

# **IO1: NEW AND INNOVATIVE** **CURRICULUM FOR A DISTANCE** **LEARNING AND TRAINING** **METHODOLOGY**

## **GENERAL TRAINING METHODOLOGY**

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## **1. Summary**

As indicated by the Eurydice report, instructors, similar to every other resident, must have the advanced aptitudes vital for their own lives, however most importantly for their expert life and work in a computerized society. Advanced proficiency and the capacity to utilize computerized advances in a smooth, fundamental and mindful way is basic for educators in the current troublesome worldwide setting. In any case, educators need explicit abilities to misuse the capability of computerized innovations for changing learning.

These capabilities spread all territories of educator work, including instructing, evaluation, communication and participation with associates and guardians and making and sharing substance and assets. They can be depicted as computerized abilities explicit to instructors.

The particular educational utilization of advanced innovations is important to encourage learning. This action is additionally called 'computerized instructional method' or 'carefully upheld educating techniques'. It is realized that joining computerized advances into instruction makes new open doors for innovative learning, upgrades creative educating and improves understudy learning outcomes.

Nonetheless, if computerized advances are to have such a positive effect, certain conditions must be met. These incorporate guaranteeing that instructors are both skilful and positive make the vital changes. Also, there is some proof that improper or risky utilization of computerized advances can even negatively affect instruction of the procedure.

An OECD production on the chances and dangers of advanced progress demonstrates that the utilization of computerized content by instructors who don't have the proper advanced aptitudes can occupy students and educators themselves and negatively affect learning results.

As per the second Survey of Schools, European Commission, 2019, p. 48), taking a gander at the benchmark 'ICT progress in training', nearby 'hardware related elements', plainly educators see an absence of sufficient aptitudes and instructive models for utilizing ICT in the learning procedure as significant obstructions. The examination also demonstrated that educators should be propelled and persuaded that using ICT to educate has clear points of interest. They also need to get academic and specialized help to utilize computerized innovation in ordinary practice.

The IMONED venture targets are all-inclusive for all EU nations, which now face a noteworthy absence of instructors' capability and aptitudes in separation learning. To accomplish the greatest anticipated effect, we chose to execute the undertaking in a transnational consortium with a nitty-gritty update of accomplices who are straightforwardly associated with schools and colleges' issues with separation learning. Also, the nations chosen for this task demonstrate truly low adjustment to surprising conditions nations are expected to make instant arrangements.

As a mechanical help, one of our accomplices is an innovation college that will deal with both the venture's ICT as an afterthought, just because of the created material's methodological propriety.

The IMONED undertaking will accomplish its objectives by creating two fundamental outcomes (scholarly outcomes):

- IO1 - New and innovative curriculum of the distance learning and training methodology.
- IO2 - Technological abilities and devices for sorting out separation learning and tools for creating content for separation learning.

Notwithstanding these OI, the venture will likewise sort out a pilot meeting to recognize potential upgrades, just as the last spread workshop, devoted to expanding information and showing educators how to utilize our items for practical use.

Following the aims of the project, this General Training Methodology will focus on setting a series of guidelines for the consortium for the development of the project activities, within the framework of the IO1: New and innovative curriculum of the distance learning and training methodology. Therefore, this General Training Methodology will deepen on the following items with the aim of defining the work to be done and the structure to follow by the consortium:

- Selection of beneficiaries
- Modalities
- Content
- Indicators of success

## **2. Selection of beneficiaries**

All participants in the project are recruited from the scholar environment. Since the project's topic is universal for all groups and types of educators, we will involve teachers from primary schools, secondary schools, vocational education and training, and universities.

The IMONED consortium has extensive links and cooperation with many different schools in Europe to involve participants. As the project aims to be more international than just for the partner countries, the project will try to reach out with its content to schools abroad (e.g. Portugal, Slovakia, Latvia, Bulgaria, etc.).

