

Competence Unit 1- Foundations for ID 101	
Action	Possible Answers
1.1	Because it is in the Instructional Design Process that is possible to improve and re-design (through brainstorming sessions for example) the prototype as needed, assuring that the final product has the best quality product possible.
1.2	SAM model; ADDIE model; Gagne's Nine Events of instructions; Bloom's Taxonomy; Merrill's Principle of Instruction, etc.
1.3	The instructional solution refers to the instructional design that can be localized in the instructional situation and can be developed into the desired instruction for learning, consisting of learning modes and technology, learning objectives, instructional methods, and assessment.
1.4	Assess the target audience, know what is comprehensive and what is the level of literacy of the learners, in order to cover a bigger target group; Adapt the language according to whom you're communicating with; Use informal or formal treatment depending on the situation; Use communication from a previous analysis of your surroundings; Avoid redundancy and too much information; Use clear and simple language.
1.5	Learning theories are a source of verified instructional strategies, tactics, and techniques; to examine the appropriateness of instructional practices for supporting people to learn; to develop suitable instructional practices when no instructional solution is available.
1.6	The main components of the ID system are: Content, Visuals, Media, Assessments and Technology; Clear goals and objectives, Learning activities; learning tasks, supportive information, procedural information, and part-task practice.
1.7	Through Learning Modes and technology; The selected learning mode will also affect the design of other instructional components. Instructional designers always consider the selected learning mode and the available technology to design other instructional components. This will determine the way learners will access instruction. Therefore, instructional designers make decisions on the learning mode in terms of the front-end analysis.
1.8	While the applications and benefits of instructional technology vary widely, all instructional technology share one main purpose: to create engaging and effective learning experiences; Instructional technology is a systematic way of designing, carrying out and evaluating the teaching-learning process; Instructional technology makes the instruction more effective, understandable and meaningful. All types of resources are used to make learning easy in an interactive way.
1.9	The learning environment provides important information about physical settings, available digital technologies, the learning atmosphere, social interactions, and the local culture; Instructional designers usually gather information about the learning environment through active communication with project sponsors, other subject-matter experts, and, if possible, learners; Instructional designers engage in a systematic instructional design process to develop functional and inclusive instructions that develop a complex learning environment, in order to effectively design functional instruction, ID's utilize user-centered and problem-centred design approaches and collaborate with multiple stakeholders to solve instructional problems, apply scientific learning and instructional principles to develop effective learning experiences that support learners to reach learning objectives.
1.10	Instructional designers recognize and understand cultural variabilities in human interaction and learning, addressing cultural variables in society, institution, instruction, content, and learners to create inclusive and culture-sensitive instructions; Instructional designers develop within and contribute to the local and global instructional design communities; Instructional designers can take different perspectives to understand the multiple stakeholders. The ability to take multiple perspectives is essential for instructional designer to develop instruction that satisfy audiences' learning needs and clients' requirements.
1.11	The relevance is in Peer-learning because it's crucial to learn with and from each other. In this case, the professional learning community, for example, can be a Facebook group for ID, in order for them to be more proactive and able to solve their problems through other experiences (see how others solved diverse problems/situations).



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Competence Unit 2 - Learning Methodologies	
Action	Possible Answers
2.1	By identifying learners' persona information, such as: their prior knowledge and skill level, interest and motivation, Learning style, socio-cultural and educational background within an inclusive learning environment. By identifying the learners' needs, developing user-centered instruction. By analysing the Instructional situation, providing the main direction, and setting up the boundaries for identifying and selecting appropriate instructional solution.
2.2	To assist in writing learning objectives, suggesting a range of instructional and learning activities; To present a clear structure that is beneficial to choose from the prescriptive methods; To develop the learning objectives and categorize them, focusing on the dimension of knowledge and the hierarchical structure of cognitive behaviours from the judgement of educational administrator; I am familiar with Bloom's Taxonomy, however, to establish the learning objectives I prefer The structures of the learning outcomes (SOLO) or The SMART principles of learning objectives (or others) for example.
2.3	Lecture & Demonstration; Micro-learning; Drill & Practice; Game-based learning; Imulation-based learning; Inquiry-based learning; Problem-based learning; Collaborative learning.
2.4	Yes. Because Constructive Alignment optimizes the instructional efficacy of the course. When your instructional content and learning activities align with the objectives, learners can learn efficiently.
2.5	By using several management documents: Project Work Plan; Project Status Report; Project Handbook (only if the project has a long duration).
