



#### AIM

- to provide a theoretical basis for the implementation of distance learning

IMONED consortium

# New innovative curricular (IO1)

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## Introduction

The authors are exploring ways of integrating distance learning technologies into educational processes in order to fully exploit their teaching potential in appropriate stages and achieve teaching and learning objectives.

Moreover, we are focusing on fully remote learning or distance learning.

The methodology is based on the ADDIE model and is presented in the several steps: A-analysis of the educational ecosystem, D-design of the structure and choosing technologies, D-development of the courses/modules/lessons, I-implementation of the learning/teaching process, E-evaluation, reflection, and feedback.

The aim of this OI is to develop a comprehensive and ready-to-use solution for tools to be used in distance learning. These tools will be selected by the partners on SoA results database and online accessibility. Moreover, one of the criteria for choosing the right solution will be ease of use and suitability for use at school environment.

Distance learning is one of the forms of distance learning based on the use of Internet technologies. It covers a wide range of didactic activities, from the simplest ones e.g. publication of text and graphic files, to more advanced, e.g. sharing multimedia and interactive materials. When designing e-learning courses, the quality of training and teaching materials should be taken into account.

The main principle to keep in mind when implementing e-learning and creating online course resources is that any remote learning process should focus on the course participants.

A good course is dedicated to specific people with specific needs. This means involving students in the knowledge they acquire. E-learning courses should use such tools that allow checking the knowledge possessed and acquired, as well as recording and processing the information obtained.

Distance learning designers and authors of online educational content should pay particular attention to how the course structure is built, what elements are used in e-learning (checking questions, films, simulations, etc.), to what extent the course assumes interactivity (using chats, forums, virtual boards, working in groups).

This intellectual result will present the possibilities of using various tools for effective preparation of the e-learning course, while maintaining the priorities presented in OI 1, e.g.

1. online classes should be adapted to the student's abilities
2. the distance learning course should be transparent
3. distance learning materials should be attractive
4. the course should maintain the attention and interest of the student
5. continuous support and contact with the e-teacher

This intellectual property will also include a pilot test. Pilot tests with teachers will be carried out by all partners in the course of the Dimem (TR) evaluation. The pilot will be based on the project training platform. The evaluation methodology will be based on a questionnaire on internal satisfaction and discussion with teachers and experts. SWOT The relationship procedure will be applied in the internal evaluation process. The leader of the Working Group on Growth will prepare an evaluation report containing all main suggestions and recommendations gathered by themselves and their partners. The report will be an advanced tool for improving teaching materials, an e-learning training platform and other available training tools.

The methodology for developing training content is led by VZI (LT). This document will contain a short description of the aim and purpose of the content and will avoid inconsistency between different modalities, as a template will be attached to this document.

**The aim of the methodology** is to provide the guidelines for the developers of the training content for hybrid, blended or distance learning.

We are planning five processes for the training content design, i.e. (1) analysis, (2) design, (3) development, (4) implementation and (5) evaluation.



Fig. 1. ADDIE model.

The curriculum is divided into 2 parts:

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Part 1. The information required for improved distance learning

Part 2. Adjusting the time for units of lesson and learning outcomes

## **PART 1. The information required for improved distance learning**

In the Part 1 authors are focusing on the main aspects of distance and blended learning necessary for teachers to know to start preparing e-learning modules and planning the delivery process. Part 1 consists of the 5 main chapters presenting processes of e-learning planning and analysis (1), design (2), development (3), implementation (4) and evaluation (5).

### **1. Preparation and analysis**

The preparation and analysis stage usually is organized before start to design the modules or courses. There is important to understand the needs of the specific target group and to understand the required pedagogical methods and technologies in essence.

Moreover teachers need to understand the strategy of e-learning before starting [\[6\]](#):

1. Why develop e-learning?
2. E-learning approaches
3. E-learning components
4. Synchronous and asynchronous e-learning
5. What is needed to develop an e-learning course?
6. The activities to be implemented
7. The team to work on the course design
8. The technology to be selected
9. Work flow to produce and deliver e-learning content

In our case planning and analysis there was partly planned during the writing of the application.

