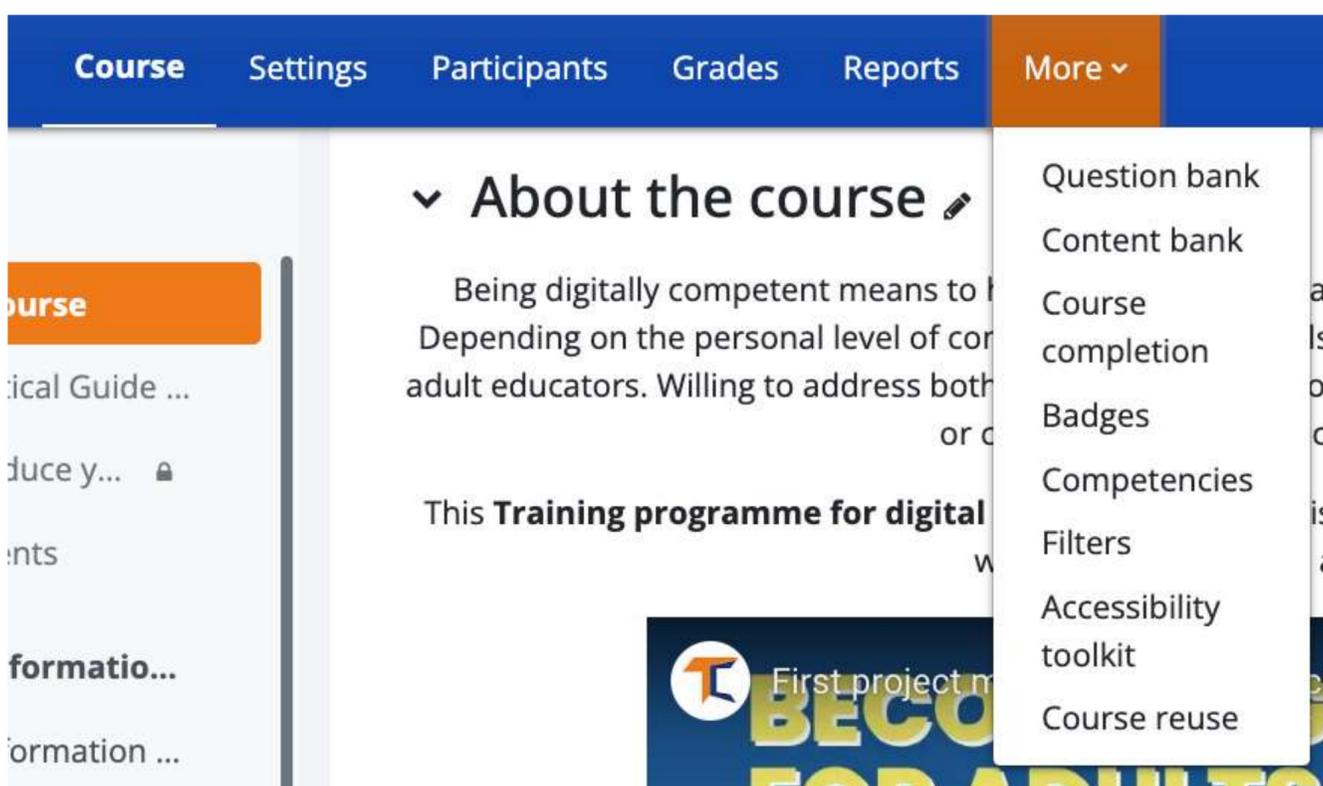
Platform Familiarity: Be proficient in using the chosen e-learning platform's features and tools.

Once you log in, on the main page you will have the Course Category. To access a course click on its title.

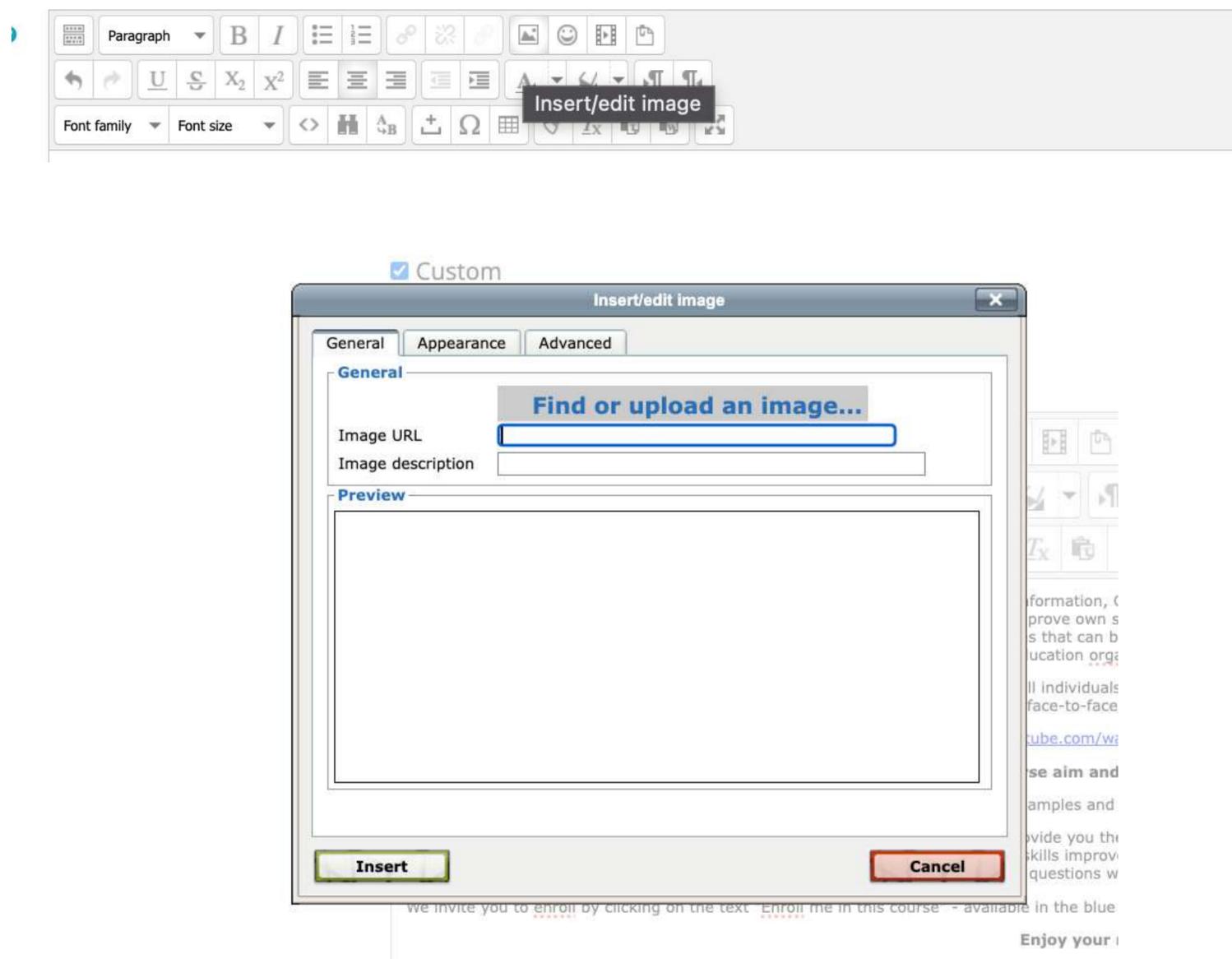
To access more settings, use the buttons in the top blue bar.



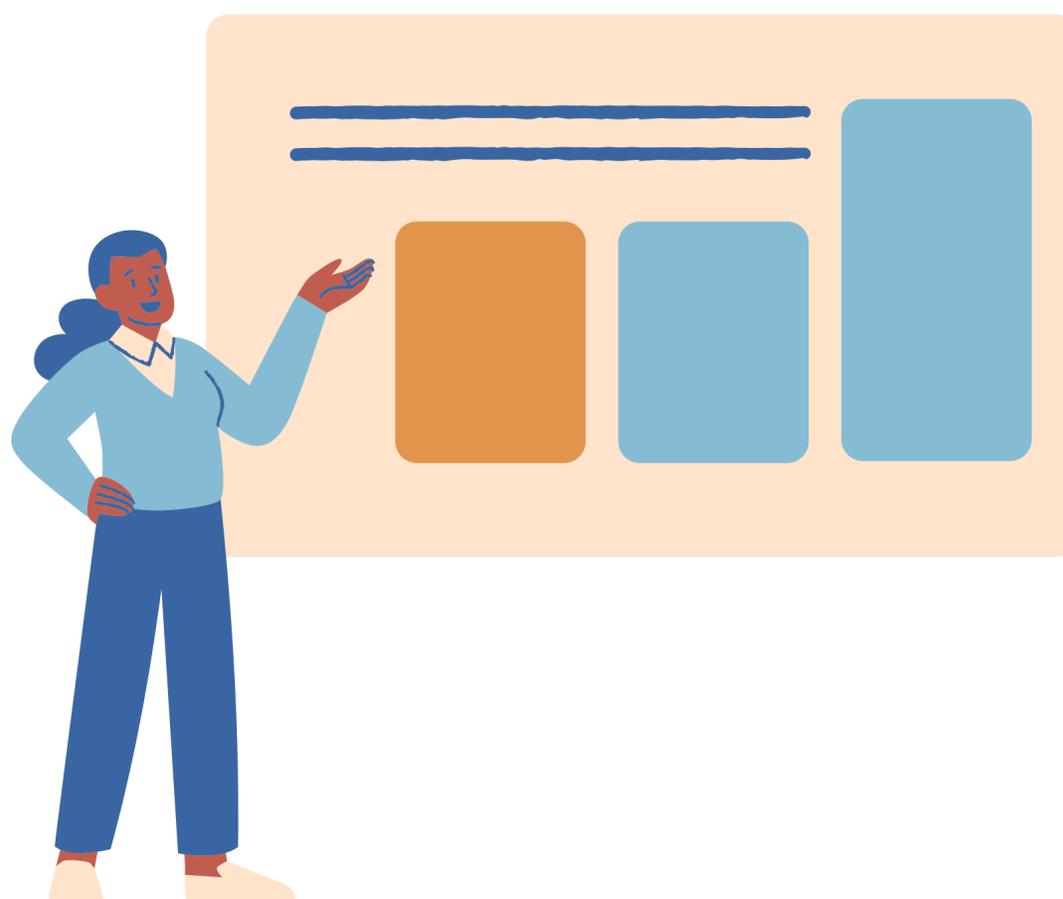
From here you will be able to set editing modes, manage participants and course content banks and much more.



