



Qualifying for the Ultimate Engaging Smart Training

Course Guide

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A. Contextualisation

The aim of the QUEST project is to help train all education and training professionals in the effective use of digital technologies in the teaching and training process, qualifying them in high-quality Instructional Design (ID), contributing to the Digital Education Action Plan 2021-2027.

The specific objectives of the QUEST project are as follows:

- a) Contribute to the harmonization, at European level, of the skills of the Instructional Designer profession;
- b) Facilitate the mobility of Instructional Designers at European level;
- c) Increase the capacity to develop attractive eLearning at European level;
- d) Qualify professionals with previously acquired knowledge and skills in Instructional Design.

This document aims to give a general presentation of the objectives of The European Instructional Designer Expert course, the training methodology and instructions on how to organise the course on an eLearning platform.

B. Principles of distance learning

Main differences between distance and face-to-face training

The methodology adopted for The European Instructional Designer Expert course is hybrid (blended learning), i.e. there are synchronous training sessions (face-to-face or online) and asynchronous training sessions.

Motivating the trainee

The role of student motivation in achieving the learning outcomes defined for a course is a topic that has been widely studied in the educational sciences and its importance is undeniable. Trainers have used strategies in face-to-face training to increase trainees' engagement and motivation, such as including practical demonstrations that capture their attention. In online training contexts, teachers and trainers need to innovate to increase or maintain motivation levels. Different strategies can be used, such as including virtual practical demonstrations,

inviting interesting people to share their knowledge on a topic in which they are experts, assigning interactive work and group projects, keeping e-learning sessions dynamic or implementing a course forum where trainees can share ideas with each other and with teachers/trainers.

Interaction

The learner's interaction with peers, teachers and trainers and with the training materials is significantly different in traditional face-to-face classes and in an e-learning context.

The traditional classroom is always synchronous, which means that trainees interact with trainers, colleagues and training materials in real time. In the traditional classroom, the trainer is the main conduit of information. In e-learning, sessions can be synchronous or asynchronous, allowing learning to take place "outside" the classroom and empowering trainees to manage their own learning experience, at their own pace, in the time and place that suits them. In this context, learners construct their own learning experience (always with the support of the trainer).

Synchronous sessions should be used to answer questions and promote interaction with trainees; it is possible to use interactive tools that appeal to trainees' participation, such as quizzes, polls and chats.

The organisation of discussion forums is important because it is a space where trainers and trainees can interact with each other.

In the context of distance learning, training materials play an important role in the learning experience, so they must be developed with care to ensure the effectiveness and quality of learning. It is therefore important to ensure that the materials are appealing, which, among other things, means that they are not just expository. Aspects related to the interactivity of materials must be taken into account during the design and development phase. Some examples of how interactivity can be incorporated into distance learning materials: quizzes and tests with immediate feedback on performance; simulations and games, quizzes and periodic challenges to encourage trainees' participation and test their knowledge in a playful way, interactive videos that allow them to choose different paths or outcomes based on their decisions, interactive concept maps to help trainees visualise the relationship between concepts and facilitate understanding

of the content, interactive screens and animations with links to learn more, artificial intelligence chats, collaborative activities such as group projects to encourage teamwork and the exchange of knowledge between trainees, simulators and virtual laboratories that allow trainees to carry out experiments and observe results in a safe environment.

It is also important to guarantee the existence of feedback and support mechanisms through the distance learning platform, which should be user-friendly and offer adequate resources for interaction and monitoring of trainees' progress.

Interactivity is key to keeping trainees engaged and promoting a richer, more meaningful learning experience.

Different roles

The roles of trainee and trainer are different depending on whether the training is face-to-face or online.

In online training, the learner is at the centre of the learning experience and must move from a passive role to an active one. Trainers also have a different role, since in asynchronous online training they are not the conduit of knowledge, but the ones who support the trainees in their learning journey. Thus, in asynchronous online training, the learner becomes the centre of the teaching-learning process and needs to be highly self-motivated, organised and responsible for their own learning. The learner must have certain technological skills from the user's point of view.

