Guidelines for transferring a face to face course to online or blended learning: Based on the pilot course Admission to the Institution

Component: 1: Establishment of a well-structured standard training system
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Contents

1. Introduction

The aim of this work is to provide suggestions on how to transfer a course given face-to-face to online studies. It draws upon previous suggestions and recommendations given during the Twinning Project Strengthening the institutional capacity of Personnel Training Centres of the Penal Institutions, including the suggested four main competencies for prison and probation staff, learner centered approach, the use of credit system and in competence based learning.

The pilot course is based on the "In-Service Training Program on Admission of Prisoner's to the Institution". This document is written to support the training for lecturers transferring this course from face-to-face design to blended learning design. However, also other lecturers conducting online teaching will find the pedagogical information and practical ideas from this document useful.

The document follows the ADDIE development model and the ABC pedagogical development model. These models are described and explained in Section 2. The following sections advance according to the ADDIE model and how it is applied to course development: Section 3 is on Analysis; Section 4 is on Design; Section 5 is on Development; Section 6 is on Implementation and Section 7 is Evaluation. To facilitate the course development, boxes with suggestions and questions that need to be addressed in the various stages have also been included.

1.1 Definition of terms

Virtual Learning environment (VLE) vs Learning management system (LMS) : The most important distinction between LMSs and VLEs is how they're used. LMSs are best for tracking student progress on learning objectives, while VLEs offer students deeper interaction and student engagement.

Online education is a flexible instructional delivery system that encompasses any kind of learning that takes place via the Internet. Online learning gives educators an opportunity to reach learners who may not be able to enroll in a traditional classroom course and supports learners who need to work on their own schedule and at their own pace. Also known as elearning.

Blended learning is a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities, giving learners more flexibility to customize their learning experiences.

Flipped Classroom is a "pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (The Flipped Learning Network, 2014).

Synchronous learning is online or distance education that happens in real time, often with a set class schedule and required login times. This means that there is interaction in a specific virtual place at a set time. In these courses, instructors commonly take attendance, same as they would in a lecture hall. Common methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streamed lectures that must be viewed in real time.

Asynchronous learning does not require real-time interaction; instead, content is available online for learners to access when it best suits their schedules, and assignments are completed to deadlines. Common methods of asynchronous online learning include self-guided lesson modules, pre-recorded video content, virtual libraries, lecture notes, and online discussion boards or social media platforms.

Lecturer vs facilitator: An lecturer is a content resource. Most content experts share their knowledge through writing or lectures. When they instruct, they appear as the "sage on the stage" imparting all knowledge to a passive participant. They control what is taught and when. It is up to the participant to adapt their personal style and prior knowledge to learn new skills and knowledge. A facilitator, on the other hand, is a process manager first, a content resource second. Facilitators use their knowledge of how people learn to create an active environment that embraces participants' prior knowledge and unique learning style. They engage the participant in taking charge of their learning. When they facilitate, they appear as a "guide by the side" encouraging the sharing of knowledge by and with an active participant.

2. Course Developmental Tools/Models

This section introduces the ADDIE model and the ABC learning design tool to facilitate the development of courses from contact teaching to blended or fully online courses. The aim is that they facilitate course redevelopment processes individually or in teams.

2.1 ADDIE Model: Instructional Design

ADDIE Instructional Design (ID) is a method used as a framework in designing and developing educational and training programs. “ADDIE” stands for **A**nalyze, **D**esign, **D**evelop, **I**mplement, and **E**valuate.

This sequence, however, does not impose a strict linear progression through the steps. Educators, instructional designers and training developers find this approach very useful because having stages clearly defined facilitates implementation of effective training tools. The stages of the ADDIE Model are presented in this report with development areas and questions for each stage.

Figure 1 The ADDIE Model

2.2 ABC Learning Design

To facilitate the adoption of the ADDIE model, the ABC Learning Design is introduced as a tool to help with the process of course development. With the ABC Learning Design-method it is possible to develop the student learning experience not just from the perspective of the end result but also the process.

Learning design means a process of developing and/ or renewing learning involving units (such as assignments, study units/ courses) which are carried out systemically and collaboratively. Learning design sets the focus on the students' learning experience in the course. It also takes into account digital solutions in a pedagogically meaningful way. With learning design it is also possible to document and model good practices.

The ABC Learning Design is a method through which a lecturer and teams can create visual manuscripts for certain study units/ courses. The method is implemented through a series of cards (see Appendix 1) that stimulate pedagogical discussion and ideas. Various ways of learning are presented in each card. The cards can then be placed in course storyboard templates to build up a visual manuscript for the study unit/ course. Each card has a description of how the named way of learning can be used in class and online teaching.

The topics of the cards are:

- Orientation
- Acquisition
- Investigation
- Collaboration
- Discussion
- Practice
- Production

3. Analysis

In the Analysis phase the lecturer focuses on the target audience and sets the goals for the course. In this stage the focus is on what the learners should know after completing the course.

For the analysis lecturers utilize documentation regarding the course, course texts and documents, syllabi and online materials such as web courses. Then the lecturer is able to determine a structure, and use it as a guide for the syllabus.

Typical questions that help in the development of this stage are included at the end of this section 3.

Possible developmental questions in this stage:

- What is the typical background of the learners/participants who will attend the course?
- Do they have the adequate information and communication technological skills? If not, is there a need for pre-training before the course starts?
- Determining the various options available with respect to the learning environment.
- What is the most conducive learning environment or tools?
- 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?
- 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?

4. Design

This stage determines all goals, tools to be used to gauge performance, various tests, subject matter analysis, planning and resources. In the design phase, the focus is on learning objectives, content, subject matter analysis, exercise, lesson planning, assessment instruments used and media selection.

The approach in this phase should be systematic with a logical, orderly process of identification, development and evaluation of planned strategies which target the attainment of the course's goals.

4.1 Competence based curriculum planning

This design stage should include competence based curriculum planning. A competence is the capacity to reach a standard level in the mastery of key occupational tasks that characterize a profession. Below are the four main competences for prison and probation staff suggested by the current project.

Figure 2. Four main Competencies for Turkish Prison and Probation services staff.

Learning outcomes are 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. Learning outcomes are achievements in learning set by lecturers expressed in terms of what the learner is expected to know, to understand and to be able to do on completion of studies or the module.The word “Competencies” is mostly used in the context of profession and the word “learning outcomes” is used in the context of education.

Higher education curricula based on the Bologna Agreement are developed as “competency-based learning outcome-oriented education” which means that the process of curriculum development starts from the competency analysis which is the base for describing the learning outcomes. Therefore, curriculum development is a process of transforming competencies into learning outcomes.

Learning outcomes are statements that describe the knowledge or skills learners should acquire by the end of a particular assignment, class, course, or program, and help learners understand why that knowledge and those skills will be useful to them. They focus on the context and potential applications of knowledge and skills, help learners connect learning in various contexts, and help guide assessment and evaluation.

Good learning outcomes emphasize the application and integration of knowledge. Instead of focusing on coverage of material, learning outcomes articulate how learners will be able to employ the material, both in the context of the class and more broadly.

Example of Learning Outcomes:

By the end of this course, learners will be able to:

- identify and describe the main institutions that work in collaboration with a prison
- describe the international regulations on the use of force
- demonstrate how searches are performed
- use basic communication skills for challenging situations
- evaluate inmates as they are admitted

The verbs used in the learning outcomes are based on Bloom's Taxonomy of measurable verbs (see Appendix 3).

The process of developing learning outcomes itself offers an opportunity for reflection on the content of the course in the context of its potential applications. Developing learning outcomes means that the context of the learning will always be emphasized, and courses focus on the knowledge and skills that will be most valuable to the learner now and in the future.

4.2 Learner workload

In addition the number of credits and the learner workload should be calculated based on the European Credit Transfer and Accumulation System (ECTS). The ECTS stems from the Bologna Process aiming to make national education systems more comparable internationally. It is a tool for making studies and courses more transparent and helps in recognizing academic qualifications and study periods between countries (European Commission 2020). Central to the system is enhancing the comprehension of the learning outcomes and workload of programmes of study. Most of the countries in the European Union have started using ECTS as the national credit system and many countries elsewhere are following. One credit point means 27 hours of learner´s study work. A full year of study or work consists of 60 ECTS credits(1600 hours) . In a standard academic year, these credits are usually broken down into several smaller modules. A Bachelor's degree consists of either 180 or 240 ECTS credits.

The benefit of using the ECTS credit system is that the lecturer has a tool for estimating the time the learner needs in order to achieve the learning objectives/outcomes. It makes the planning of the courses and modules learner oriented and realistic. The learner has to be given time to prepare before learning activities and also to afterwards to study the material. Thus, study work includes all the work the learner has to do during a course (contact teaching, learning activities and individual studying time). This workload has to be assessed always according to the nature of the studies.

An essential part of course development is the measurement of the workload that learners spend on learning activities to ensure that there is sufficient time to internalise the required information. The figures provided below are suggestions and can be modified according to the course requirements.