Click on **Insert/edit image** and see can add images with URLs.
The easiest way is to **copy and paste** an image from a Word document.



You can also add tables from other documents and write the source material to make it easier to find references.



Content Creation: Create well-structured and engaging content that caters to different learning styles.

After adding a title to your chapter or subchapter in the top box, use the edit bar to edit the text.

From here you can format it any way you like. You can include headlines and you can highlight or bold certain parts of the text.

Also, structure your content in an easy-to-read way, using bullet points.

Collapse all

▼ Editing chapter

Previous chapter

Chapter title

Subchapter

Content

Paragraph **B** *I*

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Information and Data Literacy is an area of competence in the European DigComp framework that requires a set of skills, attitudes and knowledge, and the practice of those all, to be developed with proficiency. In today's digital age, where vast amounts of information and data are available, it is essential to have the skills to navigate, evaluate, and effectively use this wealth of resources. Information and Data Literacy empowers individuals to become critical thinkers, discern reliable information, and make informed decisions based on evidence.

This competence area encompasses the ability to identify, locate, evaluate, and ethically use information and data across various digital platforms and technologies. It involves understanding the nature of information, its sources, and its reliability. Data literacy, on the other hand, focuses on understanding and interpreting data, including statistical information and visualizations, to draw meaningful insights and conclusions.

Developing Information and Data Literacy skills enables individuals to become active participants in the digital society. It allows them to critically assess information, distinguish between fact and opinion, detect biases, and make informed judgments. Moreover, it helps individuals effectively manage and organize data, ensuring its accuracy, security, and privacy.

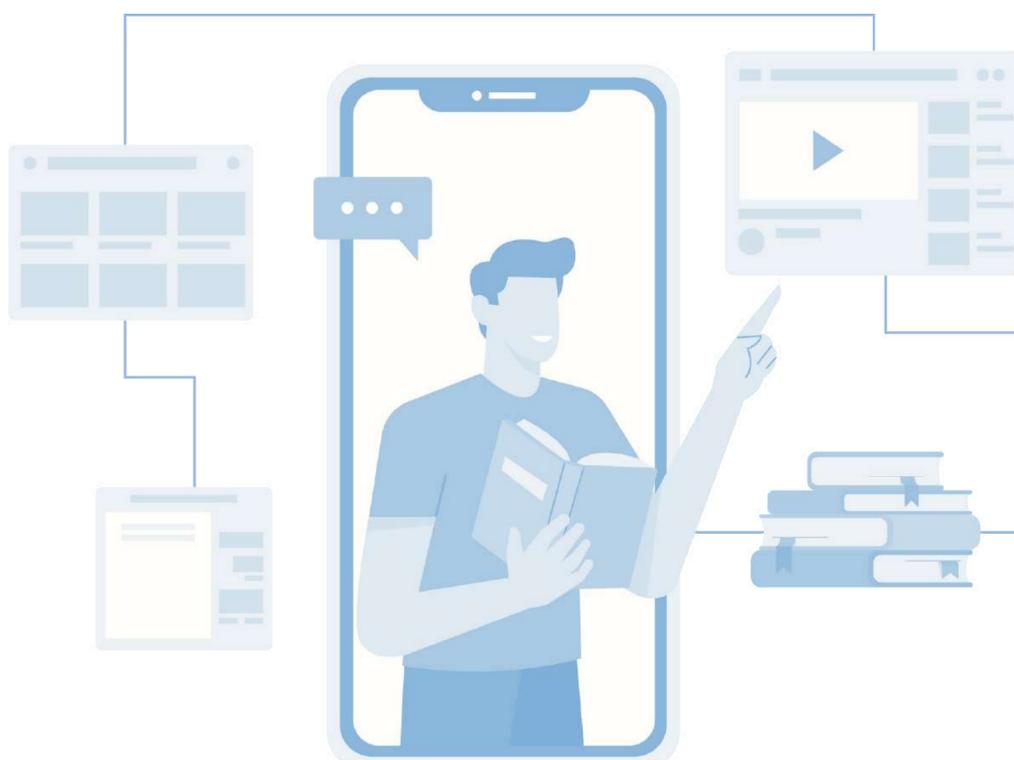
To explain the Information and Data Literacy competence further, we can break it down into a 2nd dimension of competences:

- Browsing, searching and filtering data, information and digital content.** This competence involves the ability to search for information effectively using search engines, databases, and other digital resources, and developing an own method to do that. It includes using appropriate search techniques, refining search queries, and assessing the relevance and credibility of the information retrieved.
- Evaluating data, information and digital content.** Evaluating the quality, reliability, and relevance of information is crucial in the digital era since the amount of created information is outstanding. This competence focuses on assessing the authority and expertise of sources, analyzing bias, and critically evaluating the accuracy and currency of information. For this purpose, interpreting the collected data is important, especially in understanding different types of data, interpreting statistical information, and analyzing data visualizations to draw insights and support decision-making.
- Managing data, information and digital content.** Once information is gathered, organizing and structuring it in a meaningful way is important. This competence

Path: p

You can summarize key points at the end of each module to reinforce learning, and assess comprehension through quizzes.

After that, ensure user-friendly navigation and collect feedback to make improvements. Use plain language, consider accessibility, and proofread meticulously.



Recording and Editing: Record and edit video lectures or presentations.

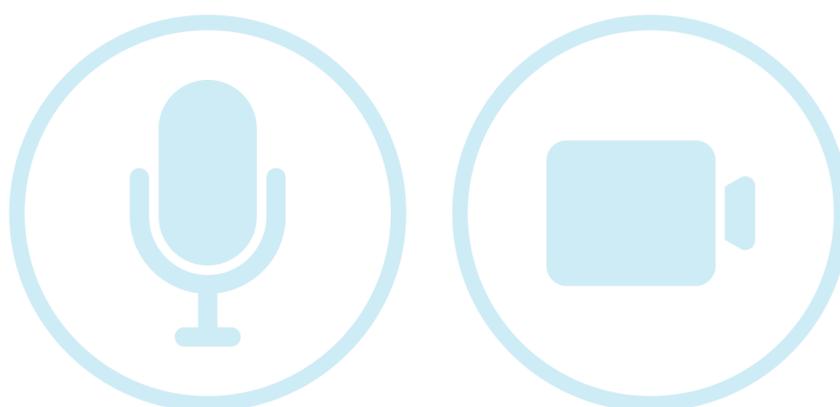
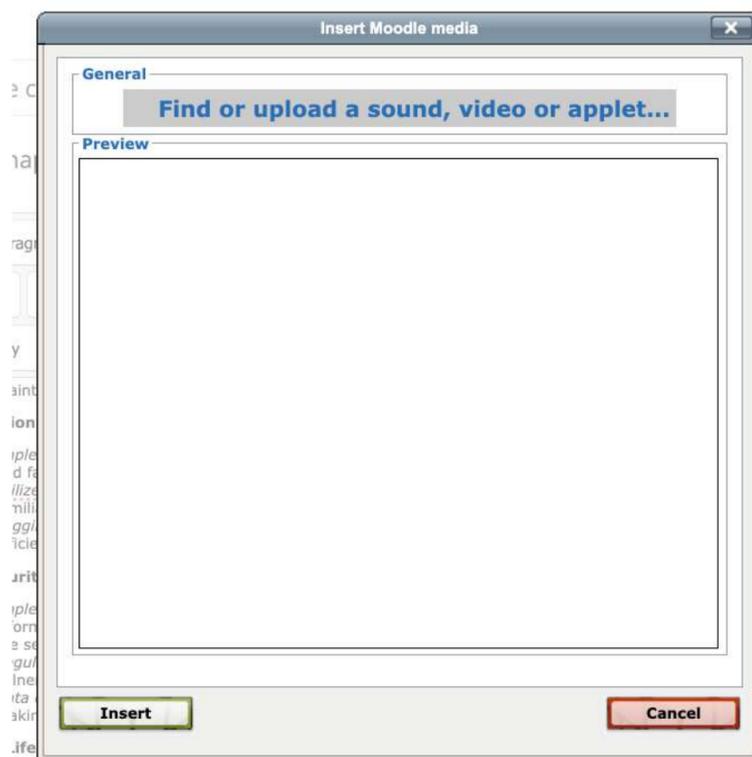
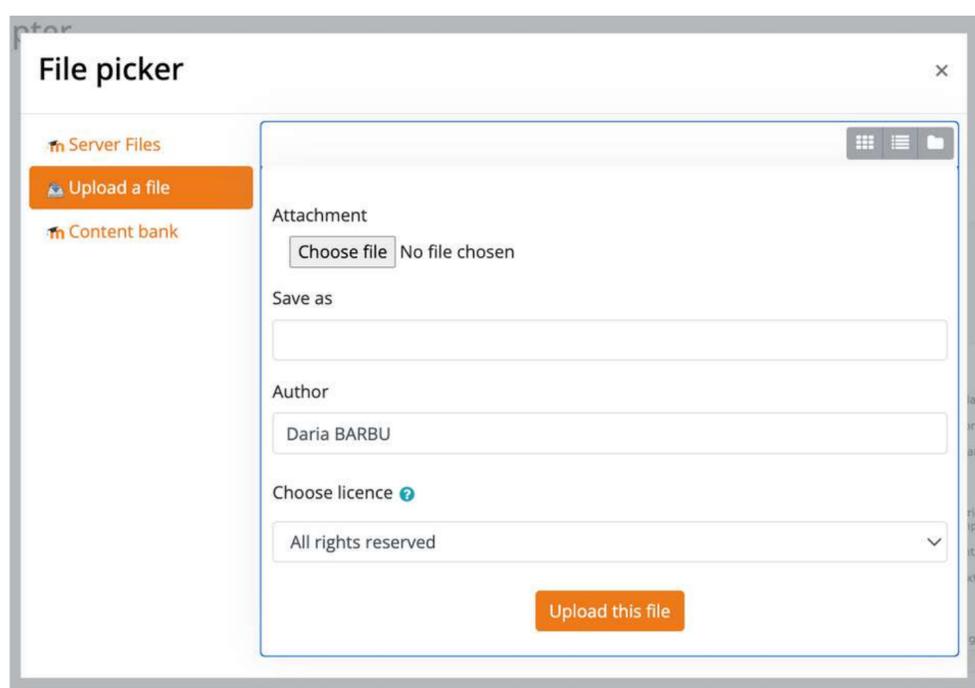
If you want to add a pre-recorded lesson there are two ways.