The roles and responsibilities of a face-to-face trainer and a distance trainer can vary significantly due to the different teaching approaches and the environment in which they work.

The face-to-face trainer interacts personally with the trainees in the classroom, being able to observe their facial expressions, body language and reactions in real time. This way, they can provide immediate feedback during the lesson, clarify doubts when they arise and adapt their approach according to the feedback they receive at the time.

The distance trainer interacts with the trainees via digital platforms and has no face-to-face contact with them. Feedback may not be immediate, depending on

the trainer's availability and the communication channels used, which may require more planning. Distance trainers have to adapt content for the online environment, using various digital resources. Trainers are required to have skills related to the use of distance learning platforms and technological resources to facilitate communication and access to content.

To summarise, face-to-face trainers have the advantage of direct and immediate contact with the trainees, adapting easily to the group, while distance trainers have to use technological resources and promote trainee autonomy, interaction and feedback remotely. Both roles have their particularities and challenges and are equally important in promoting the learning experience.

Support and communication

In the classroom (face-to-face or synchronous online), teachers and trainers naturally communicate with trainees and have the opportunity to answer any questions they may have and even identify the need for an individual approach.

In the asynchronous online environment, this is not the case and it is often difficult to reach trainees outside of training sessions. That's why it's essential to create various communication channels (such as e-mail, direct messages or forums). That way, trainees can also have their questions answered quickly and improve their overall level of engagement.

It is also important to ensure that there are feedback and support mechanisms via the distance learning platform and to offer a list of contacts (for example, emails for trainers, tutors and helpdesk support).

Technical resources

This is an essential part of the e-learning experience. If learning materials are important in face-to-face training, they play an even more important role in online training, since in an asynchronous model trainees are left alone to explore the materials in a self-learning endeavour. Therefore, e-learning materials must be pedagogically well-structured and require the cognitive activation of the learner. It is advisable to prepare different types of materials to cover the different learning styles (videos, exercises, interactive modules, concept maps, among others).

The materials must be hosted on an e-learning platform (LMS) that allows the learner's interactions with the materials to be recorded, so that they can be followed up and monitored.

Participants' roles in this course

Role of the trainee

The trainee's role is to complete the training programme (take part in the training course sessions, online and face-to-face or synchronously, send in the exercises given by the trainer and carry out the assessments) and take part in the forum.

The role of the trainer

The trainer must have a thorough knowledge of the material covered in the course and correctly apply the pedagogical methods and techniques defined in order to promote learning and the acquisition of new competences by the trainees. The trainer's role is to plan, prepare and implement the (three) face-to-face sessions, support the trainees by answering their questions (forum, e-mail, direct messages, etc.), deliver and evaluate the assessment tools and support the trainees in their learning journey.

Role of the e-Tutor

It is advisable to have an e-Tutor. This person plays a key role in creating an environment of trust so that trainees can successfully complete their learning. He/she will take on the role of supporting the class, motivating the group of trainees to fulfil the training tasks within the set deadlines and creating an online environment for sharing knowledge. The e-Tutor's role is to support and streamline the training course forum, follow the training schedule and support the trainer and trainees.

C. Organising and monitoring the course

Training methodology

If you want to implement The European Instructional Design Expert course, you should start by reading the "EID Curriculum" document available on the project website (<https://quest-project.com/results>).

The training is based on a blended learning methodology. The theoretical training will be delivered mostly via e-learning, with three synchronous sessions (face-to-face or online). The course workload totals 108 hours.

Each training organisation must analyse the proposed methodology, the training materials developed, and decide on a timetable according to its specific circumstances.