The need for the training content is very important in education nowadays and that was discussed



in the IMONED State of Art. According to the application there are planned the following ways of learning in two formats:

1. The first will be a comprehensive and detailed description in word format. 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 use of the project results, as this handbook will be a guide for a wider range of beneficiaries.
2. The second format of the module will have to be prepared in a way that is **ready to be implemented into the on-line system.** After the development of the content, a **cross-check will be carried out.** The aim of this task is to check the quality of the developed content. The same activities will be carried out after all public procurement contracts have been developed This task will be complex again and very important for the whole project. This part of IO2 will be devoted to the development of the content of the training methods and tools to prepare the good necessary a distance course.

While developing the description from the previous section, we will **focus on the topics:**

1. online classes should be adapted to the student's abilities (SEBA TR). The content of the training should be presented in a way adapted to the different learning styles of students. 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. Therefore, all learning styles should be taken into account when designing courses and online exercises.
2. **The e-learning course should be transparent (SEDA EN)** A good e-learning course should make it easy to learn and understand. They have a simple, clear text and well-organized resources. Materials should be presented in a logical way - preferably divided into topics / modules. Students should be able to navigate the entire course easily. Avoid 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 (PP LT)** The online course is attractive due to the use of multimedia materials in the training content. The e-learning materials should

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contain animations, photographs, drawings, audio and video recordings that can be logically linked to each other and contribute to a more efficient storage of various types of information - thus improving the absorption of the prepared content.

4. **The course should retain the attention and interest of the student (FCFD ES)** The best way to attract the attention and involvement of the student is to take advantage of the various activities during the online course. 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 attractiveness of the course and improve the message learning process.
5. **Continuous support and contact with the e-teacher (LT)** Pupils should be able to communicate easily and quickly online with the e-teacher. E-learning courses require some speed in obtaining feedback. Students should not wait more than a day to answer the teacher's question. The advantage of online teaching is its flexibility. Just like in a traditional school, students receive a direct answer in the classroom, so in the case of distance learning, students should be able to ask questions and receive answers even outside the instructor's working hours, which is more convenient for them.

During the course planning process authors need to discuss the main points of the courses: pedagogical aspect and technological by intending the numbers of the topics units and etc., i.e. duration of the course (see fig. 2)

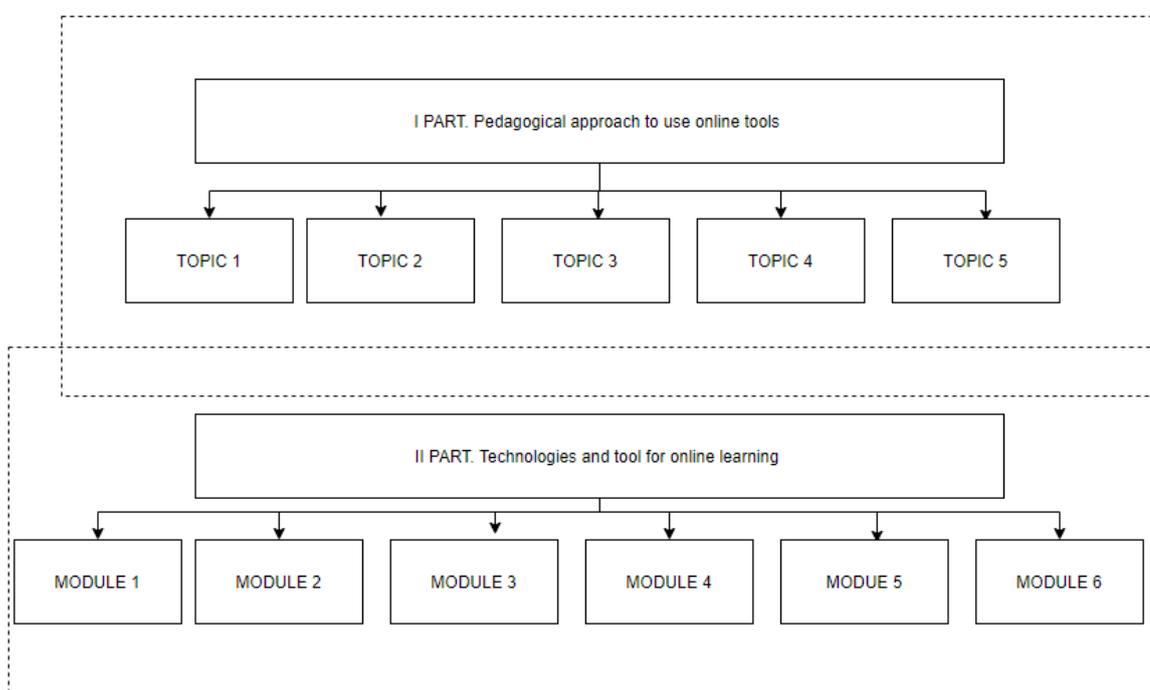


Fig. 2. Components of the training program.