First, you can upload the material to YouTube and then embed the YouTube link in the course by copy-pasting the ULR.

The second way is to click on the icon shown below to add the desired content.



If it is content that has not been uploaded to the Content bank, choose to upload it from your computer. At the end click on the Insert button.



3

CLASSROOM MANAGEMENT

Communication: Clearly communicate expectations, guidelines, and schedules to students.

Use the platform your course is hosted on to facilitate communication. Most platforms offer discussion forums, announcement boards, and messaging tools. Make sure students are familiar with how to use these features.

Discussion Forums: Encourage students to participate in online discussion forums or message boards. These platforms allow for asynchronous communication and facilitate class discussions. Be active in these forums to answer questions and guide the discussion.

Announcements: Regularly post announcements on your course platform to keep students informed about updates, assignments, and deadlines. This is a centralized way to convey essential information.

Accessibility Considerations: Ensure that all communication methods and materials are accessible to all students, including those with disabilities. Provide transcripts for videos, use alt text for images, and adhere to accessibility standards.

Clear Communication Guidelines: Establish clear expectations for communication within your course syllabus. Let students know how they should reach out to you, what the response time might be, and any netiquette rules.

Use Visual Aids: Visual aids like tables, charts, or color-coding can make your schedule more visually appealing and easier to understand. Consider using a calendar format or Gantt chart for a project-like course.

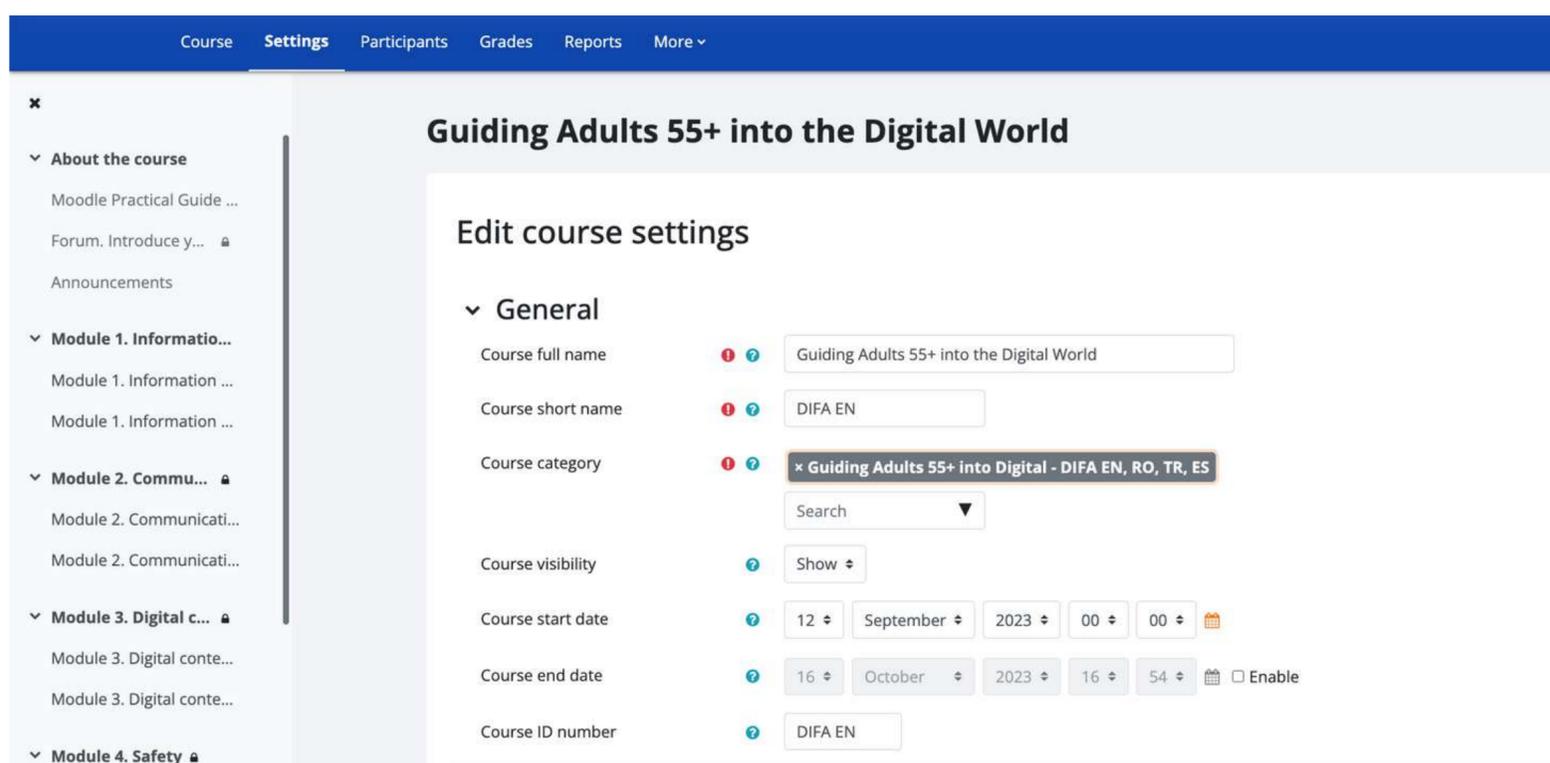
Time Management: Organize and schedule lessons, assignments, and assessments to maintain a smooth pace.

In the context of online teaching and learning, effective time management is crucial for maintaining a smooth and productive pace. It involves organizing and scheduling online lessons, assignments, and assessments in a way that optimizes student engagement and learning outcomes.

Online educators must also allocate time for synchronous and asynchronous interactions, online discussions, and providing timely feedback.

Additionally, they should make use of digital tools and platforms to streamline communication, grading, and content delivery. Flexibility is essential to accommodate diverse time zones and student needs, and regular reflection and adjustment of time management strategies can help ensure the success of online teaching.

In the top bar, in the **Settings** section, you can select the course start date and the deadline for students to complete the course. You can also give them deadlines when it comes to completing assessment and graduation.



The screenshot shows the Moodle course settings page for 'Guiding Adults 55+ into the Digital World'. The top navigation bar includes 'Course', 'Settings', 'Participants', 'Grades', 'Reports', and 'More'. The left sidebar contains a course menu with sections for 'About the course', 'Module 1. Information...', 'Module 2. Communication...', 'Module 3. Digital content...', and 'Module 4. Safety'. The main content area is titled 'Edit course settings' and is divided into a 'General' section. The 'General' section includes the following fields:

- Course full name: Guiding Adults 55+ into the Digital World
- Course short name: DIFA EN
- Course category: Guiding Adults 55+ into Digital - DIFA EN, RO, TR, ES
- Course visibility: Show
- Course start date: 12 September 2023 00:00
- Course end date: 16 October 2023 16:54 (with an 'Enable' checkbox)
- Course ID number: DIFA EN

Attendance Tracking: Monitor student participation and engagement.

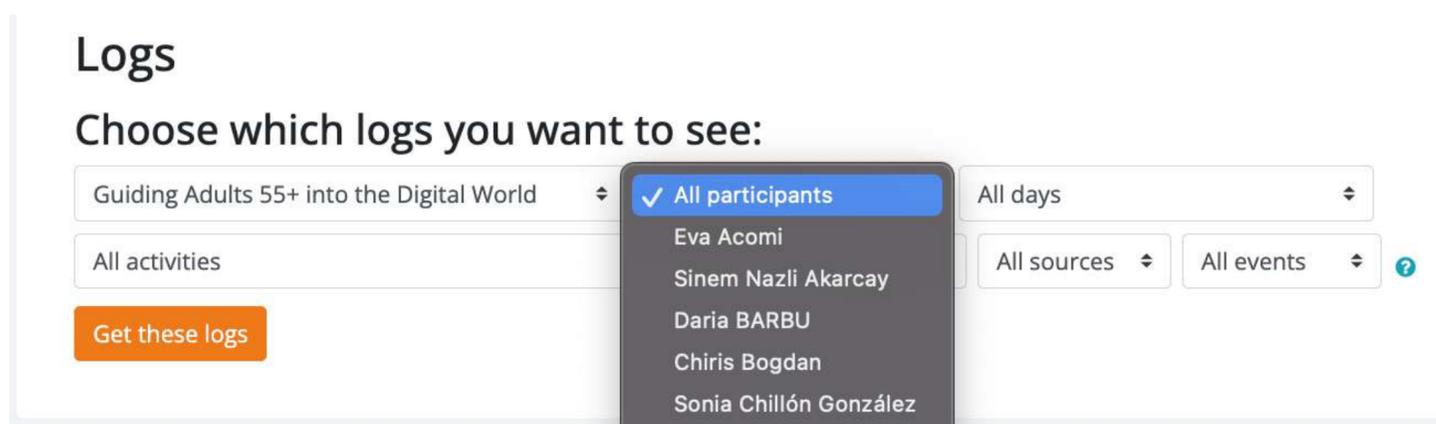
From the top blue bar, click on **Reports**.

Here you will be able to see the actual progress of your participants.

The **Logs**, **Live logs** and **Activity completion** categories give you more details about how your learners complete the course in real time.



Log in to **Logs** if you want to see the students' progress in turn or if you want to specifically select a student to review.