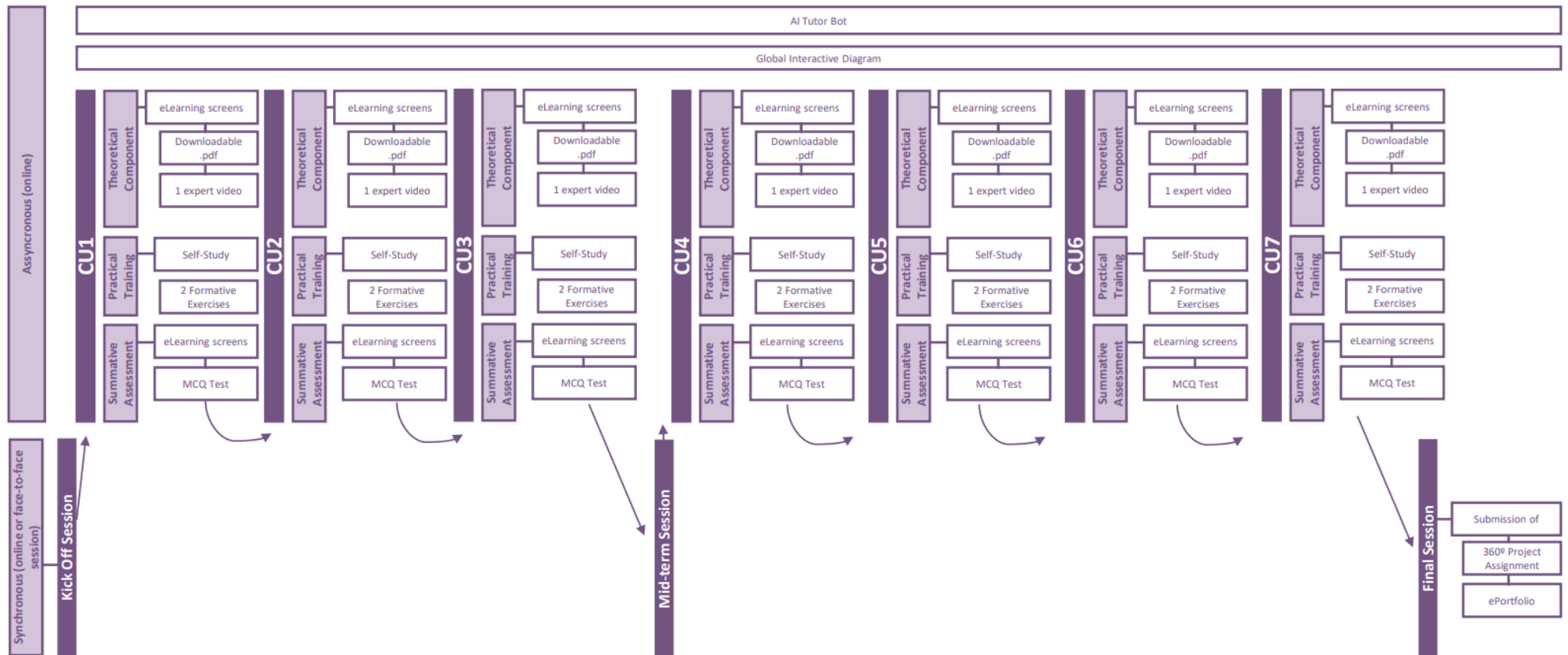
The European Instructional Design Expert - Workload and Contact Hours

Responsive screens				Expert videos			Multiple Choice Questions				Other pedagogical activities				Project Assignments			Interactive diagram			Downloadable sheet						
	n° of screens	min per screen	Workload		min of video	Workload		n° of questions	min per question	Workload		n° of activities	av. hours per activity	Workload		days per assignment (4h/day)	Workload		n° of pop-ups	min per pop-up	Workload		n° of pages	min per page	Workload		
CU1	42	1.5	1.05	CU1	1.5	0.03	CU1	10	4.0	0.67	CU1	2	4.0	8.00	PA 1	5.0	20.00	CU1	30	1.0	0.50	CU1	35	1.0	0.58		
CU2	48	1.5	1.20	CU2	1.5	0.03	CU2	10	4.0	0.67	CU2	2	5.0	10.00	PA 2	5.0	20.00		CU2	35	1.0	0.58					
CU3	39	1.5	0.98	CU3	1.5	0.03	CU3	10	4.0	0.67	CU3	2	6.0	12.00	PA 3	5.0	20.00		CU3	29	1.0	0.48					
CU4	39	1.5	0.98	CU4	1.5	0.03	CU4	10	4.0	0.67	CU4	2	3.0	6.00	PA 4	5.0	20.00		CU4	17	1.0	0.28					
CU5	31	1.5	0.78	CU5	1.5	0.03	CU5	10	4.0	0.67	CU5	2	3.5	7.00				CU5	17	1.0	0.28						
CU6	38	1.5	0.95	CU6	1.5	0.03	CU6	10	4.0	0.67	CU6	2	4.0	8.00				CU6	12	1.0	0.20						
CU7	45	1.5	1.13	CU7	1.5	0.03	CU7	10	4.0	0.67	CU7	2	2.3	4.67				CU7	30	1.0	0.50						
Total			7.1	Total			0.2	Total			4.7	Total			55.67	Total			20.0	Total			0.5	Total			2.9