The Analysis Phase generally addresses the following issues and questions [Educational technology, reviewed 06-06-2021]:

1. What is the typical background of the students/participants who will undergo the program? Personal and educational information such as age, nationality, previous experiences and interests should be determined. What is the target group? What are the educational goals, past knowledge levels, experiences, ages, interests, cultural background etc. of the learners?
2. What do the students need to accomplish at the end of the program? What are the learner's needs?
3. What will be required in terms of skills, intelligence, outlook and physical/psychological action-reaction? What are the desired learning outcomes in terms of knowledge, skills, attitudes, behavior etc.?
4. Determining popular methods being used around the subject and taking a look at what needs to be developed and improved. Review of existing instructional strategies employed. Are they adequate? What aspects need to be added, clarified and improved upon?

5. Determining target objectives of the project. What instructional goals does the project focus on?
6. Determining the various options available with respect to learning environment. What is the most conducive learning environment? A combination of live or online discussions? What are the Pros and Cons between online- and classroom-based study? What delivery option is to be chosen? What type of learning environment is preferred? Does one opt for online or face-to-face or a blend of both? If online is preferred what will be the difference in learning outcomes between classroom-based learning and web-based learning?
7. Determining limiting factors to the overall goal of the project. What limiting factors exist with respect to resources, including technical, support, time, human resources, technical skills, financial factors, support factors?

In the preparation process we should select all the solutions to be used for the module or course design.

Methods to be used for modules design and development:

1. hybrid (to describe just how it is related with online learning)
2. blended (to describe just how it is related with online learning)
3. remote or fully distance (self-directed learning approach)

Technological solution related to the:

1. Distribution of the material
2. Assessment forms (Summative, formative)
3. Type of learning objects (text, video, ppt., etc.):

## 2. Design

Design is the second step for course design. During the design stage, the IDs need to determine [Educational technology, reviewed 06-06-2021]:

1. Different types of media to be used. Audio, Video and Graphics are prime examples. Are third party resources going to be utilized or will the IDs create their own? Will you prepare the teaching learning material?

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2. Various resources at hand required to complete the project. What are the available resources at your disposal for completing the project?
  3. Level and types of activity to be generated during the study. Is it going to be collaborative, interactive or on a per participant basis?
  4. Using a teacher's style approach, how will you implement the parts of the project (i.e. behaviorist, constructivist, etc.)?
  5. Time frame for each activity. How much time is to be assigned to each task, and how will learning be implemented (per lesson, chapter, module, etc.)? Do the topics require a linear progression in presentation (i.e. easy to difficult)?
  6. The different mental processes needed by the participants in order to meet the targets of the project. What are the prescribed cognitive skills for students to achieve the project's learning goals?
  7. Knowledge and skill developed after each task. Do you have a way of determining that such values have indeed been achieved by the students? What is the method adopted by you to determine the acquisition of desired competencies by the students?
  8. The roadmap of how the study or project will appear on paper. Will it be advantageous to the ID to create a map of the different activities to see if they are in line with the goal of the project?
  9. If the project is web-based, what kind of user interface will you employ? Do you already have an idea on how the site will look like?
  10. The feedback mechanism you will use to determine if the participants are able to digest the lessons. What is the mechanism designed by you to obtain the learners' feedback on material learnt?
  11. Given the wide variety of student preferences and learning styles, what method will you implement to make sure that the program fits their wants? How will you design your project activities so as to appeal to diverse learning styles and interests of students? Will you opt for variety in delivery options and media type?
  12. Pinpoint the main idea of the project (training activity).