Logs

Guiding Adults 55+ into the Digital World | Eva Acomi | All days

All activities | All actions | All sources | All events

Get these logs

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
22 September 2023, 3:15:04 PM	Eva Acomi	-	Custom certificate: Download your free course certificate	Custom certificate	Course module viewed	The user with id '115' viewed the 'customcert' activity with course module id '3752'.	web	154.154.156
22 September 2023, 3:14:42 PM	Eva Acomi	-	Custom certificate: Download your free course certificate	Custom certificate	Course module viewed	The user with id '115' viewed the 'customcert' activity with course module id '3752'.	web	154.154.156
22 September 2023, 3:14:18 PM	Eva Acomi	Eva Acomi	Custom certificate: Download your free course certificate	System	Course activity completion updated	The user with id '115' updated the completion state for the course module with id '3752' for the user with id '115'.	web	154.154.156
22 September 2023, 3:14:18 PM	Eva Acomi	Eva Acomi	Custom certificate: Download your free course certificate	System	Course activity completion updated	The user with id '115' updated the completion state for the course module with id '3752' for the user with id '115'.	web	154.154.156

Student Support: Provide guidance and support to students through online channels

Online teachers should prioritize clear and accessible communication, offer regular feedback on assignments, and schedule virtual office hours for one-on-one or small group meetings with students.

Creating a welcoming and supportive environment, fostering peer interaction, and providing additional resources and accommodations when needed are also important aspects of effective student support in the online teaching context.



If you wish, you can make a rules of conduct section in the platform to guide students in interacting in the Forum section.

You can also create a **student guide** and attach it as a PDF in a section. The student guide can include information about how to use the platform and how to successfully complete the course.

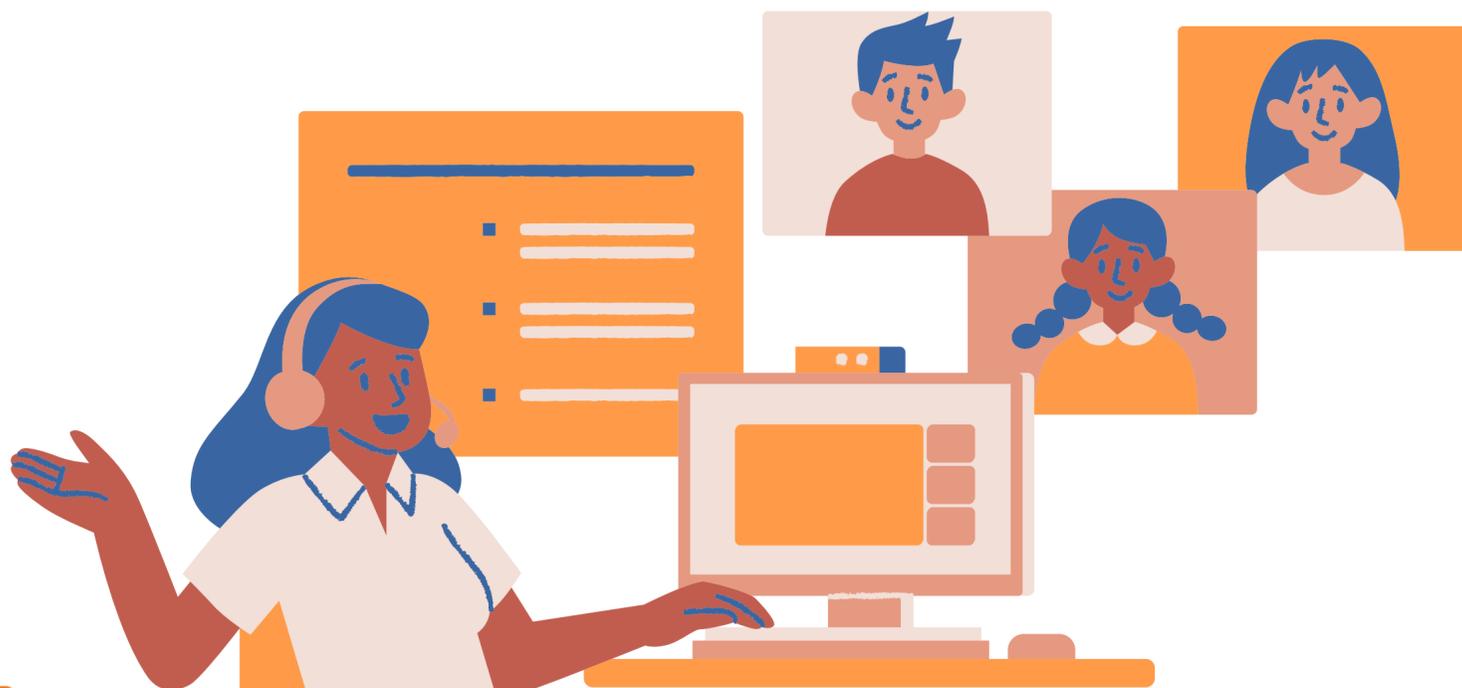


Respond to students if they ask about the platform use and check when there are errors and mistakes in the course.

Behavior Management: Implement strategies to maintain a positive and respectful online classroom environment.

Maintaining a positive and respectful online classroom environment requires careful planning, proactive strategies, and consistent enforcement.

- From the very beginning, outline expectations for student behavior, participation, and communication.
- Create a code of conduct or a set of ground rules that all students must follow.
- Model positive and respectful behavior in your interactions with students.
- Emphasize the importance of privacy and data security
- Encourage a sense of belonging and community among students.
- Provide prompt and constructive feedback on student work.
- Be responsive to student inquiries and concerns.
- Establish a process for conflict resolution.
- Promote the use of inclusive language that respects all students' backgrounds and identities.
- Periodically remind students of the code of conduct and expectations.
- Provide clear instructions for reporting incidents of misconduct or inappropriate behavior.
- Be flexible and adapt to the evolving needs of your class.
- Continue your own professional development in online teaching and classroom management.



Privacy and Security: Understand and implement measures to protect student data and privacy

Protecting student data and privacy is of paramount importance in online education. Here are steps you can take to ensure the privacy and security of your students' information:

- Understand the data privacy laws and regulations that apply to your institution.
- Use a secure, reliable, and well-vetted course management system or learning management system (CMS/LMS). Ensure the platform you use employs robust security measures, including data encryption and regular security updates.
- Implement strong access controls. Ensure that only authorized users have access to student data. Use username and password requirements, multi-factor authentication, and role-based access for administrators, faculty, and students.
- Train your students on the importance of protecting their personal information. Encourage them to use strong, unique passwords, avoid sharing login credentials, and be cautious about sharing personal information in discussion forums or emails.
- Ensure that data transmission and storage are encrypted. This includes data transfers, file uploads, and communication within the learning platform.
- Keep your course platform and any associated software up to date. Security vulnerabilities are often patched in software updates, so ensure your system is current.
- Collect only the data that is necessary for the educational process. Minimize the collection of sensitive or unnecessary information.

Logs

Guiding Adults 55+ into the Digital World Eva Acomi All days

All activities All actions All sources All events

Get these logs

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
22 September 2023, 3:15:04 PM	Eva Acomi	-	Custom certificate: Download your free course certificate	Custom certificate	Course module viewed	The user with id '115' viewed the 'customcert' activity with course module id '3752'.	web	154.205.251.156
22 September 2023, 3:14:42 PM	Eva Acomi	-	Custom certificate: Download your free course certificate	Custom certificate	Course module viewed	The user with id '115' viewed the 'customcert' activity with course module id '3752'.	web	154.205.251.156
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22 September 2023, 3:14:18 PM	Eva Acomi	Eva Acomi	Custom certificate: Download your free course certificate	System	Course activity completion updated	The user with id '115' updated the completion state for the course module with id '3752' for the user with id '115'.	web	154.205.251.156

Don't forget that you have access to personal information, for example student IP. Do not share this data and protect their identity.

Grades

In the top bar there is the **Grades** section. If you want to see the grades students get in the platform, click on Grades.

The screenshot shows the Moodle Grader report interface. The top navigation bar includes 'Course', 'Settings', 'Participants', 'Grades', 'Reports', and 'More'. The left sidebar contains a course menu with sections like 'About the course', 'Module 1. Informatio...', 'Module 2. Commu...', 'Module 3. Digital c...', 'Module 4. Safety', and 'Module 5. Problem...'. The main content area is titled 'Guiding Adults 55+ into the Digital World: View: Preferences: Grader report'. It features a 'Grader report' dropdown menu, a title 'Grader report', and a status 'All participants: 9/9'. Below this are filters for 'First name' and 'Last name', both set to 'All' with alphabetical dropdowns. A table displays the grading data for five participants:

First name / Last name	Username	Evaluation Quiz	Evaluation quiz 2	Course total
Eva Acomi		10.00		10.00
Sinem Nazli Akarcay	@gmail.com	8.00		8.00
Chris Bogdan	ris@gmail.com	10.00		10.00
Sonia Chillón González		10.00		10.00
Alina Chiris		7.00		7.00
Overall average				9.00

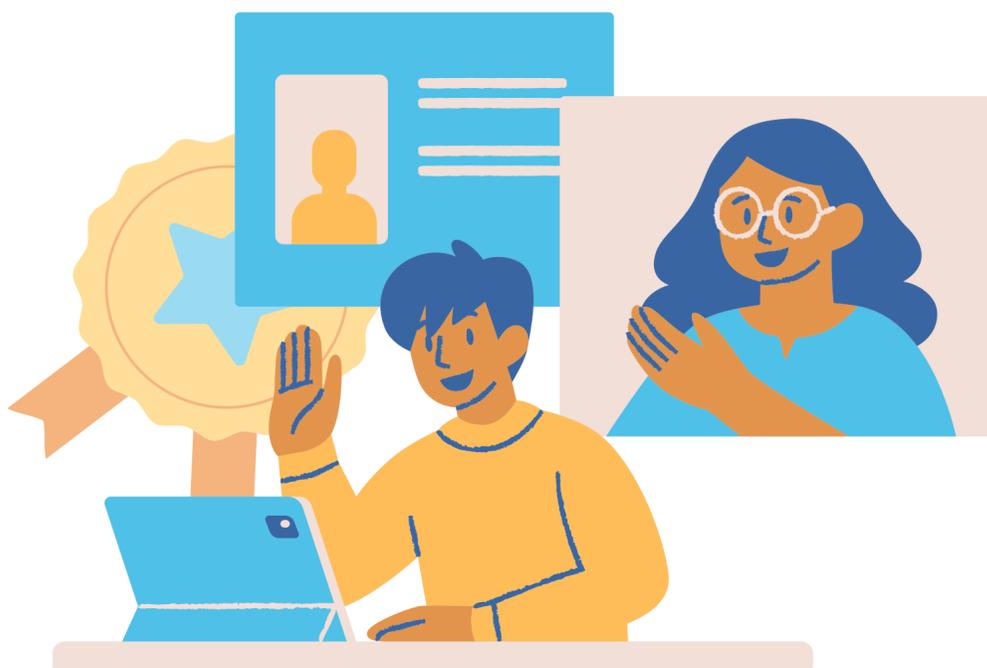
The URL at the bottom of the screenshot is <https://courses.trainingclub.eu/grade/report/index.php?id=120>.