2.6	Trough functional instruction with recursive analysis of the instructional situation and iterative development of instructional solutions; by using technology to assist in the design process and integrated into instructional solutions in the contemporary learning environment.
2.7	By using Presentation tools; graphics and infographics tools; video tools; interactive learning tools, etc.
2.8	By reading the Project End Report of previous projects (Lessons Learned) to acknowledge what went wrong or can be improved; Brainstorming sessions with the team; Talking with the stakeholders
2.9	By applying inclusive learning approaches: scenarios that portray different background contexts; characters that represent the target group; Creating more accessible contents; use of Gender-inclusive language, etc;
2.10	By using research methodologies (ethnographic studies); Methodological approaches used in intercultural communication research (social scientific, interpretive and critical); Focus Groups; Interviews; Questionnaires, etc.



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Competence Unit 3 - Design considerations	
Action	Possible Answers
3.1	By using the project's initial request at the beginning of the project; seeing with the client if learners' personal info is going to be needed; internal and external firewalls are a solid way to protect learners, companies and institutions from any form of cyberattack. Using two kinds of firewalls increases the security of your data even further; Having a well-defined policy. As part of the training, describe each aspect of data security. The more extensive, explicit, and complete the training, the safer the data will surely be in the organisations; Demand data backup; Assess risk: Identify weaknesses and probable losses. By doing this, you'll be able to identify weaknesses in your security systems.
3.2	Analysing and arranging main ideas based on the selected instructional theory for the learning experience; Creating a story or context that engages the learners aligned with the pedagogical approach within the script previously created; Leading a discussion with team members to achieve a common understanding of the project and the instructional solution; Adjusting the product to the client's expectations and demands through ongoing feedback loops to clarify the pedagogical needs in different learning stages; A storyboard comprises different units, such as text, images, audio, animations, programming notes; Assign a number and title to each slide; The format should remain constant; Each item should be marked with its specific use; Files that go with the presentation should be logically labelled and sorted; Correct and wrong responses should be colour-coded; To help the stakeholders visualise the storyboard, add an interactive prototype or slide mockups.
3.3	Taking into consideration UX (User Experience) Design: interaction design; interface design; visual design; content management; usability, and information architecture; consider users' needs at every stage of the product life cycle; interface navigation; Visibility of system status; Match between system and the real world; User control and freedom; Consistency and standards; Error prevention; Flexibility and efficiency of use; Aesthetic considerations; Help users recognize, diagnose, and recover from errors.
3.4	By assessing with the client the needs of the learners (learning styles, functional diversity, etc) but also by creating digital products that are user-friendly to the widest range of people and with a wide range of learning materials for each learning style; learning from past experience to create learning opportunities that fit the target group needs; Giving other alternatives to learn, instead of creating products just for the "typical learner"; Integrate some products like Voice assistants, Amazon Alexa and Google Assistant; Use Gender-inclusive language; portray a variety of humans (in terms of sex, gender, race, age, digital literacy, etc)
3.5	Every image should elicit some sort of emotional response from the learner; Always assess the need to include various characters; Use small details to add more to images; Use composition and point of view; Add details that the learner will find the more they look at and explore the illustration.
3.6	Make a different sound when the learner wins or loses points in a game; As the course progresses include songs to make the learner feel more at ease; a finished script/storyboard that includes details concerning text-to-speech or live voice-over. Use realistic sounds in order to imitate certain real-life objects, etc
3.7	Use smaller words and simpler sentences; Don't write in contractions (unless the client asks); Use the active voice; Write your vocal stage directions into the script; Test your script readability; avoid abstract Language; read your dialogue out Loud; Use Storytelling; separate the audio from the visual; Write notes for the developers' team to indicate specificities.
3.8	Structure; Content and Layout;
3.9	Yes, in order to have clear, concise, and executable requirements that help development teams to create a proper and high-quality product; To define the Product's Purpose; to better describe the user needs; All product deliverables be aligned.
3.10	Adobe Photoshop/Illustrator; After Effects; Artemis Pro; Astropad Standard; Boords Storyboard Creator; Camera-Storyboard; Canva; Clip Studio Paint; FrameForge Storyboard Studio; MakeStoryboard; Moviestorm; OpenToonz; ShotPro; Storyboard Fountain; Storyboarder by Wonder Unit; StoryBoardPro, etc.