Successful distance learning depends on the organization of processes, the competencies of

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participants, the division of responsibilities, adequate security, didactic and technological choices, infrastructure, or the quality of the technique and software that learners and teachers have at home and are using for distance learning. However, the roles of teachers are changing, and the value of instructional designer roles are increasing teachers need not only methodological support but technological support, as well. The literature resources show that the teacher's digital competence on the technological platform and the metacognitive support available in the digital environment are significant factors to attain its pedagogical objectives successfully. The support process for teachers and students requires more effort during distance learning. We will consider the requirements for successful distance learning in the forthcoming sections [\[5\]](#).

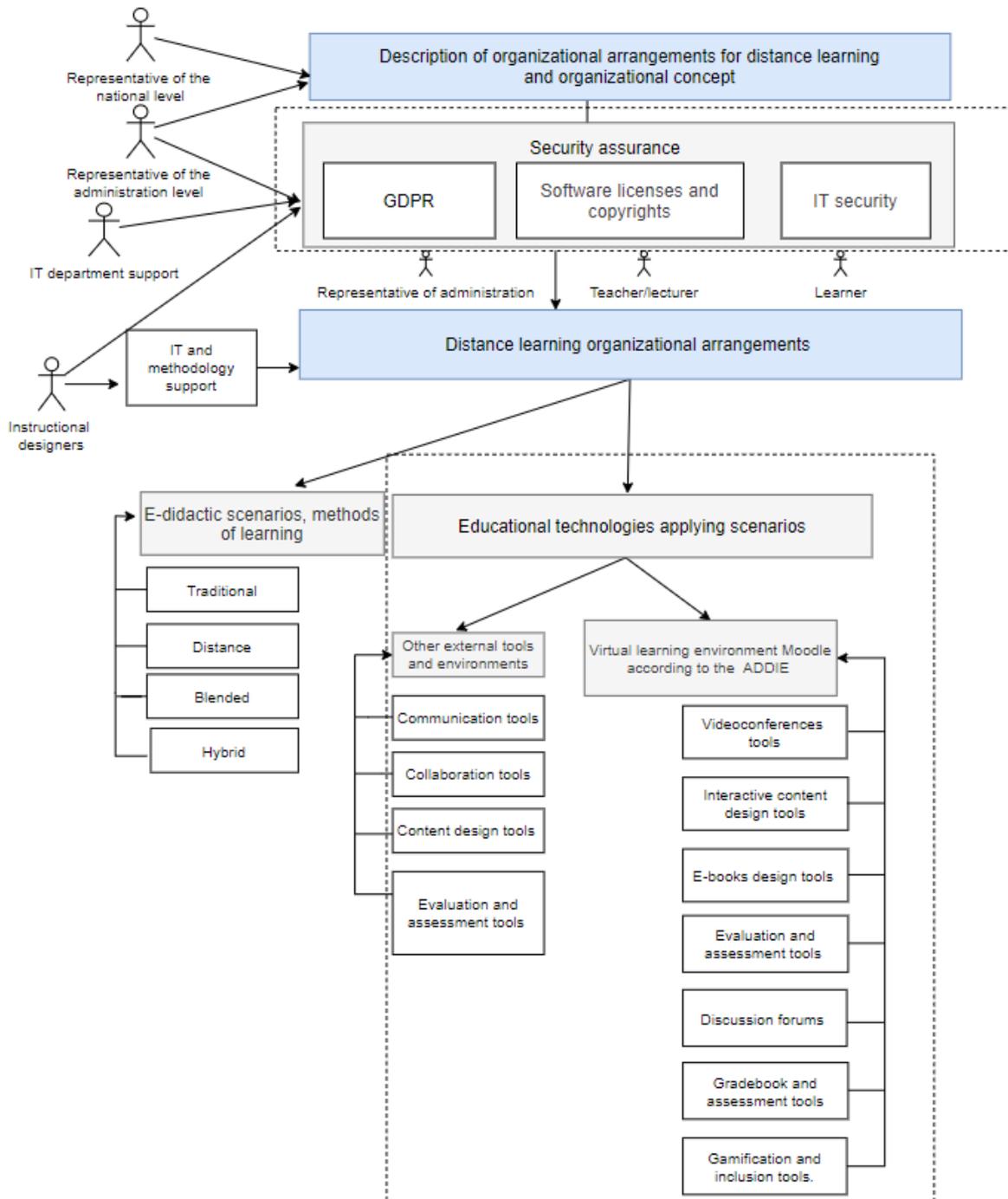


Fig. 3. Distance learning processes and participants: the conceptual model [Gudoniene et al].