From here you can see what marks they got for each assessment test and you will be given an overall average of the marks.

When creating the assessment module for students, make sure you have edited the section so that students get a grade based on their answers.

The grading system can be edited by you, you can also edit a minimum passing grade for the assessment test.

If you have not edited the scoring system, this section will be empty.

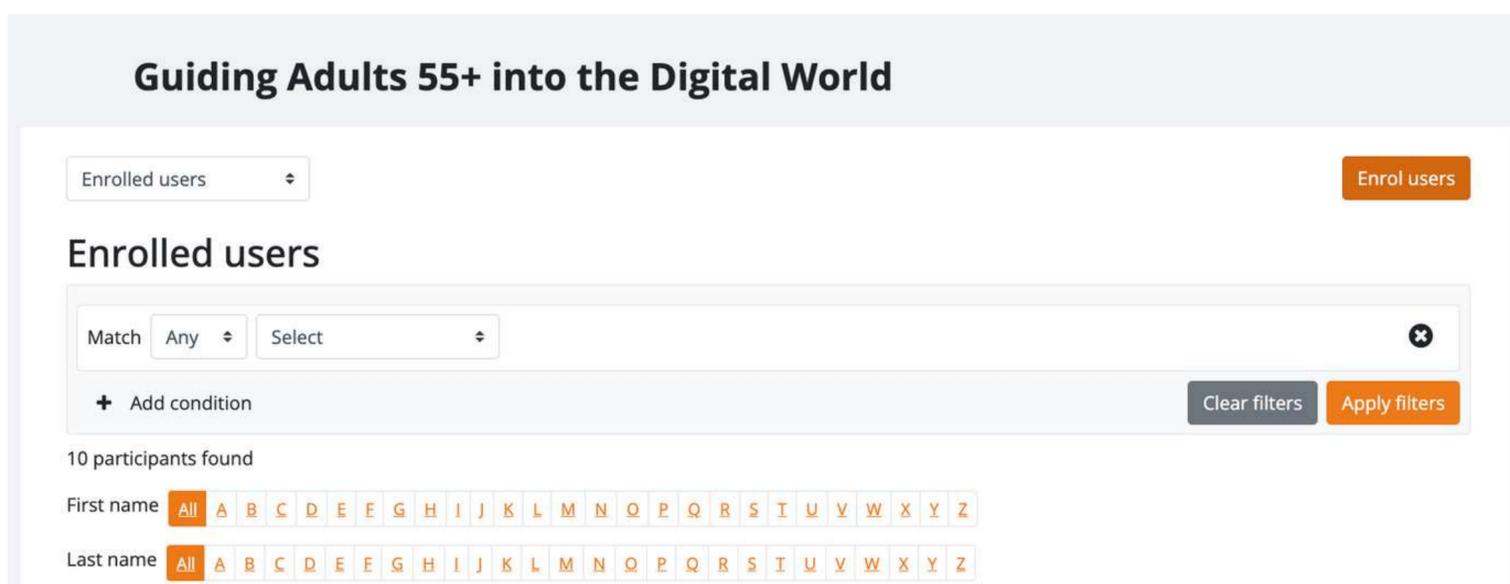


Enroll students

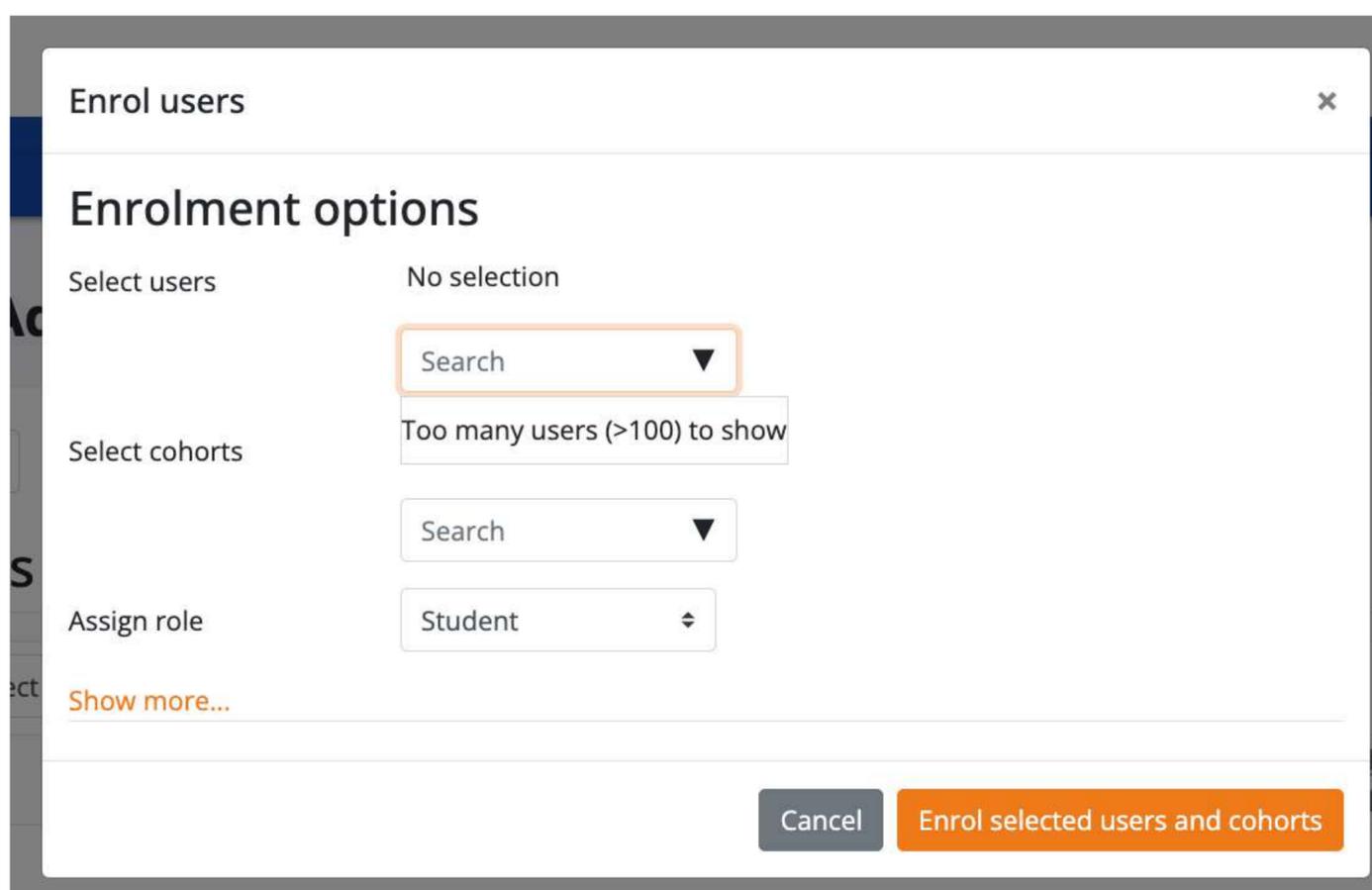
The first thing is to visit the Participants section in the top bar.



Here you will see the students already enrolled. To enrol new students, click on the **Enrol users** button on the right.



It is important that those users already have an account on the platform. After logging in with their email address, **select users by username**. If you want to enrol the same students from a previous course, **enrol the cohort of students** in the second section and choose that course. It is important that they have the **role of Student** in the platform, check the settings and then click **Enrol selected users and cohorts**.



Students report

From the top blue bar, click on **Reports**.

Here you will be able to see the actual progress of your students. The **Activity Report** and **Activity completion** categories give you more details about how your learners actually complete the course.



You can also access the stages they are in and whether they have encountered certain difficulties, whether they have interacted better with certain parts of the course and whether they have passed the assessment test.

Activity report

> Filter

Computed from logs since Saturday, 7 March 2020, 9:35 AM.