3.11	Interactive screens; Videos/interactive videos; serious games; immersive learning; virtual reality; multiple choice questions; Webquest etc
3.12	Using a variety of variables: Demand that the team and the learners utilize two-factor authentication on a frequent basis and think about adopting biometric logins for more sensitive data; Password/passphrase changes on a regular basis is another method of authentication security; Examine the data policy
3.13	To organise references using technology one can either use the intrinsic tool of MS Word or use any recourse tool such as Zotero, RefWorks, Mendeley, EndNote, CitFast or Mybib.
3.14	By being a strong communicator; Learning to motivate people; Acting as a guide, while leading a discussion; offering the team support and guidance; Sharing the main ideas; Managing time; Applying problem-solving skills; presenting measurable instructional solutions.
3.15	By taking ownership and being transparent about the results; completing tasks on time and never missing deadlines; Setting clear expectations; Set SMART goals (Specific, Measurable, Achievable, Results-oriented, and Time-bound); Being responsible for the project lifecycle; Taking responsibility and accept the consequences of, any related decisions and projects results.
3.16	Ongoing feedback; Set realistic expectations for the client; Use Data-Driven Analytics to Improve the End-User Experience; Understand learners needs.



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Competence Unit 4 - ID Development	
Action	Possible Answers
4.1	By using approaches like problem-based learning (PBL); challenge-based learning; giving learners a riddle, enabling learners to immerse themselves in in-depth reflective learning processes that are situated in realistic problem-solving tasks; Serious Games; Gamification; Recall, reminiscence and discussion activities.
4.2	Interactive Processes of training: the learner interacts with the content to progress in the course and achieve the desired objectives - (Buttons to go back or forward; Entry/exit tickets; Free Writing/Minute Paper/Question of the day exercise; Case studies; Debate, etc). Non-Interactive Processes: the learner does not interact/engage with the presented content - (PDF files; Non-interactive videos; etc).
4.3	By applying the User Experience Honeycomb framework that guides user interface design: Usable, Useful, Desirable, Findable, Accessible, Credible and Valuable; Meet the users' needs. The foremost of all UX design principles is to focus on users throughout the design process; Know where you are in the design process; Keep it consistent; Context is key; Usability first ;Use simple language; use Narrative design, etc.
4.4	By implementing a checklist in order to produce a UI that is easy, efficient, and enjoyable to operate a system in the way that produces the desired result; Discussing it with the IT Team; Creating a prototype and sending it to the client.
4.5	Through Templates and/or a Storyboard showing exactly what is needed for the final product to be; An excel with clear instructions about what is needed/ or with corrections regarding the final product.
4.6	Articulate Storyline; Adobe Captivate; Articulate 360; Gomo Learning; Articulate Studio; Adobe presenter; Articulate Rise; iSpring; Lectora; Elucidat; iEazy; Koantic; applique; Raptivity; Course Assembler; Easygenerator; Knowbly; Camtasia; DominKnow One.
4.7	Planning - storyboard; Write a script; Collect content/media; Rough cut; Fine edit Music, lower thirds; Software Options - Adobe Premiere, Final Cut Pro, Adobe Photoshop GIMP Editing, etc; Basic Editing techniques - Upload your filmed videos, images, and audio. Add these to the workspace. Use the scissors tool to chop up your video content into different scenes. Arrange the trimmed down scenes into an order. Add details like overlays, lower thirds, and music. Transitions ; Adding details - Lower thirds, Pan/Zoom on images, Adding background audio.
4.8	In order to avoid lack of productivity, especially if you have to upload multiple videos: If you are adding video to a SCORM course for example, a large file will increase the time it takes to create your course. A lighter video file will upload faster; Long download times means that your videos will take longer to render and your learners just want to get to and get through their eLearning content quickly and efficiently; You can make file size reductions such as: Length; Resolution (Standard Definition / High Definition); Frame Rate Color Dept; Movement; Sound Quality.
4.9	It can be established at the beginning of the project between the stakeholder/client; After the implementation training (or during) monitoring of the learning impact through appropriate instruments: multiple choice cards about the contents; final course evaluation results; analysis of results/indicators.
4.10	Same learning outcome as CU3 - 3.14
4.11	Because learners are going to learn more efficiently if they create an emotional relationship with the contents (emotional response).
4.12	By using Softskills: communication; problem-solving; critical thinking; adaptability; creativity; work ethic, etc.
4.13	Same learning outcome as CU3 - 3.15
4.14	Same learning outcome as CU3 - 3.16



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Competence Unit 5 - ID Implementation	
Action	Possible Answers
5.1	Clear goal statement; Define your stakeholders; Determine your deliverables; Figure out the resources required to complete the project; Map out your schedule and milestones; Risk assessment to avoid roadblocks; Come up with a communication plan to keep your team in sync; Assess the progress and success of the project; Project tasks, requirements, goals, and deadlines, technical requirements, scope.