Approximate recommended workloads (1 ECTS = 27 hours)	
Production of written text The figures are only for writing and do not include background reading, information retrieval, etc., which should be stipulated separately.	Reading text The figures below include reading of literature or books and include reading a text carefully: scanning the text, internalising and reviewing the information.
100 words of text = 1 hour 1 page = 250 words = 2.5 hours 10 pages = 2500 words = 25 hours 10 pages = 1 ECTS 30 pages =3 ECTS	100 pages of easy/normal text = 20 hours 100 pages of academic or foreign language text = 30 hours 400 pages of domestic language book exam text = 80 hours = 3 ECTS 266 pages of foreign language book exam text = 80 hours = 3 ECTS

Table 1. Approximate learner recommended workloads

Workload examples for courses:

Based on the above figures it is possible to create an overall workload for the course or module. Examples can be seen below:

A example calculation for a 5 ECTS (140 hours) first-year subject::

- Contact lessons IT : 12 hours
- Contact lessons Information retrieval: 4 hours
- Contact lessons Communication and Project Management: 54 hours
- Project planning, implementation, reporting: 70 hours (conducted in teams of 4 learners)

Total 140 hours

An example calculation of study load for a 10 ECTS (= 270 hours) first-year subject:

- Lectures: two hours per week for eight weeks 16 hours
- Tutorials: two hours twice weekly for seven weeks 30 hours
- Tutorials (preparation): four hours per tutorial (16 tutorials) 64 hours
- Specific learning activities: three six-hour learning activities 18 hours
- Excursion 4 hours
- Library/archive learning activity 3 hours
- Required literature: 665 pages at five pages per hour 133 hours
- Written examination 2 hours

Total 270 hours

- How much time will learners be spending on each learning activity?
- How much time will learners be reading material, watching videos and acquiring information?

4.3 Online Pedagogical development

Transforming a course from a fully contact implementation to a blended or fully virtual implementation is an ideal possibility to evaluate how the course can be developed.

In a learner-centred pedagogical approach the teaching focuses on the learners and their development. There is a shift away from the focus on transmission of content (learners passively listening to lectures and taking notes) to learners actively participating in the learning process. This means that the learners actively take responsibility for their own learning by systematic examination and critical evaluation of the topic. The lecturers become **facilitators** in the learning process, guiding the learners through the material and providing opportunities for engagement with the learning material.

Lecturers/ facilitators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which learners choose when and where they learn. In the traditional lecturer-centered model, the lecturer is the primary source of information. By contrast, the online learning environment provides the opportunity to shift instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, learners are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

- Are the contents of the course up-to-date? Is there something that needs to be developed or improved?
- What are the learning outcomes of your course/parts of the course?

- Learning outcomes point to useful methods of assessment. What methods of assessment are you using?
- How can you provide opportunities for learners to engage in meaningful activities without the lecturer being central?
- 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.)?
- Timeframe thinking can also be considered on a broader level. How do you take the life situation of learners into consideration - are they working concurrently with studies? Are there any holidays to be taken into consideration? Are there other deadlines for other concurrent courses? How can you ensure that there is not too much overlap with assignments from other courses?
- How do you as a course facilitator provide space and time frames that permit learners to interact and reflect on their learning as needed?
- How can you continuously observe and monitor learners to make adjustments as appropriate?
- How can you provide learners with different ways to learn and demonstrate mastery?
- How will you develop your course storyboard using the ABC learning design cards. Are the different activities in line with the goal of the course?
- Do the topics require a linear progression in presentation (i.e. easy to difficult)?
- What kinds of activities are going to be used in this course? Collaborative, practice, discussion (see ABC Cards)?
- How will you structure the online learning environment?
- What different types of media will you be using in the learning environment: Audio, Video and Graphics are prime examples? Are third party tools going to be utilized?
- How will you make yourself available to all learners for individual, small group, and class feedback in real time as needed?
- How will you conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction?
- How can I collaborate and reflect with other educators and take responsibility for transforming my practice?
- How can you create and/or curate relevant content (typically videos) for my learners?

5. Development

The Development stage starts the production and testing of the methodology being used in the course. In this stage, lecturers make use of the information collected from the two previous stages, and use this information to create a course that will relay what needs to be taught to learners. If the two previous stages required planning and brainstorming, the Development stage is all about putting it into action. This phase includes three tasks, namely drafting, production and evaluation.

Development thus involves creating and testing of learning outcomes. It aims to address the following questions:

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 need technical support to add material to the learning platform? Or for developing materials
3. Do you see teamwork across various participants? Are the members working effectively as a team?
4. Are the materials produced according to the pedagogical decisions in previous sections?

5.1 Development of the introduction to the course

The introduction sets the scene, atmosphere and learning environment for the course. It is essential to have a constructive learner-focused framework for the introduction to the course, as it is the key to initial motivation. This framework should include:

- Learning objectives
- Definition of learner workload
- Pre-recorded course introduction video(s)
- Overview of course content
- Assignments
- Evaluation criteria
- Information for learners on how and from whom they get technical support
- Information for learners on how and who answers questions about the course
- Are there online guidance times, how should the learner contact email, call etc?
- Lecturer introductions: Synchronous presentation, pre-recorded videos or in a separate page in the introduction section of the course in Moodle. Also add your profile picture.
- Participant introductions (see below)
- Possible ice-breaker assignment

The introduction is a key moment to create the sense of community in the course. This community feeling can be created within the online environment through learner participation in discussion about course goals, ethics, and communication styles or norms. Such a community supports the intellectual as well as personal growth of all involved. Learning together can create a sense of synergy in which the learners feed off of each other's excitement and motivation. What one learner knows is enhanced by the knowledge and contribution of other learners in the course. The challenge for the instructor is to facilitate this environment so that every learner can become a part of this community.

If creation of a community of learners is important for your personal course philosophy, then let the learners know. Provide your philosophy as part of the course information. In this way, learners know what to expect as the course begins to unfold, and they can relate better to the instructor's instructional style. Model this philosophy in your attitudes and activities within the course.

Community is difficult if not impossible to develop without effective and consistent communication among the learners. Therefore, to establish and maintain community within the course, structure or build discussion into the course design. Provide guidelines for learner posts (these can be negotiated with the learners to increase their sense of involvement) in content, length, number, etc.

If having discussion as part of a course is the first step in creating an online community, then controlling that discussion is the second step. This control is exerted, in part, by the structuring of the discussion. For example, create easy to follow guidelines for where learners should put their posts, organize distinct topics into separate forums to keep the information manageable and understandable, and in many cases provide the first post within a forum to give additional guidelines for that chat space beyond that suggested by the title of the forum.

Be open minded about sharing life, work, and educational experiences with the learners as part of the learning process. By serving as a model to the learners, the instructor can aid the learners in opening up and presenting their own personal anecdotes and other information that could prove valuable to the course. An engaging instructor/facilitator can help learners feel at ease and relaxed so that the class as a whole can move on more effectively to the process of learning.

The best way to start developing community is to present the learners with an ice-breaking activity at the beginning of the course so that they may get to know each other. Although in a traditional face-to-face course such activities can occur through informal discussion before and after class, they must be explicitly built into an online course. An ice-breaking activity can be learner introductions, or a problem solving activity. A problem can be given to small groups that needs to be resolved, this activity can be connected with skills and competences required for upkeep of the course community or for the course generally: communication, team working skills, openness, problem solving skills, flexibility etc.

Learner presentations can be conducted in many different ways depending on the size of the group, pedagogical aims and time. If there is a synchronous virtual meeting and the class is not too large, it is possible for each learner to present themselves and their backgrounds preferably with cameras on. Additional information could be asked for in these presentations on, for

example, learner expectations for the course, previous experience in this field or topic, one surprising fact about the learner etc.

Alternatively, during a synchronous virtual lesson, breakout rooms can be created for pairs to interview each other. The pairs could find out some basic facts on each other that could include finding 3 to 5 similarities, 3 to 5 differences and 3 surprising facts. Once an adequate amount of time has been given the pairs could introduce each other in the main virtual room with cameras on.

It is also possible to create a discussion forum for learners to introduce themselves. Pictures could be added to make it more accessible. A task could be given at the beginning of the course to post an introduction and then comment or respond to at least 5 other learner introductions. Instructions could be given to respond to the introductions with the least responses to ensure that everyone receives approximately the same amount of responses. Learners should also add profile pictures to the VLE, as it brings a personal touch to the discussions and helps the lecturer with identification.When learners present themselves in discussion forums, greet them. A fast way is to copy/paste a standard answer: “Welcome to this course, I look forward to having you on my course and getting to know you as the course progresses.” It is also possible to use Other collaboration e-tools, for example Padlet, for learners to introduce themselves.

- Have you included the essential course aspects in your introduction?
- Have you created a task(s) to facilitate the sense of community?
- Have you presented yourself
- Have you provided space for learners to present themselves?

5.2 Development of course contents

Based on the previous ADDIE-model stages and ABC cards, a pedagogical approach and template for the course should be planned by this stage. Previous classroom teaching material can be utilized, but may need to be adapted to suit the online environment and differing pedagogical requirements. **Clear and concise instructions should be developed for all activities, so learners know exactly what is expected of them.** This will save time as by explaining the activities well, there will be fewer questions from learners (any questions received after this will help to develop your material for future courses as the explanation may require further elaboration). To ensure that your online course fulfills certain pedagogical and content criteria an Online course checklist has been included in Appendix 4. You can use this

checklist to both facilitate course development and evaluation once the course has been created.