Activity	Views	Related blog entries	Last access
Moodle Practical Guide for Learners and Trainers	2 views by 2 users	-	Friday, 22 September 2023, 12:52 PM (21 days 3 hours)
Forum, Introduce yourself	88 views by 9 users	-	Tuesday, 10 October 2023, 3:09 PM (3 days 1 hour)
Announcements	-	-	-
Module 1. Information and data literacy			
Module 1. Information and data literacy, E-book	229 views by 10 users	-	Friday, 13 October 2023, 3:57 PM (49 mins 42 secs)
Module 1. Information and data literacy, PPT Slides	57 views by 9 users	-	Wednesday, 11 October 2023, 11:34 AM (2 days 5 hours)
Module 2. Communication and collaboration			
Module 2. Communication and collaboration, E-book	81 views by 10	-	Friday, 13 October 2023, 3:52 PM (55 mins 1 sec)

Activity completion

Include: All activities and resources | Activity order: Order in course

First name: All | A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Last name: All | A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

First name / Last name	Username	Forum, introduce yourself	Module 1. Information and ...	Module 1. Information and ...	Module 2. Communication and...	Module 2. Communication and...	Module 3. Digital content ...	Module 3. Digital content ...	Module 4. Safety, E-book	Module 4. Safety, PPT Slides	Module 5. Problem-solving...	Module 5. Problem-solving...	Evaluation Quiz	Evaluation quiz 2	Course evaluation & ...	Download your free course ...
Eva Acomi	aeva	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Sinem Nazli Akarcay	selizegitim@gmail.com	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Chiris Bogdan	chiris@gmail.com	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Sonia Chillón González		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Alina Chiris		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Camelia D		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Camelia Diță		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Yeliz Nur Akarcay		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Damiana Sudano		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑

Download in spreadsheet format (UTF-8 .csv)

4

INTERACTION AND ENGAGEMENT

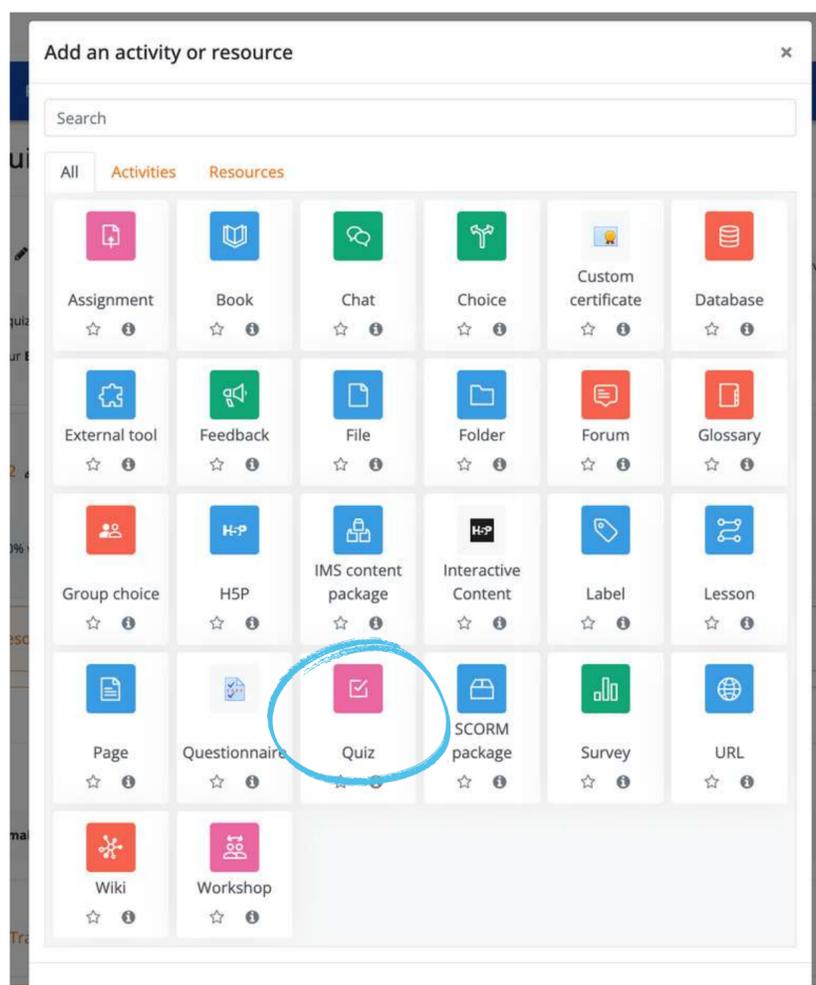
Engagement Techniques: Use techniques like polls, quizzes, and breakout rooms to keep students engaged

The platform gives you the opportunity to create assessment methods using gamification techniques.

Create a new section at the end of the course or course module and choose the assessment method to create interactive content.

+ Add an activity or resource

After that, choose the desired evaluation mode. For example, you can create a quiz.



Start editing your questions and answers. The quiz can be in the form of a grid test.

Choose a title, a description and the time allocated to this test, including the maximum time to complete it.

Adding a new Quiz to Evaluation Quiz

Expand all

General

Name

- You must supply a value here.

Description

Paragraph

B I

Path: p

Display description on course page

Timing

Open the quiz

16 October 2023 15:29 Enable

Close the quiz

16 October 2023 15:29 Enable

Time limit

0 minutes Enable

When time expires

Open attempts are submitted automatically

Then set the grading system and the minimum pass mark. From Question behaviour you can set the shuffle option, which limits students from copying to the grid test.

Grade

Grade category

Uncategorised

Grade to pass

Attempts allowed

Unlimited

Grading method

Highest grade

Layout

New page

Every question

Show more...

Question behaviour

Shuffle within questions

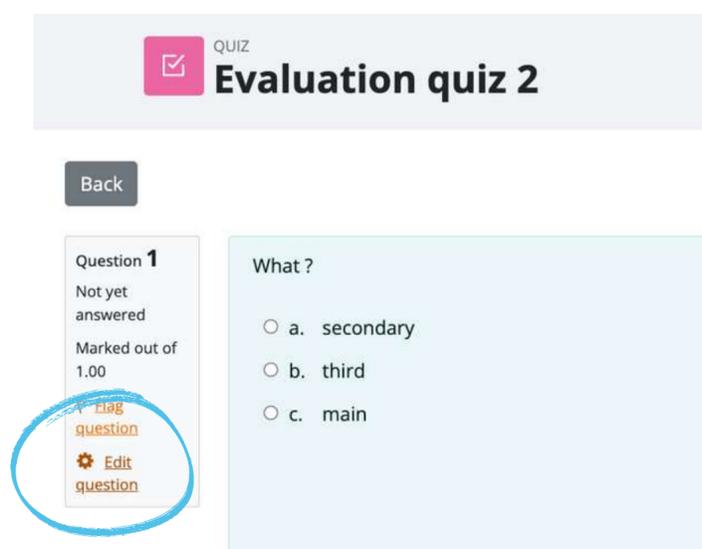
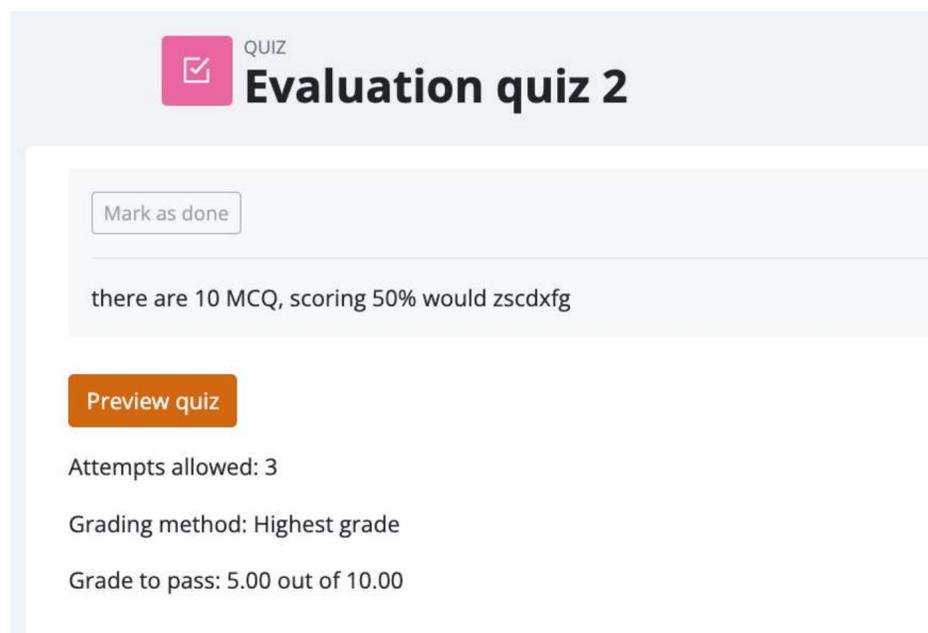
Yes

How questions behave

Deferred feedback

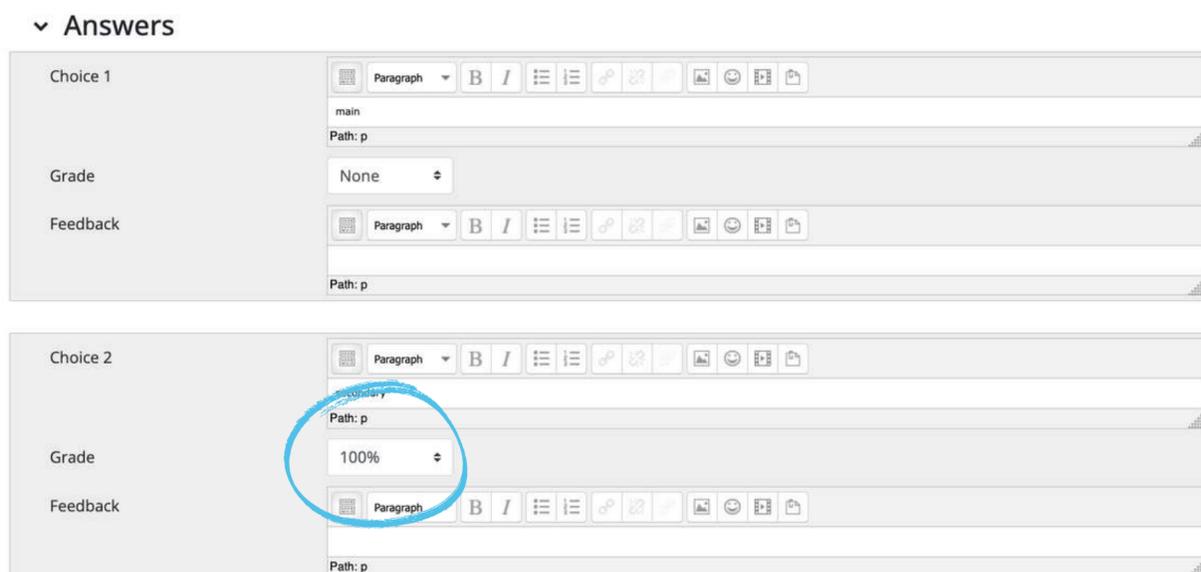
Show more...

After saving the settings, go back to edit the questions and answers. You can edit them at any time if you click **Preview test**.



Click on the button highlighted to edit the questionstions.