5.2	Determine which functionality of the product needs to be tested; Test main functions, messages, error conditions and/or product usability; Create input data for functionalities to be tested according to specified requirements; Determine acceptable output parameters according to specified requirements; Execute test cases; Compare actual output from the test with the predetermined output values.
5.3	Using: Course navigation; Lesson location; completed course on the platform; score record/attempts; browsers tests; mobile tests; Vulnerability scanning; Security scanning; Penetration testing; Posture assessment; Security auditing; Risk assessment; Ethical hacking.
5.4	Breakdown the code piece by piece; Insert Visualization Statements; Isolate The Problem And Reproduce It; Look For The Root Cause Before Rewriting The Code; Leverage The Right Tools; Read The Error Code; Change as little code as possible when addressing the immediate issue (assuming there is urgency).
5.5	Moodle; Blackboard Learn; Schoology; Google Classroom; Zoom LMS, Cornerstone, etc.
5.6	Pedagogical Architecture; Training Methodology plan, Storyboard;Project charter, project initiation request, etc.
5.7	xAPI; SCORM; ARP; STP; IEEE 802.1Q; TCP/IP; HTTP; FTP; OSPF
5.8	Print screen the product malfunctions and send it to the development team; make a PPT with all the errors(print and text identifying the error) and sent it by email to the developer; with diplomacy and patience.
5.9	Quality Check of the products, creating a Course Review Checklist: measurement of learning objectives and outcomes; storyboard as followed, content supports the learning objectives; any content that could be taken out; is there any content missing; Have all the facts been checked and referenced appropriately; does it follow a logical order;the images accurately represent the course material;the examples and/or scenarios accurately portray the real-life context; the learners find the characters relatable,etc.

Competence Unit 6 - ID Evaluation	
Action	Possible Answers
6.1	Through Quality Assurance Criteria: Effectiveness, Efficiency and Engagement;
6.2	With the instructional designer external to the project, the subject matter experts, and an external instructional designer. The external reviews validate the material through rigorous testing; By using compatibility analysis, user analysis, design analysis, feasibility analysis, and,content analysis;
6.3	Negotiate additional time; Reprioritize the goals and products of the project; Find resources that may be a better fit; Measure the terms of designs being created in terms of time, budget and other constraints.
6.4	It can help in the early identification of flaws which impede the collection and analysis of objective, meaningful data while saving time, effort and money; Is a great way to get fresh eyes on the material before it goes live to the wider group of learners; Identifies what went right and what went wrong.
6.5	Observation guideline; Interviews script; Case studies; Surveys.
6.6	Use Visualizations to Show Data (Graphs, diagrams, and tables); Write the Key data results; Write a Short Survey Summary; Explain the Motivation For Your questionnaire; Put Survey Statistics in Context; Export Your Survey Result (if applicable);
6.7	Identify the things you can learn from; Document the lessons learned; Analyze the lessons learned, create a report, and share it with team members and other applicable parties; Use keywords when storing your reports to make them easier to search for and retrieve for future projects; Organize and store these reports in a location that is accessible to all interested parties, usually on a drive or in cloud storage.
6.8	Spira Test; TestRail; Xray; Practitest; TestPad; Avo Assure; excel, etc.
6.9	By achieving the project goals or benefits; Maintaining the level of performance over time; Establishing what resources are devoted to certain high-quality activities/products; maintaining the validation(s) stage(s) of the project; and taking into consideration client and end-users feedback.
6.10	By creating a shared understanding and establishing an agreement on the priorities with all stakeholders; Giving all stakeholders a chance to present their own ideas and opinions; Establishing a clear process for ideas and changes to manage their requests; Developing the learning persona that will resonate with their target group before creating any training materials; Considering different options to deliver content to target groups.



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Competence Unit 7 - Project Management	
Action	Possible Answers
7.1	No two projects are exactly the same, so there's no one-size-fits-all approach to managing a project. It is crucial to find out what works best. Existing various PM methodologies to choose from: PM ² Methodology; Agile Methodology; Lean, Scrum Methodology; Kanban Methodology; Lean Six Sigma Methodology; Waterfall Methodology and others.