The pilot module assigned for this project is 'Admission to the institution' which consists of 12 individual courses:

1. Admission to the institution
2. C/D search methods
3. Duties and responsibilities of other institutional services and units accepted to the institution
4. Exit (discharge) procedures
5. Relevant institutions and persons
6. Legislation regarding admission to the institution
7. International and National bases regarding use of force
8. Communication during admission of convict/detainee procedures
9. Anger control
10. Use of X-ray equipment
11. Research and evaluation form (ARDEF)
12. UYAP screens

Each course will have its own materials and assignments within the same Moodle VLE. Therefore, it would be important that the VLE is planned as a whole and progresses logically and clearly for the learners. Each of the 12 sections should be separated with their separate assignments and materials clearly defined. To achieve this it would be recommended to put each course into a separate topic in Moodle. The topic layout can be found from the general course settings under 'Course Format' (see Figure 3)

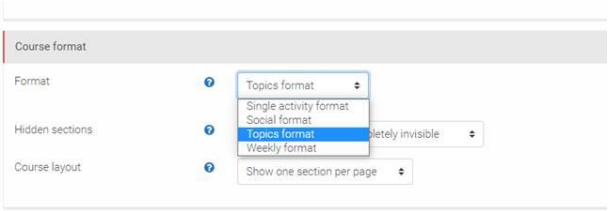

Figure 3. Course Format showing Topics Format

Table 3 provides suggestions for assignments according to the ABC pedagogical development cards for each of the 12 courses in this module. The suggestions are not exhaustive, however, some of Moodle's basic tools or functions have been taken into consideration in the suggestions.

It is important to structure the Moodle learning environment clearly and logically. Each of the 12 sections of the course should include introductions, learning objectives, learner time usage as necessary. Materials and assignments should be clearly introduced and explanations added of what is expected from the learners. Moodle Labels can be utilised to help structure the sections and facilitate navigation in the learning environment.

5.2.1 Discussion Forums

Discussion forums can be utilized for many purposes, such as helping learners to review material prior to an assignment or exam, engaging learners in discussion of course material, and reflecting on material that they have read or worked on. As mentioned in Section 5.1, forums can be utilized in course introductions to create community.

When discussion forums are used, the main course orientation should include general guidelines for contributing to group discussions, such as requirements regarding content, frequency, and length when appropriate. Length and content requirements can also be instigated during a course to allow the course to develop somewhat on its own. For example, if learners are posting messages that are too long, post a maximum length, and if the posts are incomplete, include minimum content requirements. In this way, if the learners are already performing at or above expectations in the absence of instructor created restraints, they will feel a sense of control over the environment.

Within an engaging course in which many learners are active participants, the number of messages posted within any course discussion forum can quickly grow. When such a case presents itself, it is a good idea to give specific minimum (and maximum if necessary) requirements concerning the number of posts each learner is required to submit. For example, in an ice-breaking activity, you could require each learner to post responses to 2 other learner posts chosen by selecting the learner above and below that learner in a listing of learners sorted by some criteria such as alphabetically by login. When minimum requirements and other guidelines are given, learners know how much work is expected of them for the assignment, ensuring that they will allocate enough time to do an adequate job and enabling them to prioritize their time. Even an active learner can have a busy week in which they must schedule time to properly meet this minimum requirement.

Discussion can be both asynchronous in Moodle discussion forums or synchronous in real-time online meeting rooms (BigBlueButton). Both forms of discussion should be utilised to encourage engagement with topics and material. Some key points to take into consideration when creating asynchronous Moodle discussion forums are:

- Start major topics yourself with explanation.

- Narrow topics to smallest units to reduce clutter in the discussion forum posts.
- Restrict most forum topics to course activities and topics.
- Organize forums so that they correspond to the course flow.
- Respond frequently.

When conducting synchronous meetings, group discussions should be utilized as much as possible to engage learners. This means the lessons are not only the 'lecturer' speaking but are engaging situations for learners to be active participants. A short lecture may be given in the session as required, however, pre-recorded lessons could be utilised that learners should watch before the meeting (see section 5.2.2). The meeting is then a situation for deepening, adapting and adopting the information from the lecture or material. Group discussion can be conducted in the main meeting room with all participants present. However, learners are often 'shy' to speak and awkward silences can occur. These situations with all participants present are sometimes more relevant for summarising smaller group discussions. Therefore 'breakout' rooms should be utilized with small groups, even pairs sometimes as the situation requires. Also these virtual meeting rooms can be set up without lecturers, so the learners are responsible for discussing alone and possibly writing a summary of their outcomes. Some key points to take into consideration for synchronous discussions are:

- Limit group size (consider aims, objectives and time limit of task) If the group is too large, not everyone may necessary have time to contribute
- If necessary, employ some form of "crowd control", or ask learners to take turns in a specific order or by a given system to minimize chaos.
- Allow some socializing before and after. Possibly have the synchronous chat room constantly available, but post specific times for course discussion.
- Many online learners are online because of schedule restraints. Therefore, do not expect to be able to have all of your synchronous sessions at a specific time. Be prepared to stretch sessions out over time with multiple times for each discussion with learners organized into groups based on availability.
- Post an agenda in advance to keep the chat time organized and to give learners a chance to prepare.
- Always have a backup plan. One can still not count on the reliability of synchronous systems.

There are various tools and techniques that can be used for engaging learners in synchronous sessions. These are:

- Breakout sessions
- Chat
- Whiteboard

- Polls
- Use of video cameras
- Exit tickets

Breakout sessions are important for engaging learners in smaller groups for discussion or group work. As mentioned previously, learners often feel more comfortable interacting in smaller groups, rather than interacting in the main BigBlueButton room. Therefore, breakout sessions should be utilised and facilitated as much as possible to encourage active participation and engagement with the learning material.

Chat can be utilized in synchronous sessions in many ways. It can be used to engage learners in a dialogue or discussion during the session. Questions can be posted by the lecturer that the learners need to respond to during the session. In addition, if the learners have questions they can be posted in the chat with a lower threshold than speaking in the main room. Lecturers can then decide when to address and comment on the received queries and comments. Feedback on the session can also be gathered through chat as necessary. The chat is also useful for sharing links or material that might arise or be relevant during the sessions. Finally, chat messages can be sent to the whole group or privately as required. Sometimes learners can send a private chat on concerns, or information regarding their own learning or participation. If private chat is received, it is important to respond to it privately unless permission to share the information is specifically given. Facilitating the session and responding to chat can be tiring and laborious. However, the lecturers do not need to respond to general chat through writing, they can address the issues and respond verbally during the session.

The BigBlueButton whiteboard function can be utilised during synchronous sessions. When the lecturer enables the multi-user whiteboard, all learners can annotate the whiteboard simultaneously. Once the lecturer has engaged the multi-user capabilities, the whiteboard controls will appear to the right hand side in the presentation area. The whiteboard is useful for drawing, writing, collecting group discussions, brainstorming ideas etc.

BigBlueButton Polls can be utilised for engaging learners. The lecturer can ask a question and then set a poll that needs to be responded to. Two main forms of poll can be used:

- Quick Poll responses yes/no; true/false; A, B, C
- Custom Poll responses can be topics/words/statements

Depending on the regulations of your institution and the broadband loads, video cameras of participants can be utilised for engaging learners. It might not be practical or legal to require camera usage during the whole session, however, participants could show their faces during

the first part of the session to 'check' in; and cameras could be used in breakout sessions as it facilitates authentic communication when faces and expressions are viewable. In addition, non-verbal icons can be utilised to engage participants: hand raising and emojis.

Exit tickets can be used at the end of a session to ascertain what was learnt during the session, feedback etc. This can be done in chat, whiteboard, external applications (such as Padlet) or even in a discussion forum or other method within the Moodle platform. Exit tickets are useful for both learners and lecturers to assess, adopt and verbalise learning.

- Reflect on and develop some requirements for the forum or discussion learning activities in your course.
- How many postings?
- How many peer review comments are required?
- If a specific response is required in the learning activity, how long does it have to be? Or does it need to address certain topics?
- How are you going to integrate synchronous discussion?

5.2.2 Use of videos

Videos can be utilized in information acquisition from pre-recorded lectures and pre-existing or created videos utilized as course material. This creates a flipped classroom situation in which learners study material independently and asynchronously, and synchronous sessions are for engaging the learners. In addition, learners can also be given videos as assignments to showcase their learning, a process or activity etc. Videos can be used to showcase aspects of the course as collaboration, discussion, practice and production according to the ABC-cards

When preparing pre-recorded lectures you should make the chunks or pieces of information small enough to appeal to and be processed by those who have only 15 to 30 minutes a day to log in. These small pieces of information can quickly be processed by the learner who can then return later to finish other assignments. There can be more than one chunk of information per unit or module, but the unit itself should be broken into manageable chunks. Both lecturers and learners can easily record videos through Zoom, mobile phones, BigBlueButton or other video recording software or applications. If you create instructional videos and lecture style videos that are applicable to other courses, they can be utilized in other courses as necessary.

Benefits of utilizing pre-recorded videos include:

- Allowing learners to study independently

- Frees time for lecturers to do other work
- Encourages engagement and information adoption whan recordings are paired with learning activities
- Also assignment instructions can be recorded. Recorded instructions reduce questions on assignments and overall better assignments returned as the aim of the assignment is understood more.
- General feedback on assignments can be recorded as well instead of giving individual feedback. This saves time. Give learners instructions, good advice for future studies, explain how you have evaluated the assignments etc.

In addition, if learners produce high quality videos as learning assignments, these may be used in future courses as learning materials (with permissions from the video creators)

Videos from external sources or other instructional videos can also be integrated into courses as materials. The following table contains examples from YouTube to provide an idea of the types of videos available.