1. The project selects teachers who are interested in broadening their distance learning skills and knowledge. Above all, it will involve participants (teachers) from associated schools and university partners involved in implementing IMONED. Although the project does not close doors to any teachers, its main target group will be **middle-aged teachers** who are less familiar with the overall virtual environment, mainly focusing on primary and secondary education levels. The junior generation of teachers is better acquainted with the virtual world, so they have fewer problems.
2. As the second group of participants, the project will invite **teachers from rural areas**. These areas are commonly less technologically developed than cities. According to that, teachers from such schools are less qualified in distance learning. Even if the Internet is now available almost everywhere, distance learning earnings are meagre, emerging during the crisis.
3. As the third group of participants, the project also selects **school directors and other board members** to make them aware of the possibilities of organizing effective distance learning.

### **3. Modalities**

The IMONED project will accomplish its objectives by creating two fundamental outcomes (scholarly outcomes):

- IO1 - New and innovative curriculum of the distance learning and training methodology.
- IO2 - Technological abilities and devices for sorting out separation learning and tools for creating content for separation learning.

Within the work developed in these intellectual outputs, a training course will be created, including the following modules developed by the partner indicated:

- IO2 / A2 - Module 1 - Digital Learning Management Systems - VZI (LT)
- IO2 / A3 - Module 2 - Systems built for use with basic mobile phones - FCDF (ES)
- IO2 / A4 - Module 3 - Strong offline functionality systems - FUE-UJI (ES)
- IO2 / A5 - Module 4 - Mobile reading applications - DIMEM (ES)
- IO2 / A6 - Module 5 - Cooperation platforms supporting live video communication - UPJP II (PL)
- IO2 / A7 - Module 6 - External distance learning solution repositories - SEDA (PL)

These training modules will be prepared in two formats:

- 1) The first will be a comprehensive and detailed description in word format document. This material will be used at the end of the project as a printed manual for teachers and other beneficiaries. The purpose of printing this handbook is to increase the project results, as this handbook will be a guide for a broader range of beneficiaries.
- 2) The second format of the Module will be prepared to be implemented into the online system. The responsible partner VZI (LT), will decide in which format the partners will develop this content.

Moreover, it would be interesting to have a standard structure for all the word format modules to develop a more coherent final product. Therefore, the chapter could be structured in an introductory part explaining what the Module will work on and summarising the content learned (2 or 3 sentences) at the end of it.

It would also be interesting to include a practical part by the end of each Module with some exercises regarding its learning outcomes. These exercises could be more interactive using resources that allow teachers to compose Gamification activities such as Kahoot! or Quizlet. These tools can add a message once the question is answered, explaining which one is the right solution and why. The exercises could be integrated into the modules through a QR code that takes the trainee to the project's website or platform, where the links to the quizzes are uploaded.

## 4. Content

The development of the modules and training content mentioned above should take into account the following characteristics:

**1. Online classes should be adapted to the student's abilities.** Therefore, the training content should be presented in a way adapted to students' different learning styles.

- Visual learners benefit most from viewing charts, diagrams, maps and slides.
- Students - from posts and online discussions.
- Sensitive learners - from duplicating content, constructing and presenting projects, creating analogies and examining individual cases (case studios).

All learning styles should be taken into account when designing courses and online exercises.

**2. The e-learning course should be transparent.** A good e-learning course should make to learn and understand easily. Have a simple, clear text and well-organized resources. Materials should be presented logically, divided into the modules proposed. Participants should be able to navigate the entire course easily, avoiding too much text. The screen (i.e. which course the participant sees) should not be overloaded with content, but it should not be just a slogan like in a presentation.

**3. E-learning materials should be attractive.** The online course is attractive due to the use of multimedia materials in the training content. The e-learning materials should contain animations, photographs, drawings, audio and video recordings linked to each other and contribute to more efficient storage of various types of information, thus improving the prepared content's absorption.

**4. The course should retain the attention and interest of the student.** The best way to attract the participant's attention and involvement is to take advantage of the online course's various activities. The content of e-learning courses should cause interactions. Correctly designed quizzes, games, puzzles and interactive exercises performed on a computer monitor using a mouse or keyboard increase the course's attractiveness and improve the message learning process.