ChatBot			ePortfolio			Synchronous sessions			Forum		
	min of consultation per CU	Workload		min per CU	Workload		min per module	Workload		min per module	Workload
CU1	15.0	0.25	CU1	15.0	0.25	S1	180.0	3.00	overall	60.0	1.00
CU2	15.0	0.25	CU2	15.0	0.25	S2	180.0	3.00	CU1	30.0	0.50
CU3	15.0	0.25	CU3	15.0	0.25	S3	180.0	3.00	CU2	30.0	0.50
CU4	15.0	0.25	CU4	15.0	0.25				CU3	30.0	0.50
CU5	15.0	0.25	CU5	15.0	0.25				CU4	30.0	0.50
CU6	15.0	0.25	CU6	15.0	0.25				CU5	30.0	0.50
CU7	15.0	0.25	CU7	15.0	0.25				CU6	30.0	0.50
									CU7	30.0	0.50
Total		1.8	Total		1.8	Total		9.0	Total		4.5

TOTAL Contact Hours		13.5	hours
TOTAL Workload		108	hours

Outline of the Course's Pedagogical Structure



Face-to-face sessions

Three synchronous sessions (face-to-face or online) are planned:

1. First session, at the beginning of the course:
 - The first session at the start of the course, where trainees will be introduced to the e-learning platform and the general training methodology, learning outcomes, assessment procedures and an overview of the Units of Competence;
2. Intermediate session, at the end of Competence Unit 3 or the beginning of Competence Unit 4:
 - A session in the middle of the training to support the trainees and monitor their progress.;
3. Final session, at the end of Competence Unit 7:
 - A final session to carry out an overall assessment of the course.

Units of Competence

The European Instructional Designer Expert course comprises 7 Units of Competence:

CU1 - Fundamentals of Instructional Design

CU2 - Learning Methodologies

CU3 - Design considerations

CU4 - Instructional Design Development

CU5 - Implementation in Instructional Design

CU6 - Evaluation in Instructional Design

CU7 - Instructional Design Project Management

The following teaching materials were developed:

Theoretical component

- Global interactive diagram of the course - This interactive diagram should be the first material to be seen at the start of the course. It provides an overview of the contents of each unit of competency; based on the topics of each CU, this interactive document is an important guide for trainees to get a sense of the interrelationship between the topics covered throughout the course.

- Interactive screens organised by units of competence - which present the theoretical content and are an important teaching guide on the topics covered throughout the course.
 - Within each CU there is:
 - 1 interactive training manual (booklet) for download - at the end of each course, trainees can download an extended version of the training content. A PDF version is also available for download.
 - 1 video with an expert talking about a particular topic.

Practical component

- Formative evaluation
 - Practical exercises - exercises that trainees should carry out throughout the course in order to obtain continuous feedback during the learning process, with the aim of promoting more effective learning; these exercises should be compiled in each trainee's individual portfolio, which should be given to the trainer at the end of the training.
 - There are various suggestions for activities for each course that can be made available to trainees on the eLearning platform.