Video in Turkish explaining admission to prison in Finland. Tulo-opas vankilaan (turkki). Crim-i-nal Sanc-tions Agency 2018.	https://www.youtube.com/watch?v=nei2iZ_jQ6Y
Video explaining admission to prison. Also a block is presented. The Swedish Prison and Probation Service 2020.	https://www.youtube.com/watch?v=mIdj7IOXE4Y
Halden Prison Inmate Induction Process. POV video showing how a new inmate is received at Halden Prison in Norway. Correctional Officer Josteinn guides you through the process. Subtitles in English. This is extra footage from YLE's documentary "Breaking the cycle",	https://www.youtube.com/watch?v=KPVPKEdCAwo
Video presenting isolation cell and outing areas. The Swedish Prison and Probation Service 2020.	https://www.youtube.com/watch?v=nlNb0sMt33A
Video presenting a women's prison block and working facilities. The Swedish Prison and Probation Service 2020.	https://www.youtube.com/watch?v=yvryqL4HmU0
Video presenting a room in custody and outing area for isolated detainees. The Swedish Prison and Probation Service 2019	https://www.youtube.com/watch?v=YmbwpqhdqSQ

Instructions for visitors, Victoria Australia. Visiting a prisoner - Arranging a visit and general information. VIC 2013.	https://www.youtube.com/watch?v=MmURHBlyoSU&list=PLDWmdZw0cWqwvrYQwvU8Qhtun4F7eZvHJ
Video presenting how the risk of overdoses after release from prison can be reduced. University College of Norwegian Correctional Service (KRUS) 2020.	https://www.youtube.com/watch?v=gTpQ1zF7ceU
Video on the use of Autoclear X-ray Security Scanner. Autoclear X-ray Security Scanner Training Video - Basic Operation. Autoclear LLC 2017	https://www.youtube.com/watch?v=NUB38N6D2io
Cell search training. Cell Search Training. True Prison Stories by Gary York 2017.	https://www.youtube.com/watch?v=LQjOK4I_lW0
Nonviolent Communication website for teaching children in Turkish. Nonviolent Communication seems to be connected to sections 8 and 9	https://kommunikationforlivet.dk/nvc-film-turkish/?lang=en

Table 2. Example videos

- How will you create pre-recorded lectures?
- How can your lecture material be cut to a learner-friendly timeframe?
- Will you be utilising video material? How will these videos support your course aims and topic?
- Will learner-created videos be utilised for the course?
- If so, will they be individual, pair or group videos? What topics can be shown through videos?

5.2.3 Online guidance

Online guidance can be provided in many formats and situations. As mentioned in section 5.1, guidance can be provided effectively in the introduction to the course on time management, expectations in the course, etc. By addressing many issues in the introduction it may save you time later. In addition a general course discussion forums can be utilised where specific questions or problems encountered by learners are addressed. Usually, a problem is encountered by more than one person, therefore it is more efficient to address the issue once in the course discussion rather than answering many emails. Synchronous sessions lasting 1-2 hours could also be added to support independent learning and group work done between classes. It is important to be aware of what is happening on your online course, be aware of any learners that might be having difficulties by monitoring the Moodle grading or progress in the

course. These learners can be contacted individually or privately (via email for example) or promoted with specific activating questions in a discussion forum.

In addition, remind learners that lecturers are not the only source of support. Highlight the relevance of peer support and how much learning experiences are enriched by writing and receiving comments in course blogs, forums and activities. When learners try to explain something to someone else it is a very good way to check their own understanding and build communication skills.

- How will you introduce the course and what will be included?
- How will you organise guidance sessions?
- How will you ensure all learners are active?

5.2.4. Printable material

Even if we are living in a time when sustainability should be a key concern, learners often like to read printed material. Therefore, Web pages should be printable (or make a printable form of the pages) so that the learner can take the information along when they are offline. Then, the necessity of the computer is temporarily removed from the course and the learner can continue to learn while offline and away from a computer. Printer friendly pages can also be friendly to the learner's eyes when there are a lot of readings in a course.

- How can you make your material printable and reader-friendly?

5.2.5 Possible Case Study/gamification implementation of the whole course

This kind of development idea might be considered in later implementations of the module. As the material and rationale behind the pedagogical approach would need a lot of restructuring. The Admissions to the Institution course could be built around two detainee cases, a female and male person. Two detainees could be created with their background and criminal history described in detail. These cases could then follow the procedures taught in this module, with learners solving or conducting assignments related to the 12 different courses in the module. The supporting materials would facilitate the progression of the cases through the admissions system.

For example, the detainees could be searched as in course 2 of the module. The learners would need to explain how the search procedure would be followed on this detainee. Complicating situations could be added, for instance finding contraband material or intoxicating substances.

In this way each section of the module could be investigated from the case perspectives, and would be meaningful and engaging for the learners. The Moodle Lesson activity might be suitable for this type of exercise as it allows lecturers to create 'branching' exercises. This is done by presenting learners with content and then, depending on their responses, they are directed to specific pages. The content may be text or multimedia.

5.3 Assignments and Assessment of learners

Assignments should be given that support the topic and learning objectives of the course. Based on the earlier parts of the ADDIE pedagogical development model, it is important to consider the rationale behind the assignments and how they support learning or assessment. In addition, the aspect of group or individual assignments can be taken into account.

When transforming course contents to an online environment, various assignments can be given many of which are identical or based on classroom assignments, like tests, essays, summaries, demonstrations, videos, role play. Not too much development may necessarily be needed to adapt previous assignments. Assignments can be given to learners that support the learning process in each of the 12 topics of this pilot module.

These assignments can be returned to a Moodle Assignment activity that allows learners to submit work for grading. The work may be text typed online or uploaded files of any type the lecturer's device can read. Grading may be by simple percentages or custom scales, or more complex evaluation matrixes may be used.

These assignments can be conducted and submitted individually or in groups. For example, the creation of a group or individual video presentation on a certain topic could be utilised by the lecturers. This could be conducted so that groups or individuals are allocated topics that need to be researched and presented. The videos could be reviewed by all the participants on the course, with integrated peer evaluation. The assignment could include viewing all videos and providing peer feedback on 3 to 4 videos.

To think about

- What are the assignments for the whole module or course?
- How do you ensure deadlines for each topic don't overlap?
- Does a group assignment support the learning objectives?

Assessment of learners can be formative or summative. The goal of formative assessment is to monitor learner acquisition to provide ongoing feedback that can be used by lecturers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help lecturers recognize where students are struggling and address problems immediately

Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments include asking students to:

- submit one or two sentences identifying the main point of a lecture
- submit a couple of points on what has been learnt from a topic/ lecture/discussion
- write a learning diary or create a mindmap of a lesson

The goal of summative assessment is to evaluate learning at the end of a course by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. In addition, assessments should always based on learning outcomes for the course/ module

Therefore, clearly defined learning outcomes at the beginning of your course based on Bloom's taxonomy (See Section 4.1 and Appendix 3) help in creating a clear evaluation matrix (See Appendix 5 that shows example generic evaluation criteria). Possible summative assessments could be

- Exams/Tests
- Final projects
- Videos
- Presentations
- Portfolios

Information from summative assessments can be used formatively for the evaluation in the ADDIE process to develop and adapt future course implementations i.e. if not many learners have passed or created material that does not evaluation criteria, there might be a need to develop, for example, assignments or guidance in the course.

5.3.1 Moodle Quizzes

This section includes some ideas for learner assessment.

The Moodle quiz function provides different types of question formats for the facilitator to choose from. The table below includes the most relevant question types for this module. The format of the questions

Drag and Drop onto Image	Respondents must drag and drop images and text onto a background image with preset fields set by the instructor. For example, an instructor can have a diagram and ask respondents to drag and drop labels.
Drag and Drop Markers	These questions require a respondent to drag and drop a marker onto a background image. The instructor will have defined preset drop zones which determine whether or not it is correct. For example, a question might ask a respondent to drag and drop the names of countries onto a world map or the names of plants onto a picture of a forest.
Drag and Drop into Text	Respondents are asked to drag and drop text boxes into questions' text. These could be used as a fill in the blank question to make a sentence true or to match definitions to terms.
Embedded Answers (Cloze)	These very flexible questions consist of a passage of text (in Moodle format) that has various answers embedded within it, including multiple choice, short answers and numerical answers.
Essay	In response to a question (the text for which may include an image), the respondent writes an answer in essay format. These must be graded manually by an instructor.
Matching	The respondent must match the correct answers with each question. A list of sub-questions is provided, along with a list of answers.
Multiple Choice	In response to a question (the text for which may include an image), the respondent chooses from multiple answers. There are two types of multiple choice questions - single answer (where there is only

	one correct answer) and multiple answer (where the respondent can pick all answers that apply).
Select Missing Words	These questions contain drop-down lists of possible answer choices embedded within text. Respondents must select the correct word or phrase from these lists given the text.
Short Answer	In response to a question (the text for which may include an image), the respondent enters a word or phrase. There may be several possible correct answers, with different grades for various options. Answers may or may not be sensitive to case.
True/False	In response to a question (the text for which may include an image), the respondent selects either True or False.

Table 3. Examples of Moodle quiz question types

5.3.2 Case work for evaluation

The case method consists of two elements: the case itself and the work done with that case. Case work can be used both as a learning activity (see 5.2.5) and for learner evaluation.