After clicking, look for the Questions and Answers sections. Add more or edit existing ones after they have been created. After adding the answers, mark the correct one next to the Grade section. Choose 100% accuracy so that the platform can identify the correct answer and grade students accordingly.



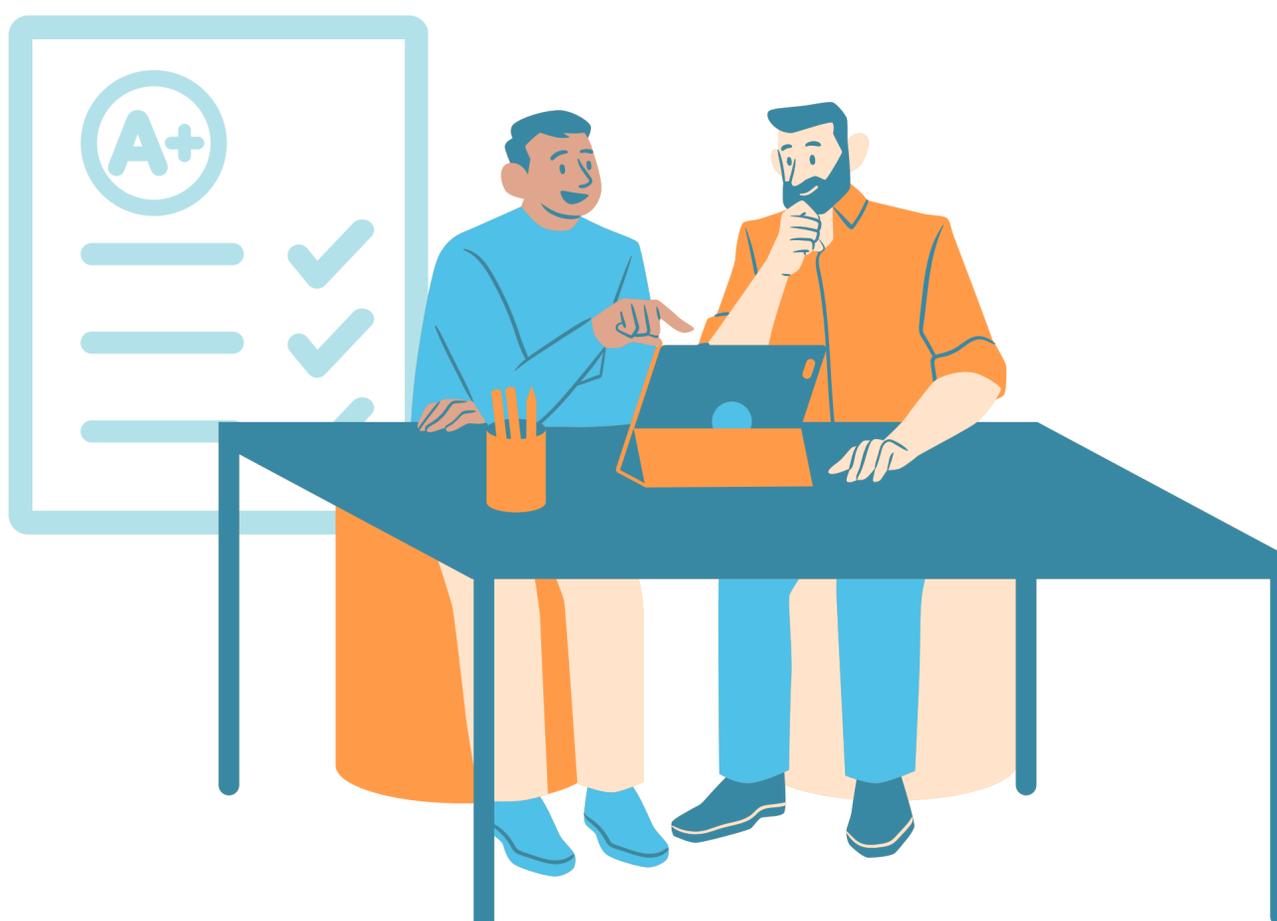
Don't forget to check the quiz. Submit your answers to see if everything is correct.

The screenshot shows a quiz interface for 'Evaluation quiz 2'. On the left, a table provides details: Started on Monday, 16 October 2023, 3:31 PM; State Finished; Completed on Monday, 16 October 2023, 3:45 PM; Time taken 14 mins 14 secs; Marks 2.00/2.00; Grade 10.00 out of 10.00 (100%). On the right, a 'Quiz navigation' panel shows two questions, both marked with green checkmarks. Below the navigation are buttons for 'Show one page at a time', 'Finish review', and 'Start a new preview'.

At the end, publish the quiz. On the main course page, in the quiz section you can access the visibility settings. Click on the show button or go to the detailed quiz settings and click on enable for students.

The screenshot shows a quiz block in a course editor. The quiz is titled 'Evaluation quiz 2' and is currently 'Hidden from students'. The content area contains the text 'there are 10 MCQ, scoring 50% would zscdxfg'. A context menu is open on the right, showing options: 'Mark as done', 'Edit settings', 'Move', 'Show' (highlighted), 'Duplicate', 'Assign roles', and 'Delete'. Below the quiz block is an 'Add an activity or resource' button and an 'Add topic' label.

Don't forget that one of the benefits of online courses is that you can more easily create an assessment test that is self-correcting and at the same time involves students more in the course.



Active Learning: Encourage collaborative and interactive activities among students.

To facilitate group activities or to encourage interactivity between participants, when structuring your course, include small activities to do in class or as projects between students.

Table of contents						
Introduction	↓	⚙️	🗑️	👁️	+	
Storytelling - P...	↑	↓	⚙️	🗑️	👁️	+
Activity: Write ...	↑	↓	⚙️	🗑️	👁️	+
Taking Pictures...	↑	↓	⚙️	🗑️	👁️	+
Activity: Framing	↑	↓	⚙️	🗑️	👁️	+
Capturing Sou...	↑	↓	⚙️	🗑️	👁️	+
Activity: Audio ...	↑	↓	⚙️	🗑️	👁️	+
Graphics Prod...	↑	↓	⚙️	🗑️	👁️	+
Activity: Take a...	↑	↓	⚙️	🗑️	👁️	+
Postproductio...	↑	↓	⚙️	🗑️	👁️	+
Activity: Storytellin...	↑	⚙️	🗑️	👁️	+	

On the left you have an example of the course structure which includes practical activities after each sub-chapter of each module.

Even if you want to create an online course, that doesn't mean students can't practice their new skills face to face or individually through practical tasks.

Taking Pictures and Videos

Activity: Framing

In small groups or with 1 partner.

Cut out a frame, 16:9 or different sizes and look through it. Play with the distance between your eye and the frame. Creating "Field of view" and Angle of view" in the process.

Question: What do you see and how do you feel? Can you relate to what you have learnt?

Alternatively, you can take your smartphone and do the same with the camera.

Encourages students to use technology and creativity based on newly learned information!



5

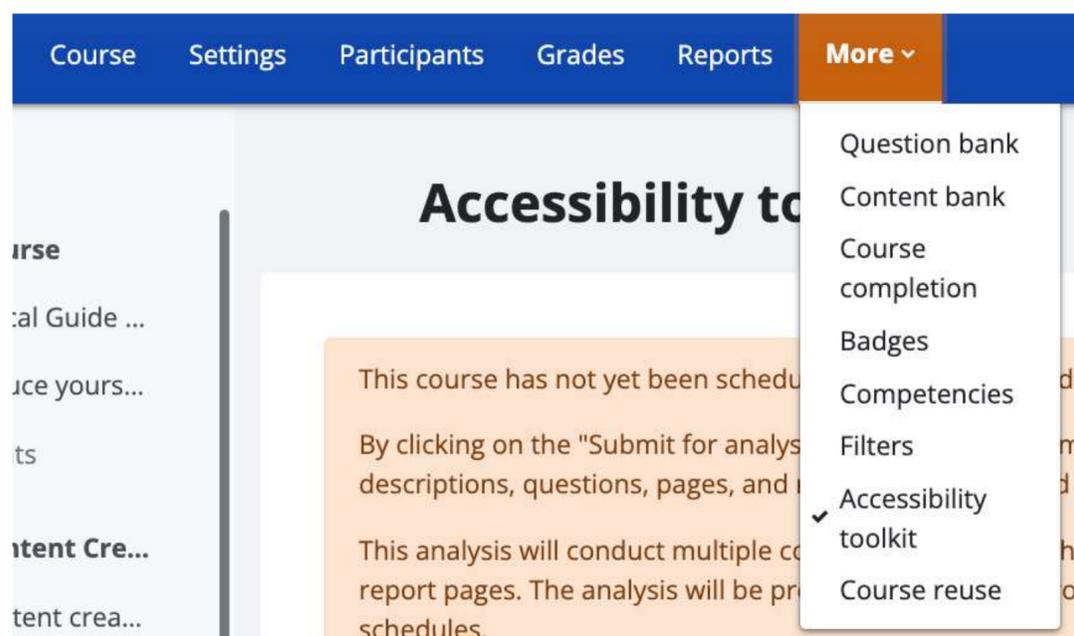
ACCESSIBILITY AND INCLUSIVITY

Universal Design: Design content that is accessible to students with diverse learning needs