**5. Continuous support and contact with the e-teacher.** Participants should be able to communicate easily and quickly online with the e-teacher. E-learning courses require some speed in obtaining feedback. Participants should not wait more than a day to answer the teacher's question. The advantage of online teaching is its flexibility. Like in a traditional school, students receive a direct answer in the classroom, so in the case of distance learning, students should ask questions and receive answers even outside the instructor's working hours, which is more convenient for them.

Moreover, to ensure the same format on all the modules developed, this General Training Methodology includes **Annex 1** as a Course Manual for all the modules developed and **Annex 2** as a template for each Module's development following the same structure and format.

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Furthermore, here is presented a General Style Guide to set the format that all the partners should follow in the development of their respective training modules:

## GENERAL STYLE GUIDE

The font must be a standard style that is clear and readable. Script, cursive, and pictorial fonts are prohibited. All document text with the exception of items embedded in figures must be black. Font size should be 11 or 12 point (Arial or Tahoma).

The document must be 1.5 spaced. One line space at least should always be left between paragraphs. Text should be fully justified. Avoid putting titles in the centre.

Avoid the use of Italics and underlining wherever possible. Continuous text should not be in capitals, although a couple of words in capitals is acceptable.

**Titles: 18pt**

**Subtitles: 14pt**

**Body text: 11 or 12 pt**

Footnote: 8pt

## TITLES AND BODY TEXT STYLE GUIDE

### **1. UNIT TITLE (18pt, Bold, CAPITALS)**

#### 1.1. Unit Subtitle 1 (14pt, Title Case)

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## 1.2. Unit Subtitle 2

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## TABLES STYLE GUIDE

Title	Title	Title	Title
Sample Text			

Cell height should be 0,7 cm; alignment should be center left; in-cell text should be 10pt. You can use variations in color fill titles as follows:

Title	Title	Title	Title
Sample Text			

Title	Title	Title	Title
Sample Text			

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Title	Title	Title	Title
Sample Text			

## SAMPLE UNIT PAGE

# 1. UNIT TITLE

## 1.1. Unit Subtitle 1

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## 1.2. Unit Subtitle 2

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## REFERENCES

### BIBLIOGRAPHY

A Bibliography should be compiled into two categories: first with references to **Books and Articles** and second with references to **Internet Resources** that were consulted in creating the respective Modules. However, the Bibliography should not only serve this purpose. It should also guide learners to information that might be of interest to them in their professions.

When compiling the Bibliography, please refer to the **APA Citation Style** (<https://pitt.libguides.com/c.php?g=12108&p=64730>) in order to ensure homogeneity in our bibliographies. In particular:

**Books:** Baxter, C. (1997). *Race equality in health care and education*. Philadelphia: Ballière Tindall.

**Article:** Millbower, L. (2003). *Show biz training: Fun and effective business training techniques from the worlds of stage, screen, and song*. Retrieved from <http://www.amacombooks.org/>

**Website:** *The World Famous Hot Dog Site*. (1999, July 7). Retrieved January 5, 2008, from <http://www.xroads.com/~tcs/hotdog/hotdog.html>

**Film:** Greene, C. (Producer), del Toro, G.(Director). (2015). *Crimson peak* [Motion picture]. United States: Legendary Pictures.

Number of entries in the Bibliography should be at least 10 for each category.

## **5. Indicators of success**

The progress, quality and compliance of the project will be monitored with qualitative and quantitative indicators by the project members at a certain time and frequency (monitoring activities). The IMONED project foresees the following monitoring and evaluation procedures and tools to review, control, predict and verify the quality of the implemented activities:

### **Quality Management and Evaluation Plan (QMP)**

To ensure the quality of activities and results, generally accepted quality assurance considerations (compliance with time schedule, work plan and achievement of IN indicators) must be understood. The QMP will be essential to ensure the quality of the project. On the basis of this document, the project coordinator will be able to systematically check progress and report back to the partners.