In vocational training case work narratives are often hypothetical scenarios based on situations likely to occur in daily working life. Cases are constructed to contain information learners at the particular point of their education are able to use and analyse.

When working with cases learners combine information available in the case with prior learning. Learners are required to identify important pieces of information, choose and justify the use of theory or concepts, draw conclusions, solve problems, propose actions or solutions and justify those. This makes case scenarios ideal for evaluation, as multiple aspects from the whole course can be integrated to evaluate how the learning has been internalized.

There are not always single right answers, but the learners' work is assessed on how well they pick up necessary information, apply theory, rules, strategies and justify their suggestions.This pilot course

offers many possibilities and opportunities to construct case studies: regarding admission, different stages of anger or signs of risk for self harm, responsibilities of services related to the prison.

- Is the case extracted from a real working life problem? Consult your working life partners and use your own experiences. Is there something employees usually forget or do not recognize in their everyday work?
- Do the learners have enough knowledge to work with the case?
- The cases used should be complex and unstructured situations or problems. This way learners have to reason, analyze and make one or several suggestions.
- Are the instructions clear for learners? What are they expected to do?
- Is the case given as an individual or group assignment?

5.3.3 Peer feedback

Feedback and assessment does not have to be the sole responsibility of the lecturer. Peer assessment can be built into an assignment, in which learners evaluate or give feedback on each other's work. The Workshop Moodle activity could be utilised for peer feedback. It is a powerful peer assessment activity. Learners add submissions which are then distributed amongst their peers for assessment based on a grading scale specified by the teacher. In this way learners get more motivated as they know other learners will evaluate their work. In addition, peer reviews save time for the lecturer.

It is important that clear instructions are provided for the requirements of peer evaluation. Single word feedback like “interesting!” or shallow feedback is not enough. Direct the learners to give supportive or constructive feedback. The easiest way is to base this on the assignment instructions.

As mentioned earlier, an evaluation matrix could be created and peer feedback evaluated and counted in for the final grade for the assignment.

Instructions for peer feedback:

- Is the assigned material utilized well?
- Are choices justified convincingly, is essential information missing?
- How would you develop the solution presented in the assignment?
- Are professional concepts used the right way?

- Is the solution or analysis
- What could be done even better next time?

5.3.4 Portfolios and Learning Diaries

A learning portfolio (also known as an ePortfolio) is an assessment and reflection tool that is used to comprehensively illustrate learning. Learning portfolios can be used as an assessment tool, as learning is presented as evidence. Learning portfolios gain their primary value as a tool for assessment through the use of artifacts. Artifacts, simply defined, can be anything that can provide evidence of learning. They can be essays, tests, assignments, projects, presentations, or other forms of media, such as video or audio. An artifact is loosely defined for a reason: so you can determine what is important for your education, and ultimately, what defines you. An ePortfolio plugin is available for Moodle, however, other Moodle tools can be utilised.

An ePortfolio or Learning Diary can be used for reflection. Reflection helps the learner to assess what has been learned on a course. This obviously helps the lecturer, too! The aim of a learning diary is to summarize, analyze and comment on the course and lectures. As such, it replaces or supplements an essay or final exam. The key to writing a learning diary is to draw on the lectures, but instead of just repeating what the lecturer has said, the learners should speak with their own voice. A diary is a subjective view, and a learning diary should reflect what the learner has heard and learnt. It's the learner's own analysis and insights that count. The lecturer's ideas may even be taken further and elaborated on. Initially, the learning diary can be used to put the lectures into perspective: how did the classes relate to learners' prior learning and life experience? Secondly, it should state the main points of the lecture, but a mere summary is not enough. The lecturer is not keen to read summed up versions of his/her ideas, but would rather learn of the trains of thought that the teaching has set in motion. A reflective diary may be chronological, but an essay form is also possible. An essay will also demonstrate the ability to organize and analyze knowledge. This is also an excellent opportunity to obtain feedback about the course as a whole.

A Learning Diary plugin is available for Moodle, however, other tools can be used for reflective assignments. These include a course blog, a forum (with a setting of one topic per user), an assignment (with a continuous editing setting), and a wiki.

Questions that can be addressed in a reflective learning diary from a learners' perspective include**:**

1) What did I learn? What was new to me? Was there something that changed my views and why? Focus on and analyze the themes important to you.

2) What did I not understand? What went against my own ideas? Why? What was less comprehensible? Why? Focus on and analyze the questions that left you puzzled.

3) What the course has taught is likely to have some relevance for your working life and your studies. Can you identify what this is? How are you able to apply this knowledge? How does this support your development? Make note of and reflect on the thoughts that emerge as especially important.

Once the learning environment has been developed it would be important to check though the Quality criteria for online studies (Appendix 4).

5.4 Development ideas for the pilot online course: Admission to the institution

Table 4 below includes the 12 parts of the Admission to the Institution course with pedagogical and Moodle tool suggestions based on the ABC cards

Admission to the institution, Ideas for online course	
Contents of the course	**Suggestions for blended learning or online solutions based on the ABC cards**
1. Admission to the institution 1.1. Pre-admission Process of convicts and detainees (C/D) 1.2. Admission Process	1. Acquisition ● Pre-recorded video of processes ● Documents to be read ● MoodleBook

1.2.6.Procedures to be carried out after searching of C/D	2. Collaboration ● Moodle Glossary of Terms
	3. Discussion ● Discussion forum on possible questions or problems in the process; lecturer could add problematic scenarios and learners comment on them
	4. Investigation ● Learners could be given a problem and need to find a solution based on materials
	5. Practice ● Pair work going through procedures: ○ Synchronous: roleplay in BigBlueButton ○ Asynchronous: Assignment to record videos of roleplay situations in pairs; upload video/ link; possible peer review and comments
	6. Production ● Quiz on aspects of admission process
2. C/D search methods 2.1. searching C/D 2.2. ransacking properties of C/D 2.3. Penalties to be imposed on those who put carry and use prohibited substances in the penitentiary institutions 2.4. Procedures to be carried out upon completion of the search of the C/D and ransacking of their properties	1. Acquisition ● Pre-recorded video instructions ● Pre-recorded videos of searches done wrong; learners need to find problems ● Video experiences of C/D of substances/ experiences of searches (use of experience experts) ● Animations of searches H5P
	2. Collaboration ● Construct a glossary/wiki of possible penalties
	3. Discussion ● Create discussion forum for discussing mistakes or questions on pre-recorded videos in Acquisition (above)

	4. Investigation ● Search for information on most abused/common substances by C/Ds in ● groups/pairs - each group presents the substance and related penalty
	5. Practice ● Roleplay searches and video them; upload; peer feedback comments ● Gamification: possible to have practice as game
	6. Production ● Quiz ● Multiple Choice Questions (MCQs) - with automatic feedback
3.Duties and responsibilities of other institutional services and units accepted to the institution 3.1. Administration of the Prison 3.2. Health Services 3.3. Psycho-Social Services 3.4. Education Services 3.5. Security and surveillance service 3.6. Technical Service 3.7. Fiduciary Money Unit 3.8. Fiduciary Properties Unit 3.9. Warehouse Unit	1. Acquisition ● Pre-recorded videos/reading material ● Documents on each of the services and units ● MoodleBook
	2. Collaboration ● Development of Moodle Glossary on all available services, contact details, information
	3. Discussion ● Peer feedback/comments on asynchronous videos created in Production section
	4. Investigation ● Connected to the collaboration task: learners read documents on each service and find the key points ● Possible visit/online interview in small teams with professional from each service /unit to interview and find out information: small groups present findings; synchronous online meeting or asynchronous recorded video presentation. Peer feedback and lecturer comments
	5. Practice ● Synchronous on-line meeting: lecturer

	● gives questions/problems/issue to small groups; in breakout rooms the groups need to answer the question/create presentation on issue in short time. These are presented to the whole group once ready. Requires Acquisition of information first reading /watching videos
	6. Production ● Learner presentations/videos from a perspective in which they would explain the services to visitors/detainees etc ● A small group of learners are given responsibility to develop a short presentation/discussion on each service
4. Exit (discharge) procedures 4.1. Temporary (limited time)Exit Procedures 4.2. (Unlimited time) Exit Procedures	1. Acquisition ● Pre-recorded material ● Documents
	2. Collaboration
	3. Discussion ● Synchronous online discussion in groups
	4. Investigation
	5. Practice
	6. Production ● MCQs / quiz
5. Relevant institutions and persons 5.1. DGPDH 5.2. Hospital 5.3. Court and Office of Chief Public Prosecutor 5.4. Gendarme and Turkish National Police	1. Acquisition ● Reading material ● Pre-recorded lectures or presentations
	2. Collaboration ● Development of Moodle glossary as in section 3 (could be connected to section 3)
	3. Discussion
	4. Investigation

	5. Practice
	6. Production ● Learner presentations/videos from a perspective in which they would explain the services to visitors/detainees etc ● A small group of learners are given responsibility to develop a short presentation/discussion on each service ● MCQs or online quiz
6. Legislation regarding admission to the institution	1. Acquisition ● Pre-recorded lectures
	2. Collaboration
	3. Discussion ● Gathering learners' questions
	4. Investigation ● Provide legislative problems; learners then find out the answers to the problems from textual research
	5. Practice
	6. Production
7.Internationanal and National bases regarding use of force 7.1. İnternational Legislation 7.2. Possible Events that Require Use of Force in Prisons, its Scale and Natureeti	1. Acquisition ● Pre-recorded lecture ● Reading material
	2. Collaboration ● Provide problems; teams then find out the answers to the problems based on research; findings are presented
	3. Discussion ● Discussion forum
	4. Investigation ● Provide problems; learners then find out the answers to the problems from textual research;
	5. Practice ● Role-play videos