Successful online learning depends on the organization of processes, the competences of participants, the division of responsibilities, adequate security, didactic and technological

choices, infrastructure or the quality of the technique and software that learners and teachers have at home and are using in distance learning. However, the roles of teachers are changing and instructional designers roles are increasing, teachers need not only methodological support but technological as well. Support process including teachers and students requires more effort [Gudoniene et al. 2021].

The design process is mainly related to the [\[6\]](#):

1. Identifying and organizing course content
2. Needs analysis
3. Analyzing the target audience
4. Identifying course content
5. Defining learning objectives
6. Defining the course sequence
7. Case study
8. Defining instructional, media, evaluation and delivery strategies
9. Defining instructional methods
10. Defining the delivery strategy
11. Good practices
12. Defining the evaluation strategy.

Next step is development.

### **3. Development**

The Development stage starts the production and testing of the methodology being used in the project. Development thus involves creating and testing of learning outcomes. It aims to address the following questions [*Educational technology, reviewed 06-06-2021*]:

1. Is the time frame being adhered to in relation to what has been accomplished in terms of material? Are you creating materials as per schedule?
2. Do you see teamwork across various participants? Are the members working effectively as a team?
3. Are participants contributing as per their optimal capacity?

4. Are the materials produced up to task on what they were intended for?

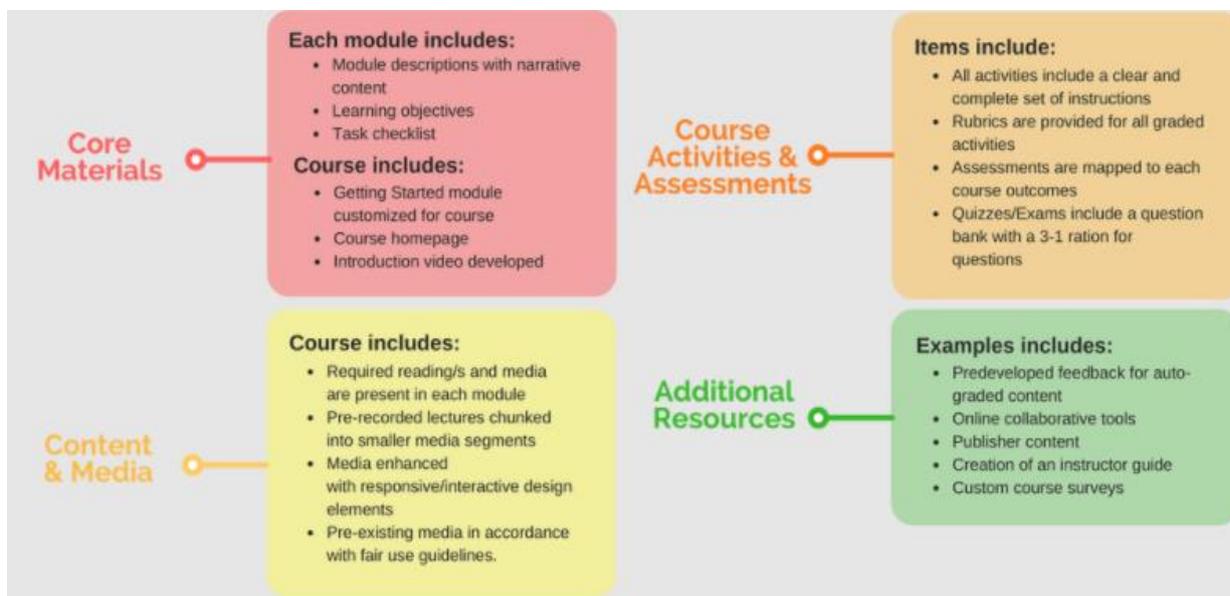


Fig. 4. online course components [\[3\]](#).