- Summative assessment

There are three resources for summative assessment:

- Tests - at the end of each course there is a test with multiple choice questions. The learner must answer 10 questions and has 40 minutes and 3 attempts to complete each test; the minimum classification to pass each test is 60%.
- 360° projects / tasks - there are 4 360° activity proposals available. These are activities that require the trainee to use the knowledge acquired in various CUs. Each learner must choose 1 of these activities to carry out throughout the course. These activities must be handed in to the trainer at the end of the course.
 - There is a grid for trainers with the correction criteria and the dimensions to be assessed.

- ePortfolio
 - E-portfolios are online repositories that make it possible to compile the tasks carried out during the course. At the end of the course, trainees must hand in their portfolio to the trainer.

In order to successfully complete the course, trainees must obtain a mark of 60 per cent or more.

Summative assessment is carried out as follows:

- Theoretical test assessment: 50%
- 360° projects / tasks: 35%
- ePortfolio: 15%

Communication flow

Define the communication flow by creating predefined emails (invitation emails, message plan and activities to be done in the forum) and contacts that trainees can use to submit their questions (examples: trainer, tutor and helpdesk).

Forum

As part of the implementation of this course, it is advisable to implement an online forum to allow trainees to get involved, connect with their peers and trainers, and receive feedback.

The forum should be organised by topic. A good idea is to create folders by topic so that the information is organised. Otherwise, the forum can be confusing, with lots of scattered messages, losing its usefulness as a communication facilitator.

Therefore, the suggestion is to define 1 topic for each unit of competence and other topics to deal with other subjects that are not directly related to the subjects of any unit of competence.

The person in charge of the forum (e-Tutor or trainer) should carry out daily monitoring to keep the community alive and useful and share clear rules for participation. And if activities are set for trainees, it's very important to give clear instructions and set deadlines for their completion.

We suggest a model for organising and monitoring the Forum that includes:

- The organisation of the forum into 8 main themes: one per UC and one general;
- Rules: define the rules of participation in advance (e.g. reply within the respective topic, be polite and respectful, etc.);
- In the general topic, introduce yourself and ask learners to share your presentation. In general, take the initiative to post a question or idea so that trainees can start getting involved in the forum;
- Monitor the conversation to ensure that trainees respond and stay on topic, but give trainees the opportunity to share their skills and insights with each other. Keep the discussions alive. When you feel that the current idea has been thoroughly examined, post a new idea to get the online discussion flowing again;
- If trainees are working in groups, create forum streams that are visible to group members, so that all trainees have the chance to get involved in the discussion:
- Post engaging external links that are relevant to the topics (e.g. YouTube videos);
- Ask trainees for feedback on where they are in their learning journey.

AI Tutor bot

The virtual tutor is an artificial intelligence bot that simulates human conversation through text commands.

The bot will support the trainees throughout their learning experience, especially with the aim of helping with doubts related to the theoretical content.

This bot is available within each unit of competence and also on the project website, on the page dedicated to the course.

D. Instructions for implementing the course

Organising digital training materials on the e-learning platform

According to the methodology defined for this course (see the training course outline document available in this guide), the digital materials should be uploaded to an e-learning platform. Collect, information about the trainees and