	6. Production ● Online test, ○ Cases ○ Multiple choice ○ Individually or in groups
8. Communication during admission of convict/detainee procedures 8.1. Approaching a Convict/Detainee who suffers of Deprivation Syndrome 8.2. Threat 8.3. Provocation 8.4. Insisting 8.5. Lies 8.6. Fight , Argument 8.7. Harming oneself 8.8.Suicide	1. Acquisition ● Familiarization with experiences by videos, podcasts, literature etc ● Pre-recorded lectures ● Reading material
	2. Collaboration ● Wiki: in which scenarios/cases are collected with possible actions in those situations
	3. Discussion Synchronous: Online discussion of how the learners would act in a given situation
	4. Investigation ● Based on independent research or assigned materials give 2-6 possible approaches to certain scenarios: possible peer feedback and discussion.
	5. Practice ● Based on cases or scenarios learners present reponses to C/D who express hopelessness, a desire for self harming or suicide: synchronous/asynchronous
	6. Production ● Roleplay ○ Synchronous: online in breakout rooms ○ Asynchronous: videos uploaded by learners ● Reflection: Themed reflective diary on how the learner would act in a situation; reflection on their concerns or thoughts on their skills and competences in this situation.
9. Anger control	1. Acquisition ● Pre-recorded lecture

9.1. Features of Anger 9.2. Reasons of Anger 9.3. Signs of Anger 9.4. Types of Anger 9.5. How does Anger arise 9.6.Stages of Anger 9.7. Expression of Anger 9.8. Functions of Anger 9.9. Results of Anger 9.10. Theoretical Approaches regarding Anger 9.11. Anger at work (at the workplace	● Pre-recorded roleplays ● YouTube videos or other material 2. Collaboration ● Brainstorming/mind map creation of topic as a whole. In Flinga, Padlet or MindMeister (or other tools) 3. Discussion ● Asynchronous discussion forum in Moodle on certain topics 4. Investigation ● Search for and critically evaluate different approaches to anger management and possible prison training for C/D 5. Practice ● Synchronous or asynchronous roleplay ● Case studies: various cases can be given to small groups; they discuss how to handle the case and de-escalate the situation; cases could be rotated or ech group could present their solutions; discussion and peer feedback ● Gamification: create scenarios or choice paths of extreme situations (where the learner has a dilemma and has choices- the choices lead to different paths that have more dilemmas/consequences etc Finally, a conclusion is reached: a positive conclusion if correct choices were made or negative conclusion if choices were not so constructive ● 6. Production ● Learning Diary: self-reflective diary on how learner handles own anger; how anger from others is handled in extreme situations; etc ● Create posters or information/training brochures suitable for staff and/or C/D
10. Use of X-ray equipment 10.1. X-Ray Equipment	1. Acquisition ● Lecturers pre-record videos on topic ● learners role-play and create videos of procedures in small groups

10.2.Responsive Door	2. Collaborations
	3. Discussion
	4. Investigation
	5. Practice ● Role play in classroom/online
	6. Production ● Learners can create instruction videos for the use of the equipment based on the material in acquisition. The best video(s) can be used as future training material.
11. Research and evaluation form (ARDEF) 11.1. Definition 11.2. Aim 11.3. ARDEF Topics 11.4. Various ARDEF's 11.5. Chapters of ARDEF 11.6. General Knowledge about ARDEF FORM 11.7. Basic ARDEF Application Knowledge 11.8. Negotiation (interview) Technique 11.9. Recognition of mental problems and approach	1. Acquisition ● Pre-recorded lecture ● Reading material
	2. Collaboration ● Fill in an ARDEF form in small groups based on interview ● Create Moodle Book together on aspects and procedures of form
	3. Discussion
	4. Investigation
	5. Practice ● Roleplay negotiation techniques: synchronous or asynchronous recorded videos
	6. Production ● Learners produce videos of good and bad examples of interview situations (Peer review, E)
12. UYAP screens 12.1. File procedures 12.2. Reasons for opening a file	1. Acquisition ● Pre-recorded videos ● Screen capture videos showing procedures and actions needed in the different sections / screenshots etc

12.3. Searching for file 12.4. Record photograph of C / D 12.5. Admission Procedures 12.6. İnformation regarding Search 12.7. Exit Procedures	2. Collaboration ● Learners develop a wiki on the procedures, pathways and actions needed when operating in each of the sections: so students develop their own learning material
	3. Discussion
	4. Investigation
	5. Practice
	6. Production ● Pre-recorded material /screen recordings ● Moodle Quiz on one of procedures ● learner videos of procedures ● Synchronous Zoom/ BigBlueButton sharing screen actions

Table 3. Suggestions on learning assignments based on ABC- cards

6. Implementation

The fourth part of the ADDIE- model is the implementation stage. This stage is where the previous stages are put into practice, and the course is opened and implemented.

This implementation also needs reflection and continuous modification to ensure maximum efficiency and positive results are obtained. Feedback from learners is gathered to evaluate the material and course as a whole. Feedback can be gathered during lessons verbally or through written format as necessary (for example through Padlet). In addition, a feedback form can be provided for the learners to fill in at the half-way point in the course. This feedback can be used to check if adjustments need to be made in the implementation as it is running.

- What is the emotional feedback from lecturers and learners during the initial stages of the course? Are they genuinely interested, eager, critical or resistant?

- As the course proceeds, do you see that learners are able to grasp the topic immediately or do they need help?

The issues that arise from these questions and feedback can be used during the implementation or for the final part of the ADDIE- model, evaluation.

The following sections are suggestions and issues that can be addressed and taken into consideration during the implementation.

6.1 From lecturer to facilitator

One obstacle to successfully facilitating an online course is the need to adequately promote online learning skills in those learners who do not fit the profile of a "successful" online learner. Not every learner is the "ideal" learner whether you are in a face-to-face or an online environment. In fact, this ideal learner is probably in the minority in any class. Therefore, the online course facilitator is charged with the task of developing the skills of these non-ideal learners while creating a learning environment suitable to various needs, preferences, and abilities.

This somewhat daunting task can be made simpler by first considering the traits common to successful online learners. Five key elements that learners need appear in research in one form or another:

1. Time Management Skills
2. Discipline and Motivation
3. Online Learning Community
4. Communication Skills
5. Technophobia

However, if we were to limit the online learning environment to only those learners possessing all of these skills or abilities, we would quickly run out of learners to fill online classes.

Therefore, an online instructor in conjunction with an institution's online support program need to reduce the need for key online learning traits or provide mentoring in these key traits or skills. Techniques for overcoming these needs may not always be obvious. The information in this section presents several methods instructors can utilize to better facilitate their courses for

the “non-ideal” learner. These techniques are organized by the trait they address. Some techniques address more than one trait and thus may appear more than once.

6.2 Time Management Skills

Time-management skills are a key to the success of an online learner due to the nature of the online classroom. There is usually no set time for class to meet (unless synchronous lessons are held), and often, the lack of large amounts of free time is a contributing factor to an individual opting to enroll in an online course. But every learner does not innately possess the ability to schedule their time within a self-paced environment, especially if that learner is new to the world of online education. To properly facilitate the learning experiences of these learners, an online instructor and/or online support staff should structure a course to minimize the necessity of advanced time-management skills among learners. The following suggestions attempt to help an instructor complete this task.

As mentioned previously in the Design section (4.2) an effective online syllabus should contain information on learner time usage. With this information, a learner can schedule the activity into their available time.

At the beginning of the course, if not before, make suggestions to the learners concerning how they can manage and make the best possible use of the time they devote to the course. These suggestions can include: setting a specified time (or times) each week to logon to the course and collect information, creating a schedule for when to complete assignments based upon the learner’s availability rather than only on the specified assignment due dates, and composing course posts beforehand and later cutting and pasting them into the course’s messaging system.

- What suggestions can you make for your course?
- What kind of schedule are you going to create for the course? When are the deadlines?
- Are there any facilitating messages that could be created to be added to the forums as the course progresses? Prompting messages? These messages can be developed in cooperation after the course has been implemented for future courses.

6.3 Discipline and Motivation Skills

Unlike a face-to-face classroom, the distance learner does not have an instructor on hand to recognize lack of motivation or to immediately prompt a learner to participate. For the most part, distance education courses rely on an individual’s intrinsic motivation based upon interest in the course materials or desire to receive credit in the course. Learner discipline and

motivation levels are bound to vary on a per learner and even a per day basis. Even a normally disciplined and motivated learner can fall behind or lose interest in a course over time. Thus, it is important for the learner and instructor to recognize that with the freedom and flexibility of the online classroom comes responsibility.

Therefore, an online facilitator/instructor needs to enliven the course and provide motivation whenever possible while giving the learners tips to aid them in maintaining a positive work ethic. The following suggestions offer several methods by which an instructor can begin to address this need.

Not every learner takes a course because the material interests them. Sometimes there are degree requirements, inability to attend a face-to-face class, or other circumstance leading to the learner's enrollment. The instructor needs to help the learner realize the potential importance of the material beyond the need for a passing grade. How can this be done?