**Course design process id related with the [\[6\]](#) Creating interactive content:**

1. Preparing content
2. How subject matter experts contribute to e-learning development
3. Tips for content development and language style
4. In summary
5. Creating storyboards
6. What is a storyboard?
7. Structure of an interactive e-lesson
8. Techniques for presenting content
9. Adding examples
10. Integrating media elements
11. Developing practice and assessment tests
12. Additional resources
13. Courseware development
14. What does courseware development imply?
15. Authoring tools

16. Types of authoring tools

17. Selecting an authoring tool

**The template for the course design is presented in the Annex 1 of the document**

## 4. Implementation

The implementation stage reflects the continuous modification of the program to make sure maximum efficiency and positive results are obtained.

However there many challenges pedagogical and technological, that should be taken into consideration.



Fig. 5. Challenges should be discussed before implementation phase [4].

The following are examples of what can be determined [Educational technology, reviewed 06-06-2021]:

1. Advise on your preferred method of record keeping, as well as the actual data you would like to mine from the experience of students interfacing with the project.

- 
2. What is the emotional feedback given to you by teachers and students during initial demonstration of the project? Are they genuinely interested, eager, critical or resistant?
  3. As the project proceeds, do you see that IDs are able to grasp the topic immediately or do they need help?
  4. Explain how you are going to deal with any possible errors during testing. What will your response be if, after presenting activities to students, things do not go as planned?
  5. Did you prepare a back-up tool in the event of initial failure of the project? When technical and other problems arise do you have a back-up strategy?
  6. Will you go for implementation on a small scale or a large scale?
  7. When the student group gets the material can they work independently, or is constant guidance required?

Moreover, teachers need to focus on the Managing and evaluating learning activities:

1. Course delivery and evaluation
2. Components of an instructor led or facilitated course
3. Planning and documenting activities
4. Facilitating learners' activities
5. Using communication tools for e-learning

## **5. Evaluation (assessment) and feedback**

This is the stage in which the project is being subjected to meticulous final testing regarding what, how, why, when of the things that were accomplished (or not accomplished) of the entire project.

This phase can be broken down into two parts: Formative and/or Summative.

**The following questions should be taken into consideration:**

1. Determine the categories that will be established to evaluate the effectiveness of the project (i.e. improved learning, increased motivation etc.) On what factors or criteria will the effectiveness of project be determined?
2. Determine the way you will implement data collection, as well as the timing at which it will be effectively made. When will the data related to the project's overall effectiveness be collected and how?

3. Determine a system for analyzing participant feedback.
4. Determine the method to be used if some parts of the project need to be changed prior to full release. On what basis will you arrive at a decision to revise certain aspects of the project before its full implementation?
5. Determine the method by which reliability and content validity can be observed.
6. Determine the method by which you will know if instructions are clear. How is the clarity of instructions assessed?
7. Determine the method by which you can analyze and grade the response of the participants on the project.
8. Determine who gets to receive your final output regarding the project.
9. Who will prepare this report on the results of the evaluation?

Monitoring [\[3\]](#), correcting and giving feedback Monitoring: observing learners when they are engaged in individual, pair work or group work activities. Correcting: indicating, correcting/providing opportunity for self-correction and peer correction, and/or marking errors or mistakes. Giving feedback: providing learners with information on their performance.

### **Why to monitor?**

- To check that learners understand the activity/task and are fully engaged
- To notice how learners are performing in order to provide the students with the most useful feedback.

Monitoring and feedback is related to assessment procedures. However, it is very important in the whole course.

Piloting forms should be presented to users for the reflection about the module/course in general.

finally to overview all the e-learning processes teachers need to double check what is done with the course and is it prepared to delivery to targets [\[6\]](#), see fig. 6.

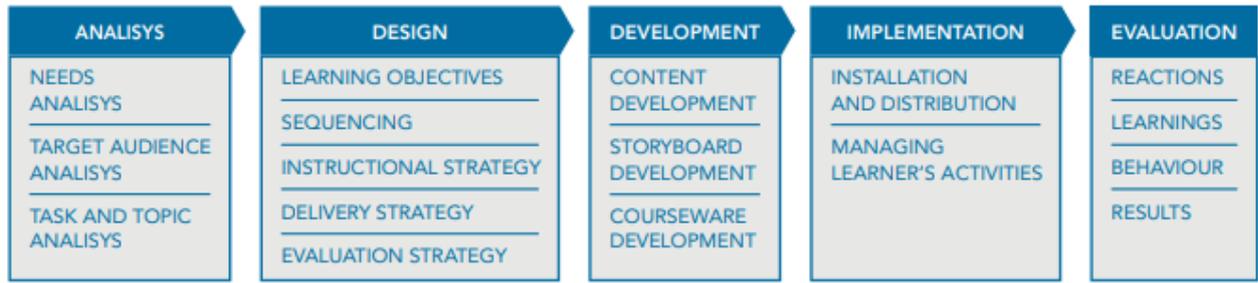


Fig. 6 e-learning processes.