### **Indicators**

Quantitative Indicators (IN) set to assess the achievement of the project objectives:

- IN1: Number of IMONED platform users
- IN2: Number of members/agencies/stakeholders of IMONED
- IN3: Number of learners interested in/using the project materials
- IN5: Number of members of the target groups evaluating results
- IN6: Number of people participating in multiplier events
- IN7: Number of European languages in which the results will be developed
- IN8: Number of members of target groups and stakeholders reached by IMONED dissemination activities

Qualitative Indicators set for the same purpose:

- IN9 - Effectiveness of learning from IMONED's training materials.
- IN10 - Actual relevance of the work of IMONED results
- IN11 - Diversity of target groups/stakeholders engaged to exploit IMONED results

Among these different indicators we can find several of them in which we have to pay special attention in the development of IO1, and therefore in the framework of this General Training Methodology. These are the followings:

- IN3: Number of learners interested in/using the project materials
  - IN5: Number of members of the target groups evaluating results
-

- 
- IN7: Number of European languages in which the results will be developed
  - IN9 - Effectiveness of learning from IMONED's training materials.
  - IN10 - Actual relevance of the work of IMONED results
  - IN11 - Diversity of target groups/stakeholders engaged to exploit IMONED results or deliverables

## Quantitative and qualitative achievement of project activities and results.

Detailed quantitative and qualitative parameters are described for this Intellectual Output (IO) and include clear and measurable success indicators.

- O1 - "New and innovative curriculum for distance learning and training methodology":
  - will build on European reference frameworks and standards (EQF) to develop learning outcomes in terms of definitions of knowledge, skills and competences, with the aim of supporting the recognition of non-formal learning and promoting flexible learning pathways;
  - based on questionnaire, interview and documentary research to examine the knowledge and skills required;
  - accredited as curriculum for non-formal education, EQF 3-4;
  - at least **50 survey** participants per country;
  - at least **10 stakeholders per survey** per country;



# ANNEX1: COURSE MANUAL

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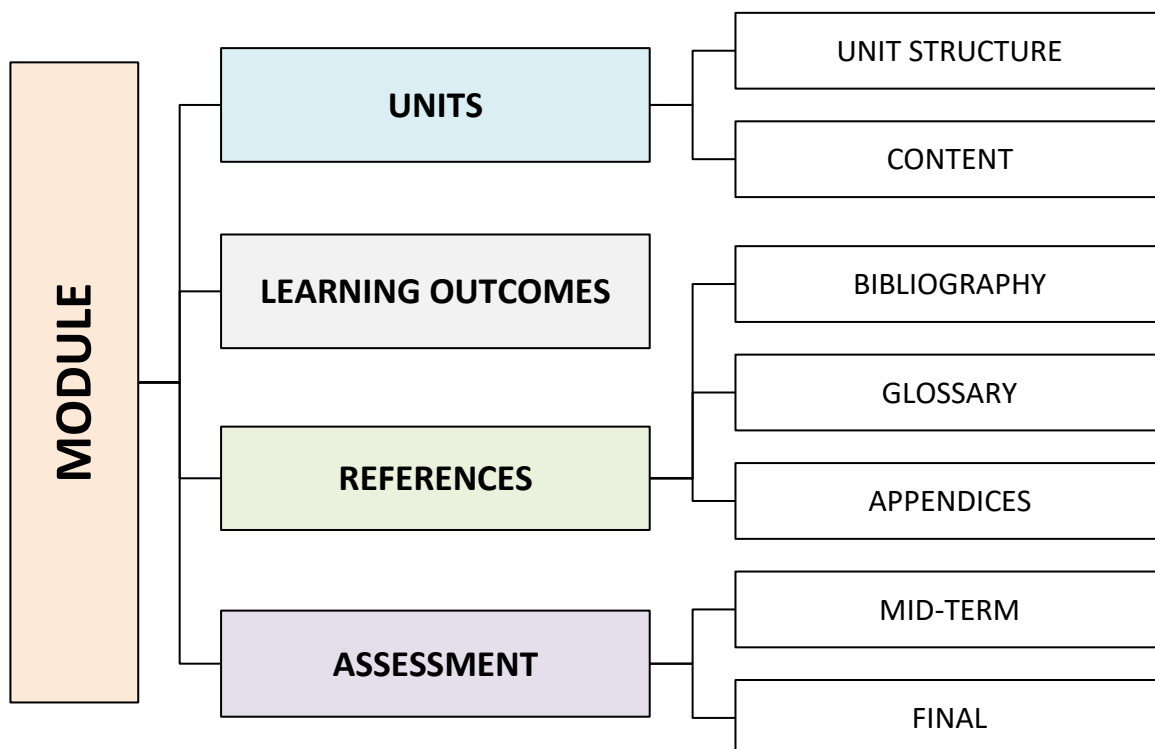
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4.	204.1.	204.2.	214.3.	21