To begin with, one can relate the course to items of importance to the learners. Examples within the course and assignment questions can be centered on topics that interest the learners or that relate to current events.

Also, many would argue that learners (and people in general) have a naturally inquisitive nature. To bring out this potential in one's learners, try building "discovery" activities into the course. Ask learners to find a new site or pose a question of their own on a weekly basis. Any activity that involves the learners will aid in their motivation.

Finally, reward and encourage learners. Without the immediate feedback of a face-to-face environment, learners are unable to see the smile or nod of an instructor recognizing that the learner has submitted a valuable contribution to the course discussion. While an instructor should limit the number of "good job" posts within the course forum in order to reduce the total number of posts that can build up over time, the instructor can give personal feedback via email or learner specific forums so that the learner knows that their effort has been acknowledged and is appreciated by the instructor.

- How can you emphasise the relevance of your material to the competences needed in the workplace? Can you think of examples of where the information is used from your own experience?
- What kinds of 'quick', 'lecturer time-friendly' personal feedback strategies can you think of?

As stated above, an online learner is unable to "see" the instructor. Facial expressions and other non-verbal queues are not present to relay an instructor's involvement to the learner.

Therefore, the online instructor must employ various other methods to maintain learner awareness of the instructor's presence. How can this be done?

Respond promptly and effectively to learner posts. These responses do not always have to be within the forum. They can be individually directed to learners on a scheduled basis to give the learner feedback and to reduce clutter in the course discussion forums.

When asking questions or posting responses in the course discussion forum, engage the learners in the discussion and prompt higher level thinking. Redirect comments and pose questions that explore a learner's answer.

If a learner is beginning to lag behind the rest of the course, or the learner is not making the required posts, direct items specifically to that learner. When prompting higher order thinking, provide a list of learners that you would like to respond to the question. Always be sure that such lists include active learners as well to take the pressure off the lagging learner as having to be the first one to post a response.

In addition, don't be afraid to send a learner email asking if anything might be interfering with their participation in the course. Be sure to explain both the importance of participation in the course and your desire to continue to receive any valuable input that the learner may have. Always be positive in such correspondence understanding that often the reasons for lagging are mundane and beyond the absolute control of the learner.

Avoid interruptions. One possible deterrent to learner participation could be unrelated to motivation, but rather dependent on the learner's ability to find or create a quiet workspace or learning environment conducive to thought and study. If this is the case, suggest that such learners seek out a particular space and time at which others are aware that they need to be left undisturbed to work on the course.

6.4 Online Learning Community

As discussed in the development section (5.1) a sense of community supports learners and helps to keep motivation in the course.

However, the community can be undermined easily. Therefore, an online course facilitator needs to constantly be on the lookout for situations that can disrupt the learning community. The table below summarizes possible solutions to different types of learner disruption. The most important item an instructor can keep in mind is that the disruptive learner may not realize they are causing a problem. Not all situations are intended to be disruptive or confrontational. As always, be prepared to provide personal contact via email if the situation is

escalating or to make the learner aware of your concern. Table 5 presents different disruption scenarios and possible solutions.

Disruption	Instructor Response
The Know-It-All	1. Give them the opportunity to "save face" 2. State that while alternative explanations exist, the course will be following the one that you have presented. 3. If the problem persists, acknowledge the learner's valuable input and knowledge, but to provide comments constructively and non-disruptively while maintaining focus on the main topic of the discussion.
The Mutineer	1. Note the complaint. 2. Ignore any hostility to maintain your composure. 3. Address the issue. 4. Remove learner if absolutely necessary.
The Lagging Belligerent learner	1. Although the learner may be angered by falling behind, ignore emotion and be supportive. 2. Offer advice.
The Attacking Belligerent learner	See the Mutineer above.
The Controller	1. Restate guidelines for all discussion forums as well as guidelines for learner posts. 2. Respond quickly to any posts that might present themselves as the only answer and ask for alternatives. 3. Pose questions directly to other learners.
The Staller	1. There can be many reasons why a learner's postings are continually not on time. The first step is to determine the reason(s). 2. Based on these reasons try to come up with a solution that will help the learner to catch up and remain with the course.
The Must-Have-An-A learner	1. Be firm. 2. Be objective.

The Non-Participant	1. Encourage the learner. 2. Pose questions directly to other learners. 3. Inquire individually about possible reasons (see staller above). 4. Suggest techniques such as managing time and how to approach assignments to help enable the learner to participate.
The Overloaded learner	1. If a learner is consistently posting, yet for some reason is receiving little learner feedback, prompt for this feedback through directed questions regarding the learner's posts.
The Concerned or Anxious learner	1. Determine nature of concern (is it a privacy issue or anxiety over learner feedback). 2. Reassert purpose of classroom discussion. 3. Encourage participation and be supportive. 4. Plug any security leaks if they pose a concern. 5. Suggest helpful techniques to learner such as managing time, printing messages, waiting to absorb materials before composing responses, etc.

Table 5 adapted from Ko & Rossen (2001).

6.5 Communication Skills

In the online community, virtually all communication is written, so it is essential that all learners have the ability to properly express themselves in writing. However, the writing ability of online learners often varies greatly. Tact and other communication skills will also vary among online learners. Earlier it was mentioned that effective and consistent communication is a key to fostering a sense of community and creating synergy among the learners, therefore, it is extremely important for the effective online facilitator to do whatever is possible to ensure the development and continuation of effective communication among online learners.

As the facilitator, one has the ability to take control of certain aspects of a course, and communication is one of them. By modeling effective communication and providing guidelines, a facilitator can show learners what is expected of them. Here are some useful tips on how to respond to learner posts and influence the overall tenor and direction of the group discussion:

- Be positive and remove unintended or unnecessary emotion from your posts, however, do not be afraid to add emotion when it can lead to a more positive virtual environment.

- Always think twice before posting even mundane responses to learner posts.
- Maintain the facilitator "presence" in the online course and remember that the learners can not hear or see you think or type, they can only read your posts (and hear your words if audio transmission is used).
- When necessary, be prepared to provide individual attention to problem learners or learners with special needs.
- Do not react, but respond. Provide a unifying voice for the learners and address issues fairly, quickly, and effectively.
- Respond with clarification or extension when needed.
- Encourage learner posts and discussion and be prepared to encourage those that are falling behind.
- For learners with limited writing ability, which should actually be addressed prior to beginning an online course, suggest possible remedial efforts that the learner can participate in to improve their writing ability.
- Humour is sometimes needed to entertain and lighten situations
- Emoticons – text queues to emotional states (:> □ □) can a be integrated
- Try to understand the meaning within meanings of learner posts. Be able to recognize subversive hostility or emotional stress within a learners post. This is asking a lot and is a difficult task. Most likely, only clear examples will be recognized, but recognizing these meanings gives the instructor the ability to respond to them.

6.6 Technophobia

Many people have an aversion to computer use. In many cases, this aversion will prohibit that person's ability to participate in an online course. Therefore, the online facilitator needs to be willing and able to create a course that will minimize a learner's anxiety. This anxiety can be addressed before your course begins by letting learners know exactly where to go or whom to contact in order to get technical assistance. If multiple support resources are available for your course (for example, a telephone help desk, online chat-based help, etc.), tell them which resource is best for specific types of problems. Be sure to foster a supportive environment by letting learners know that you will do whatever you can to resolve their technical issues.

Another important aspect for the technologically challenged learner is patience. When possible, try to make concessions to help these learners to keep up or catch up.

7. Evaluation

The last stage of the ADDIE method is Evaluation. This is the stage in which the course is subjected to feedback and reflection on what, how, why, when of the things that were accomplished (or not accomplished). This phase can be broken down into two parts: Formative and Summative.

The formative phase happens while learners and facilitators during the implementation of the course, through observations of the course and learners and learner feedback. Actually, every stage of the ADDIE process involves formative evaluation. This is a multidimensional—and essential—component of the ADDIE process. The summative portion occurs at the end of the program based on final feedback. The main goal of the evaluation stage is to determine if the goals have been met, and to establish what will be required to develop in order to further the efficiency and success rate of the course .

The formative evaluation phase can be supported by using intermediate feedback given in Moodle at the half-way stage of the course. Example questions are shown below on a scale of 1-5 with 1 being 'disagree' and 5 being 'agree'. The feedback questions have been split into different categories with free-form responses at the end of each category.

Objectives, description and starting the study unit					
1.The learning outcomes of the study unit are based on working life competences.	Disagree 1	2	3	4	Agree 5
2.The progress and completion method of the study unit have been defined.	1	2	3	4	5
3.The communication practices of the study unit have been agreed upon with the students.	1	2	3	4	5
4.Objectives, description and starting the study unit: if you wish, you may expand on your previous answers.					
Assignments on the study unit					

1.The sense of community and grouping of students have been supported on the study unit	1	2	3	4	5
2.The tasks/assignments have guided my work on the study unit.	1	2	3	4	5
3. Assignments on the study unit: if you wish, you may expand on your previous answers:					
Materials and learning environment supporting learning					
1.I have received guidance in the selection of study materials and data acquisition that support the learning outcomes and assignments.	1	2	3	4	5
2.The contents of the study unit form a coherent whole on the online learning platform.	1	2	3	4	5
3.Materials and learning environment supporting learning: if you wish, you may expand on your previous answers.					
Guidance and feedback					
1.I know how and when the teacher will offer me guidance and feedback.	1	2	3	4	5
2.Guidance and feedback: if you wish, you may expand on your previous answers.					
Assessment of competence questions					

1.The assessment criteria and areas are clearly described and easy to find.	1	2	3	4	5
2.Assessment of competence: if you wish, you may expand on your previous answers.					
How would you develop the study unit?					
1.How would you develop the study unit?					
2. What do you think has been successful in the study unit?					