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## PART 2. Adjusting the time for units of lesson and learning outcomes

The Part 2 is intended to discuss the Adjusting the time for units of lesson and learning outcomes. According to State of Art there were prepared the objectives of the Modules by intending the number of hours for each module and topic.

### 1 Module

<b>Specific module</b>	Digital Learning Management Systems
<b>Duration</b>	<b>3 hours</b>

**Objectives:**

1. to identify the required functionality of LMS's
2. to evaluate the necessary effectiveness LMS for their study process implementation
3. to choose the mostly appropriate LMS, i.e. Moodle, Google for education, Teams 365 or Edmodo to implement online learning processes and to use it in practice.

### 2 Module

<b>Specific module</b>	Systems built for use with basic mobile phones
<b>Duration</b>	<b>3 hours</b>

**Objectives:**

1. Identify the main features of systems built for use with basic mobile phones.
2. Recognise the strengths / weaknesses of the systems built for use with basic mobile phones in order to choose the one that fits their objectives.
3. Become familiar with the interface of the selected systems built for use with basic mobile phones.

## 3 Module

<b>Specific module</b>	Strong offline functionality systems
<b>Duration</b>	<b>3 hours</b>

**Objectives:**

1. Identify the main features of strong offline functionality systems.
2. Recognise the strengths / weaknesses of the systems built for use with basic mobile phones in order to choose the one that fits their objectives.
3. Become familiar with the interface of the selected systems built for use with basic mobile phones.

## 4 Module

<b>Specific module</b>	Mobile reading applications
<b>Duration</b>	<b>3 hours</b>

**Objectives:**

1. Identify the main features of mobile reading applications.
2. Recognise the strengths / weaknesses of mobile reading applications.
3. Become familiar with ibooks, Reading Prestigio, Colibro, Aldikos.

## 5 Module

<b>Specific module</b>	Cooperation platforms supporting live video communication
<b>Duration</b>	<b>3 hours</b>

**Objectives:**

1. Identify the main features of cooperation platforms supporting live video communication.
2. Recognise the strengths / weaknesses of cooperation platforms supporting live video communication.

3. Become familiar with Google meet, Zoom, Youtube live, Microsoft teams.

## 6 Module

<b>Specific module</b>	External distance learning solution repositories
<b>Duration</b>	<b>3 hours</b>

### Objectives:

1. Identify the main features of external distance learning solution repositories.
2. Recognise the strengths / weaknesses external distance learning solution repositories.
3. Become familiar with the interface of the External distance learning solution repositories.

## 1 Topic. Online class adapted to the student's abilities

<b>Specific topic</b>	Online class adapted to the student's abilities
<b>Duration</b>	<b>3 hours</b>

### Objectives:

- Understand the need to adapt online materials to the individual needs of the student;
- Identify individual and group problems of students;
- Identify the most common causes of student problems during distance learning;
- Anticipate the consequences of inadequate actions in the event of inability to adapt online courses to students' abilities;
- Select appropriate strategies for reacting and dealing with difficult situations;
- Identify and name the needs and expectations of one's own knowledge and skills in adapting online courses to students' abilities;
- Help learners to develop their personal, social and digital competences.