# 1. COURSE MANUAL

## 1.1. MODULE STRUCTURE

The Modules will all follow the same structure, all having the same elements and supporting material in order to ensure homogeneity in the output. In particular, every module Module must have the following structure:



## **2. UNITS**

### **2.1.1. UNIT STRUCTURE**

Each unit will be followed by the a short unit description along with the unit structure, before the content, so that each learner will familiarise himself/ herself with the content. The unit structure will include information on the duration and the tools that will be used.

### **2.1.2. CONTENT**

This is the core of the training module. It will include all the information we would like to communicate to the learner. When creating the course, please bear in mind the following:

1. Don't make it too complicated for the learner. Remember that this is an online course for adults / working professionals that do not have too much time to dedicate.
2. When this is possible adapt the material to include examples from everyday life; that is make it more appealing to them
3. Break down your units into subunits that are short and easily manageable

### **3. LEARNING OUTCOMES**

Learning outcomes are defined as 'statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence' (Cedefop, 2014, p. 74). So, at the beginning of each Module, the author needs to state the Learning Outcomes in a form that states "By the end of this course the learner should be able to:"  
Make sure to include attainable goals as these will later form the basis of our assessment.

## 4. REFERENCES

### 4.1. BIBLIOGRAPHY

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**Film:** Greene, C. (Producer), del Toro, G.(Director). (2015). *Crimson peak* [Motion picture]. United States: Legendary Pictures.

Number of entries in the Bibliography should be at least 10 for each category.

## 4.2. GLOSSARY

Partners will need to create a glossary for each Module. The glossary will include terms used in the Module as well as important terms related to the Module topic. Bear in mind that this glossary of terms is for both people knowledgeable on the subject and for those who are not. So, best practice is to keep it simple, which means not too complicated nor too short. Number of entries in the Glossary should be at least 10.

## 4.3. APPENDIX / APPENDICES

An appendix or appendices can be created if they serve functionality in the modules. These can include charts, reference documents, multimedia documents, PowerPoint, diagrams, legal texts, articles, etc.

**IMPORTANT NOTE ON PLAGIARISM:** Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. <sup>1</sup>

**Use your own words in creating the Modules. If this is too difficult or too technical ALWAYS provide reference from where the material, words, texts, etc were taken.**

<sup>1</sup> Plagiarism | University of Oxford. (2020). Retrieved 13 March 2020, from <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>



# ANNEX 2: MODULE 1

## Sample Title



Project Code: 2020-1-ES01-KA201-082730

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# GENERAL MODULE OVERVIEW

[Short Module description]:

[Structure]

1. UNIT 1: Title
  - 1.1. Subunit Title
  - 1.2. Subunit Title
  - 1.3. ...
2. UNIT 2: Title
  - 2.1. ...
    - 2.1.1.....
  - 2.2. ...

[Length]:



# LEARNING OUTCOMES

By the end of this course the learner should be able to...

1. identify
2. know
3. assess
4. ...

# GENERAL UNIT OVERVIEW

[Short Unit description]:

[Length]:

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# UNIT 1: TITLE

## 1.1. Unit Subtitle 1

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## 1.2. Unit Subtitle 2

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# BIBLIOGRAPHY

## BOOKS AND ARTICLES

Aguayo, M. O., & Coady, N. F. (2001). The Experience of Deafened Adults: Implications for Rehabilitative Services. *Health & Social Work, 26*(4), 269-276. doi:10.1093/hsw/26.4.269

...

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## INTERNET RESOURCES

Adult Aural Rehabilitation. (n.d.). Retrieved from <https://www.asha.org/public/hearing/Adult-Aural-Rehabilitation/>

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# GLOSSARY

# APPENDICES