Outline

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Intellectual output 4 description

Output Description: In IO4, the multilingual course content developed in IO3 will be integrated into the selected learning management systems (LMS). The online course will allow its users to choose the language they wish to learn and train LSP teacher contents. Options for self-registration, use of quizzes and individual feedback are decided on and issues of usability are solved. At the end of this IO, the LSP teacher training online course will be ready for piloting and trialling, including all language options.

Tasks and the applied methodology: The leading partner will install the learning management system on the project's web pages so that a seamless integration is possible during the project and once the project is finished. The leading partner will make sure the online presence of the developed course will be hosted permanently after the project end and will be maintained in a way that a sustainable use is safeguarded. Contributing partners assist the leading partner in the integration process of the online courses and ensure a high usability. Tests are carried out by all partners to check the system for any errors and vulnerabilities. At the end of this intellectual output, a fully functioning, multilingual online course will be available for its use in the piloting and trialling phase of the project.

Introduction

- Main outcomes of IO4:
  - "[…] multilingual course content developed […] will be integrated into the selected learning management systems […]"
  - Installing and hosting of a LMS
  - Integrating the course content into the LMS
  - Testing the multilingual online course to ensure high usability
- „Moodle is a free online learning management system [… which is …] designed to provide educators, administrators and learners with a single […] system to create personalised learning environments." (see Moodle Documentation)
- Partners involved:
  - Jade University of Applied Sciences
  - Arcola Research
  - University of Cádiz

Task 1: Transfer of leaning materials

- Create course with separate pages

- Develop a course design (layout, structure, etc.)

- Ensure a uniform design (templates, numbering, etc.)

- Guarantee the overall aim of a user-friendly course instructional design

- Configure activities, e.g.:
  - quizzes (minimum points)
  - learning paths (implementing restrictions)
  - implement evaluation instruments (pre- and post-self assessment activities, etc.)

- Resolve technical issues

- Give support to partners

- Process videos

Task 2: Creating quizzes according to format and settings

- Design of quizzes:
  - Multiple choice
  - True/false
  - Matching
  - Short answer
  - Drag and drop into text
  - Select missing words
- Redesign of some quizzes (self-directed online course)
- Implementation of activities (sample answers/answer keys)
- Testing the course

Task 3: Designing and creating a badge system

- Definition of criteria

- Design of badges (see below)

- Implementation of the badge system

Digital badges are "a representation of an accomplishment, interest or affiliation that is visual, available online, and contains metadata including links that help explain the context, meaning, process and result of an activity." (Gibson et al., 2013, p. 404)

Task 4: Copyright issues and the use of resources

Copyright issues effect the project in two ways:

1. use of sources for the LSP course (design all material in line with German law), namely:
    -   Use of public domain/free images only
    -   Cite limited amounts only
    -   Ask copyright holders for permission
    -   Create own illustrations, etc.

2. use of LSP course by others:
    -   OER → the whole course is licensed under a Creative Commons license
    -   Others are free to copy and redistribute the material/course but give appropriate credit
    -   Strengthen dissemination

Task 5: Implementing IO5 evaluation instrument

- Develop and implement IO5 evaluation as per guidelines:
    1. Data on trialee and Privacy Notice
    2. Pre-Participation Tests
    3. Post-Participation Tests
- Create accounts for IO5 pilotees
- First point of contact:
    - answer queries
    - solve technical issues
    - forward questions to responsible authors, etc.
- Update the course based on feedback during the piloting and thereafter ($\rightarrow$ IO6)
- Provide data ($\rightarrow$ IO5 analysis and IO6)

Task 6: Implementing IO6 evaluation instrument

- A new version of the course has been created for IO6

- Put changes into effect that could not be carried out during the piloting

- The evaluation concept has been put forward/updated

- A post-evaluation overall survey has been implemented

- Creating almost another 300 accounts for IO6 participants

- First point of contact (see above)

- Provide data (→ IO6 analysis and IO7)

Conclusion and lessons learned (1)

- Works related to the administration have been underestimated

- Strengthen OER

- Further work is needed in terms of badges and micro-credentials, e.g.:

  - „On 16 June 2022, the Council of the European Union (EU) adopted a Recommendation on a European approach to micro-credentials for lifelong learning and employability. [...] Micro-credentials certify the learning outcomes of short-term learning experiences, for example a short course or training. They offer a flexible, targeted way to help people develop the knowledge, skills and competences they need for their personal and professional development.“ (EC, 2022; see also EC, 2021; 2020)

Conclusion and lessons learned (2)

- Example Germany (HRK, 2020): Micro-credentials and badges are seen as formats for additional digital qualifications, and universities are recommended to proactively address this topic.
- Further examples:
  - Harvard University (2022).
  - University of Denver (2023; n.d.).

References and further reading (1)

- European Commission (2020). Achieving the European Education Area by 2025 (COM/2020/625 final). Brussels, 30 September 2020.

- European Commission (2021). A European Approach to Micro-Credentials. https://education.ec.europa.eu/sites/default/files/2022-01/micro-credentials brochure updated.pdf [26 June 2023].

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- Harvard Graduate School of Education (2022). Badges Instead of Grades. https://www.gse.harvard.edu/news/uk/22/08/badges-instead-grades [26 June 2023].

References and further reading (2)

- Hochschulrektorenkonferenz (2020). Micro-Degrees und Badges als Formate digitaler Zusatzqualifikation. Empfehlung der 29. HRK-Mitgliederversammlung vom 24.11.2020. https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-01-Beschluesse/Empfehlung_Micro-Degrees_und_Badges_HRK_MV_24112020.pdf [26 June 2023].

- University of Denver (2023). Micro-credentials and Badges. https://www.du.edu/registrar/academic-programs/micro-credentials-badges [26 June 2023].

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