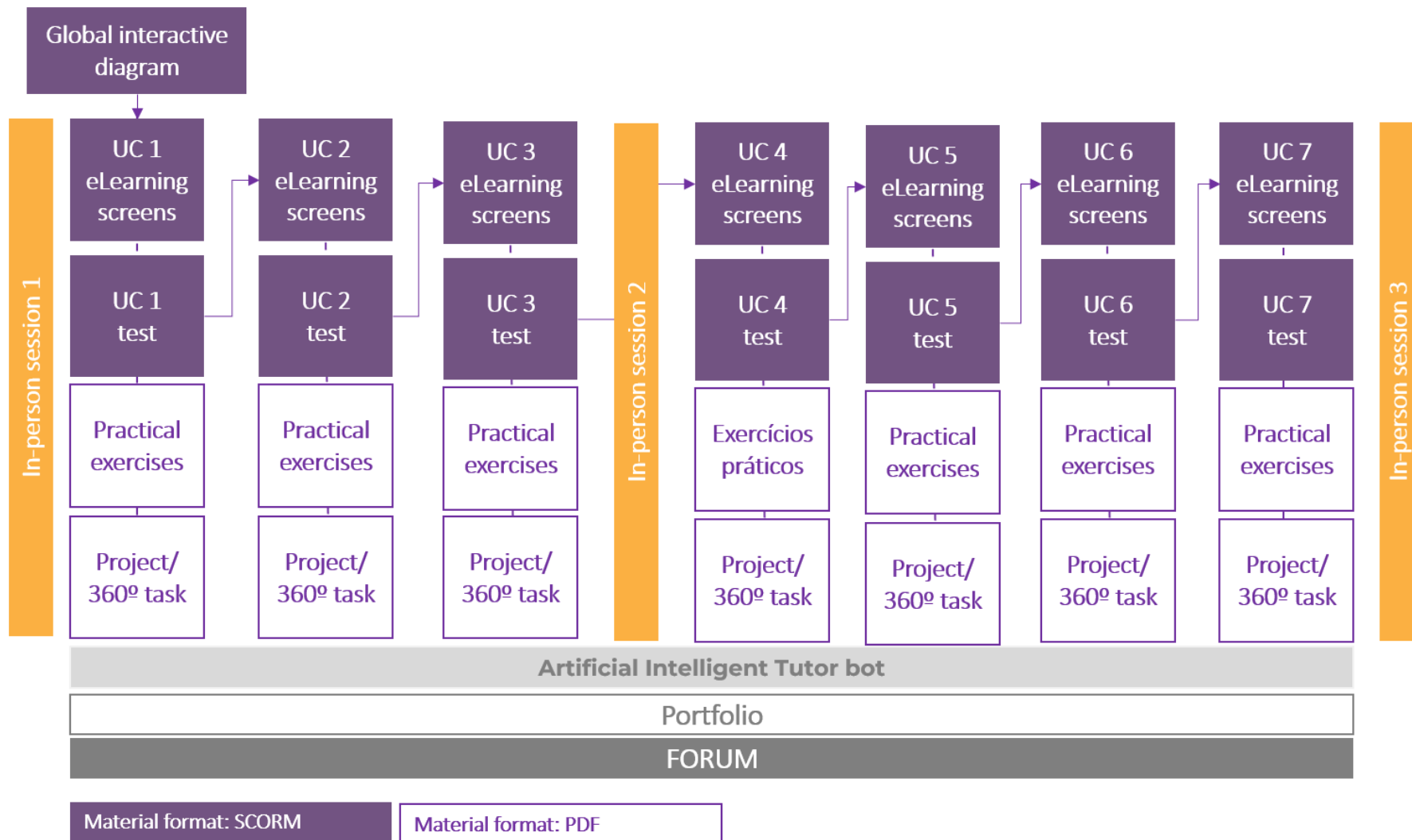
other information necessary for the implementation of the course. Upload the training materials to your LMS and define the essential functions for organising and monitoring the training on the platform. On the QUEST project website you will find the materials for download (<https://quest-project.com/course>).

Once these materials have been uploaded, they should be organised in a precedence curriculum (structure of materials with precedence between them, except at the end of the quizzes, which should not be precedence for any other material), so that learners have access to the digital content in a sequential manner, according to a pre-defined roadmap. In other words, the learner should first access the global interactive diagram, and only then should the platform "launch" the following content: Competence Unit 1; when they have finished consulting this unit, they should take the multiple choice test, and so on. Access to Competence Unit 2 should not be subject to the precedence of completing the Competence Unit 1 quiz, since the learner can exhaust the 3 attempts they have to take the quiz without obtaining a positive classification, in which case the test 1 quiz will not be recorded on the platform as "Completed" but as "Failed - in progress".

The interactive diagram and the units of competency (eLearning screens) are SCORM files. The practical exercises and 360° projects/tasks are PDF files that must be made available on the platform.

All materials are available in 3 languages: English, Portuguese and Finnish.

Materials that must be uploaded to the e-Learning platform



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