7.2	Discussing its requirements with the client and/or other relevant stakeholders, ensuring that all stakeholders share the same expectations on what is to be delivered. In the Kick-off Meeting, where everyone needs to be on the same page regarding the project scope. In the initial stage of the project with the stakeholders, guaranteeing high quality products.
7.3	Identify the stakeholders and target groups, by creating a list or brainstorming who your stakeholders/target groups are with the team and/or client; Prioritize stakeholders and target groups by assessing their level of influence and level of interest; Identify how best to engage stakeholders and target groups; Create a Stakeholder Matrix.
7.4	Get stakeholders talking to one another; Seek to understand before being understood; Lead with integrity; Work WITH your team; Manage expectations; Ask effective questions; Provide Feedback; Build rapport and relationship; Forecast Future needs.
7.5	Establish Clear Deadlines; Establish Goals and Milestones; Check in Regularly with stakeholders/clients; Always know your budget; Never lose sight of the timeline but always assure the quality of the products; Track the overall progress of the project by creating monthly reports, Gantt Chart, Critical Path Method (CPM), Project Charter or others.
7.6	Cost Estimation; Cost Budgeting; Resource Planning; Social and economical background regarding the project scope; Anticipate any operational changes as needed to support the project; Labor costs; Project equipment and materials costs; Project management software costs; Travel costs; Equipment costs.
7.7	By having monthly meetings with the client/stakeholder; By having an excel file for cost control; Defining right away the project scope in order to avoid budget slips; Project check-ins (daily ou weekly).
7.8	Establish work values; Recognise the stages of team development; Direct Feedback; Weekly meetings; Recognize the project team members' milestones; Review the team learning on a regular basis; Manage changes for the purpose of optimizing the teams' performance; Mutual understanding of their own responsibilities.
7.9	Whenever possible, permanent communication is key; Regularly, consider the stakeholders' locations when choosing what time to communicate with them; Once a week during meetings; Daily via email; As often as necessary to communicate critical information to the stakeholders.
7.10	Risk Log; SWOT analysis; Time tracking; Risk data quality assessment; Risk register; Probability and impact matrix; Budget tracking; Root cause analysis; Brainstorming sessions.
7.11	Collaboration; real-world problems/relevance; Self-directed learning; Polished products valuable in their own right rather than as preparation for something else; Competing solutions and diverse outcomes; Different learners' perspectives.
7.12	ClickUp;Trello; Wrike; Zoho Projects;Microsoft Project;Basecamp; LiquidPlanner;Hive; Smartsheet; Kintone;Airtable, etc
7.13	Meeting Minutes; Emails; Online Repository; Online or face-to-face meetings, etc; The communication especially with the stakeholders, must be written, in order to have proof /written record, in case of need or divergences in the project.
7.14	By using online collaboration tools: Padlet; Mural; Miro; Redbooth; Milanote,etc.
7.15	By adapting and being flexible towards new situations; Embracing change; Being optimistic; Developing problem-solving skills; Committing to building skills over time; Being proactive; Learning from experience.
7.16	Needs analysis before Project Planning; Do not Overpromise; Give measurable goals; Set Milestones Accurately; Create a Practical Schedule; Be prepared for possible conflicts; Communicate Regularly; Don't Rush to agree; Ask clarifying questions; Propose a reasonable compromise; Align the project Vision with the team and stakeholders; Give appropriate Feedback to the team
7.17	Maintain Etiquette; Avoiding Slog; Speak Slowly; Use Non-violent communication (NVC); Keep it simple (less is more, there's no need to use big words); Practice Active Listening Use sense of Humor but wisely; Use Pronounces his/her/they; Have generational awareness; Defer to the person you're communicating with; Mirror the communication and others.
7.18	By using Green Project Management and truly thinking green; Creating a plan to minimize the project's environmental impacts; In the transversal project phase - Monitor & Control mentioning the potential environmental impacts of the products developed; Engage local stakeholders; Taking a zero-waste approach; Investing/using in green technology; Institutional stability; incorporating the principles of sustainability in the project charter.
7.19	Genuinely interested in your team members and be prepared to find out more about them; Give them the right tools and training; Break down bigger tasks into subtasks; Celebrate small wins; Team Empowerment; Assess and communicate with your team; Don't Punish Failure; Encourage Team Interactions; Master the art of constructive criticism; Be fair; Be clear about boundaries; Use empathetic listening – and really listen; Be aware of the impact of your own behaviour; Lead by example; Prioritize Work-Life Balance approaches.
7.20	Needs of the end-user; Social and ecological concern; Inclusive approaches.



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