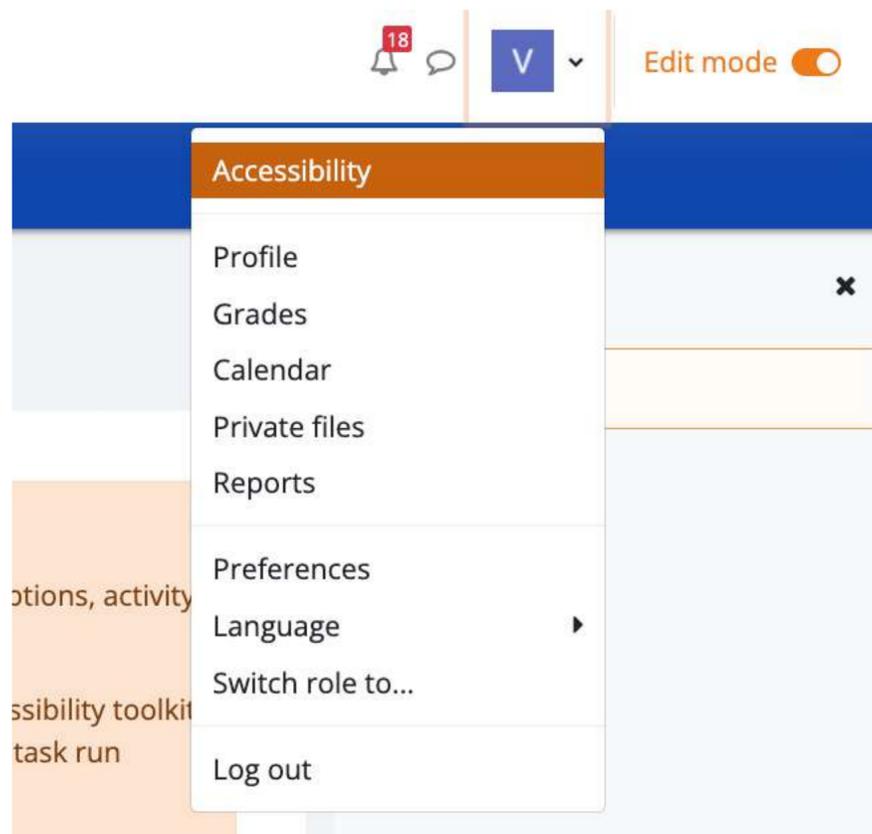
Here are some key principles and strategies of Universal Design for Learning:

- 1. Multiple Means of Representation:** Provide content in various formats, such as text, audio, video, and images, to cater to different learning styles and abilities. This allows students to access information in the way that works best for them.
- 2. Multiple Means of Engagement:** Offer multiple options for engaging students and sustaining their motivation. This can include providing choices in assignments, incorporating real-world relevance, and fostering collaboration.
- 3. Multiple Means of Expression:** Allow students to demonstrate their understanding and knowledge in different ways. This might involve offering alternatives to traditional assessments, such as written essays, by allowing students to create videos, give presentations, or participate in discussions.
- 4. Flexibility and Accessibility:** Ensure that materials and technology used in the learning environment are accessible to all students. This includes making content available in alternative formats (e.g., screen readers for visually impaired students), using captioning for videos, and providing assistive technology and resources as needed.
- 5. Clear and Consistent Navigation:** Organize course content and materials in a clear and consistent manner, making it easy for all students to locate and access information. Consistency helps reduce cognitive load and makes the learning experience more straightforward.

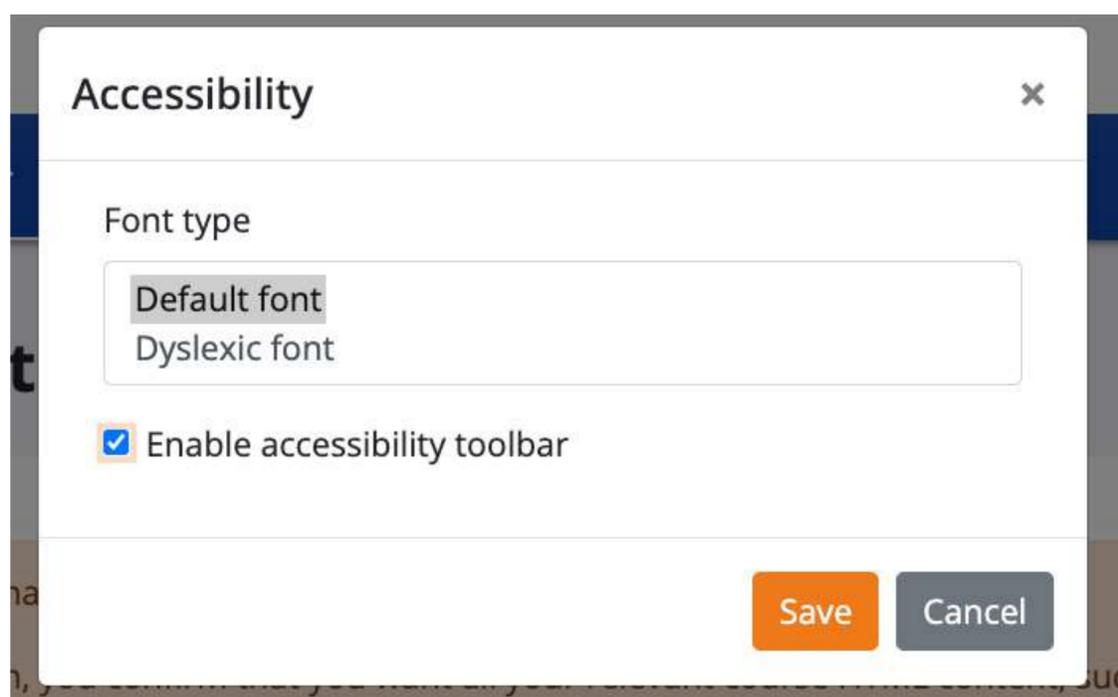
You can request an accessibility assessment of the course from the **Accessibility Toolkit** section in the top bar.



Each account has an option to select **Accessibility settings**. From the top bar where the user icon appears you can find these settings which will impact the way the content of the platform is displayed.



Inform students about these settings. Dyslexic learners have a hard time getting through a lot of written content in a limited amount of time, and these font settings can help.



PROFESSIONAL DEVELOPMENT

Continuous Learning: Stay updated on e-learning trends, tools, and pedagogical approaches

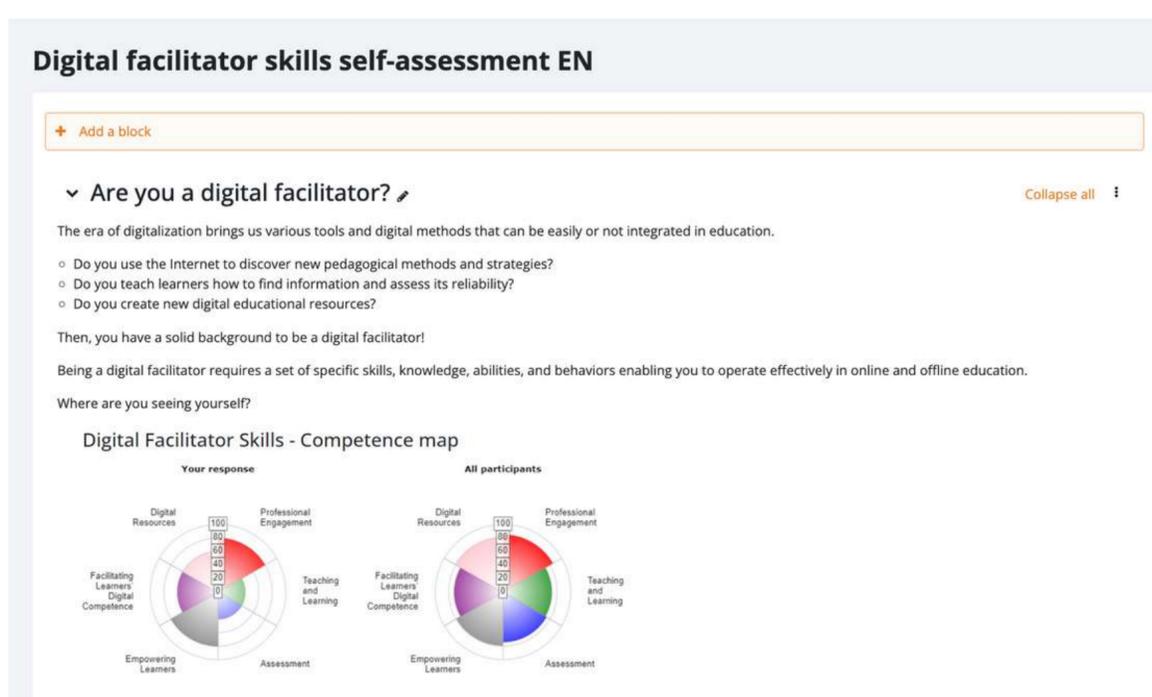
- Continuous learning is essential for teachers because it allows them to stay updated in a dynamic field. It helps improve their instructional methods, adapt to changing student needs, integrate technology effectively, and create inclusive classrooms.
- Continuous learning also fosters personal growth and job satisfaction, keeps teachers current and relevant, and enhances their problem-solving skills.
- Collaboration with peers, professional development requirements, and opportunities for career advancement are additional benefits. Moreover, teachers serve as role models for students by embracing lifelong learning, encouraging their students to do the same.



- Effective online methods for professional development among online teachers include participating in webinars and online courses related to teaching and e-learning, engaging in discussions and knowledge-sharing within online communities and forums, attending virtual conferences and seminars, and seeking out certifications relevant to online education.

Technology evolves rapidly, and staying updated helps educators and instructional designers keep pace with the latest e-learning tools and platforms.

Within the DIFA55 project we designed a **Digital facilitator skills self-assessment** to test digital skills. Each participant receives a skills map to see what they can apply and improve in the future. Take the test yourself on <https://courses.trainingclub.eu/course/view.php?id=100>



Visit our website to access more information and online facilitation techniques <https://trainingclub.eu/difa/>

I am an educator

I want to learn

- Competence map**
Use our competence tool.
- Toolkit**
Digital tools for education.
- Guide**
Read the facilitators' guide.

I want to teach

- Educational materials**
Practical exercises and much more.
- Video guide**
Watch and learn with our video tutorial for Digital Facilitators.
- Create your own course**
Read the guide and contact us to help you manage your online course.

DIFA



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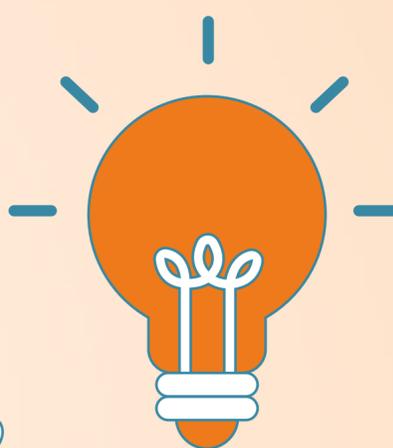
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