## 2 Topic. The learning course should be transparent

<b>Specific topic</b>	The learning course should be transparent
<b>Duration</b>	<b>3 hours</b>

### Objectives:

- Know the principles of designing effective lesson plans
- Know the principles of formulating clear and logical didactic and educational objectives
- Know the ways to enforce and evaluate student work results
- Be able to construct in a clear and logical way different forms of courses (e.g. lecture, discussion, exercises)
- Know the rules of formulating conclusions
- Be familiar with the 3 x JUST principle
- Be able to apply the 3 x JUST principle
- Recognize the need to formulate clear and logical verbal messages
- Be able to develop students' ability to formulate clear and logical verbal and written messages
- Know how to write information and instructions in a clear and logical way.
- Identify students' problems relating to lack of understanding of oral and written information

### 3 Topic. E-learning materials should be attractive

<b>Specific topic</b>	E-learning materials should be attractive
<b>Duration</b>	<b>3 hours</b>

### Objectives:

- Know students' preferred learning styles;
- Know how to adapt learning materials to learning styles;
- Know the principles of creating and using attractive learning materials;
- Know how to create or select attractive educational materials for teaching and learning purposes
- Know the factors influencing the attractiveness of a visual message;
- Know the factors influencing the attractiveness of a visual message; Be able to use the factors influencing the attractiveness of a visual message;

- Know the factors influencing the attractiveness of a verbal message; Know how to use the factors influencing the attractiveness of a verbal message;
- Know the factors influencing the attractiveness of a visual message; Be able to use the factors influencing the attractiveness of a visual message
- Know the specific impact of modern didactic means on learning effectiveness
- Help students develop their personal, social and digital competences;
- Comply with the rules for the visual side of materials (e.g. uniform font and size, maximum of four colors in diagrams, limited number of objects on the screen, simple and consistent messages, clear instructions on how to use attachments, etc.)
- Use an appropriate instructional medium for the level of student activity in the lesson;

## 4 Topic. The course should retained the attention and interest of students

<b>Specific topic</b>	The course should retained the attention and interest of students
<b>Duration</b>	<b>3 hours</b>

### Objectives:

- Know the external and internal factors affecting students' attention focus,
- Know the external and internal factors that influence the motivation, arousal and maintenance of pupils' interest
- Know the capacity of students to focus attention;
- Know the ways to improve the level of attention of students;
- Know ways to effectively motivate, stimulate and sustain students' interest.
- Recognize the need to adapt materials in the field of students' attention;
- Recognize the need to create materials that positively influence students' motivation and interest;
- Identify factors that interfere with students' attention, motivation and interest;
- Consider instructional principles in terms of modified media tools;
- Anticipate consequences of actions that do not address students' attention span;

- Anticipate the consequences of actions that do not address student interest;
- Anticipate the consequences of actions that do not take into account the growth of the learner's independence;
- Select appropriate methods, means of education using digital technology.

## 5 Topic. Continuous support and contact with the e - teacher

<b>Specific topic</b>	Continuous support and contact with the e- teacher
<b>Duration</b>	<b>3 hours</b>

### Objectives:

- Know the importance of interpersonal relationships in remote learning.
- Improve own interpersonal and social competencies in virtual space.
- Support and develop students' interpersonal and social competencies in virtual spaces.
- Be able to apply various ways of establishing and maintaining interpersonal and social contacts in remote teaching
- Know the causes of interpersonal and social communication disorders in remote teaching.
- Know the consequences of interpersonal and social communication disorders in virtual reality.
- Be able to apply effective ways of coping with interpersonal and social communication difficulties.
- Shape effective ways for students to cope with difficulties in interpersonal and social communication.
- Be able to identify students' crisis situations.
- Support students in crisis situations.
- Apply the rules of etiquette.

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# ANNEX 1

## MODULE 1:

### Title

### General

<b>Specific module</b>	
<b>Duration</b>	

### Summary

[Short description about the module, aim, objectives, methods how will be achieved learning outcomes].

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### **Learning Outcomes**

[After finishing the module learners will be able to: .....]

### **Glossary**

[please use Oxford dictionary or similar]

**Unit 1. [TITLE]**

[to 10 pages max.]

**Questions for self-assessment**

Question	Type of Q: [Multiple, Single Text to insert]	Answer [correct answer]
Q1 [PLEASE IDENTIFY QUESTION]	Identify the type of Q	Answer

---

		[correct answer]
Q2 [PLEASE IDENTIFY QUESTION]	Identify the type of Q	Answer [correct answer]
Q3 [PLEASE IDENTIFY QUESTION]	Identify the type of Q	Answer [correct answer]
Q4 [PLEASE IDENTIFY QUESTION]	Identify the type of Q	Answer

---

		[correct answer]
Q5 [PLEASE IDENTIFY QUESTION]	Identify the type of Q	Answer [correct answer]

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