Table 6. Example formative feedback questions

In addition, summative questions should be collected at the end of the course. Examples can be gathered from the table above, changing the questions to past tenses as the course will have finished when this questionnaire is given to the learners.

Common study unit feedback questions					
My competence has developed according to the goals of the study unit.	Disagree 1	2	3	4	Agree 5
The study unit has improved skills and competencies needed in working life.	1	2	3	4	5
I have worked actively to develop my competence.	1	2	3	4	5
I have received enough guidance to develop my competence.	1	2	3	4	5
I have received feedback on my development.	1	2	3	4	5
There was a sense of community that supported learning.	1	2	3	4	5

The working methods have supported the development of my competence.	1	2	3	4	5
The workload was suitable compared to the credits received.	1	2	3	4	5
If you wish, you may expand on your previous answers:					
How would you develop the study unit? Please write down your development idea:					

Table 7 Example study unit feedback questions

- How will you evaluate the effectiveness of the course?
- How will you collect the data?
- How will you analyze learner feedback?
- How will you revise or alter your course based on formative feedback during the implementation?
- How will you check if instructions are clear? How is the clarity of instructions assessed?
- How will you act on the feedback and evaluation for the next implementation?

8. Conclusion

The purpose of these guidelines was to inspire the reader in the transition of the pilot course from a face to face implementation to an online or blended learning format. Techniques that an online educator/facilitator can employ to increase the usability of his/her online course to all learners are described, and some practical examples related to the pilot course are presented.

In any learning environment, there will always be individuals of varying ability, and it is important as an educator to take these varying abilities into account when designing an online course. When proper care is taken, an instructor can help to ensure the success of all online learners.

These guidelines were produced at the same time as the COVID-19 pandemic that has forced trainers around the globe to rapidly come up with online solutions. As both trainers and students are in a stressful situation we´d like to encourage trainers to take small steps and start from basics and develop the course both pedagogically and technically as the capacity and skills increase, as a part of ordinary development work.

It is a consolation for trainers in these times to know the basic ongoing pedagogical developmental work is a solid foundation for the work in any learning environment and will never be wasted. Technological solutions only support good planning, clear and measurable learning objectives and student centered approach.

Good luck with the planning and implementation of your future courses.

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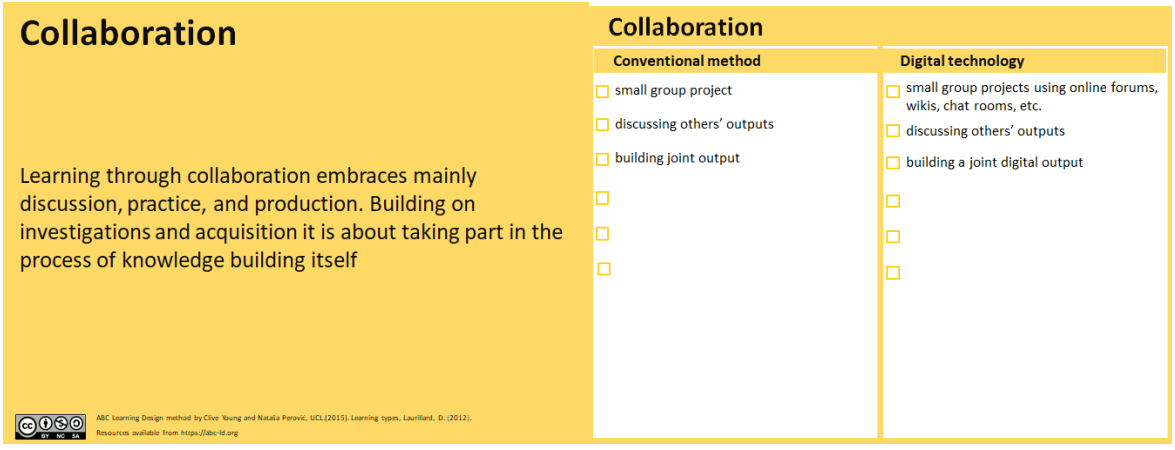
Appendix 1

ABC cards



Discussion

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers

Discussion

Conventional method	Digital technology
☐ tutorials	☐ online tutorials
☐ seminars	☐ seminars
☐ discussion groups	☐ email discussions
☐ class discussions	☐ discussion groups
☐	☐ discussion forums
☐	☐ web-conferencing tools
☐	synchronous and asynchronous
	☐
	☐
	☐

Investigation

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught

Investigation

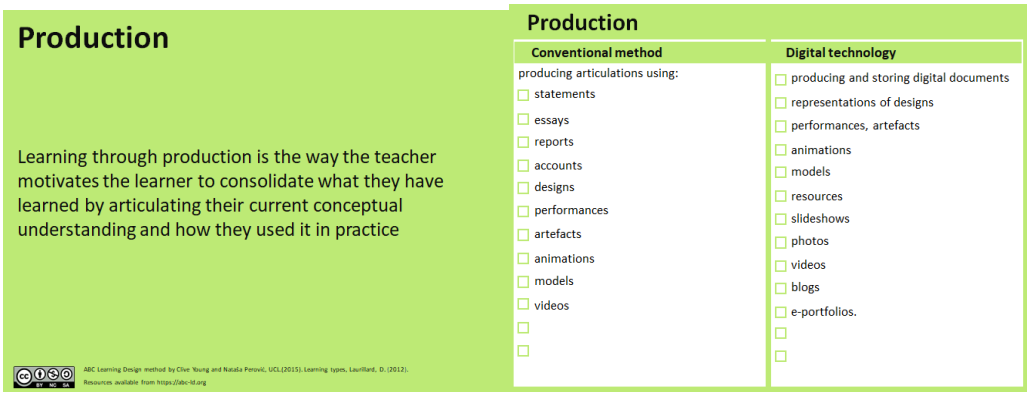
Conventional method	Digital technology
☐ using text-based study guides	☐ using online advice and guidance
☐ analysing the ideas and information in a range of materials and resources	☐ analysing the ideas and information in a range of digital resources
☐ using conventional methods to collect and analyse data	☐ using digital tools to collect and analyse data
☐ comparing texts	☐ comparing digital texts
☐ searching and evaluating information and ideas	☐ using digital tools for searching and evaluating information and ideas
☐	☐
☐	☐
☐	☐

Practice

Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal

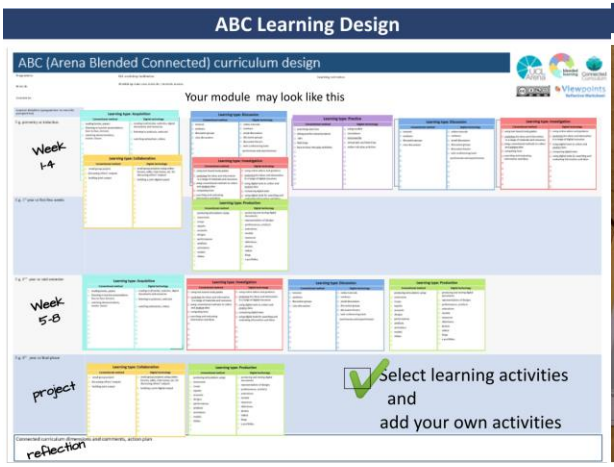
Practice

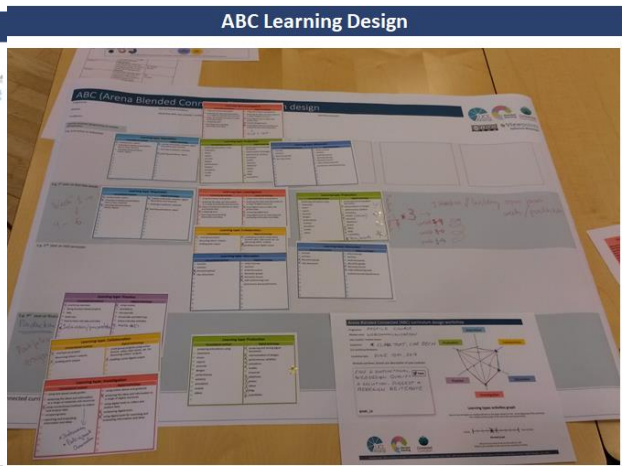
Conventional method	Digital technology
☐ practising exercises	☐ using models
☐ doing practice-based projects	☐ simulations
☐ labs	☐ microworlds
☐ field trips	☐ virtual labs and field trips
☐ face-to-face role-play activities	☐ online role play activities
☐	☐
☐	☐
☐	☐



To create structure, flow and a storyboard for your course, you can use the table below transcribed onto flipchart paper or the floor. Many double-sided copies of the ABC cards can be printed. The ABC cards can then be placed in the storyboard creator as in the example below. This creates a flow of the course, ensures it is logical and supports learning. The 12 parts of the Admission to the Institution can be developed in this way, with teams looking at the various aspects of the cards, thinking which digital tools can be utilised to achieve the aim, taking into consideration the overall allocated time and outcomes.

Learner timeline					
weeks/topics					
weeks/topics					
weeks/topics					
weeks/topics					
Notes					

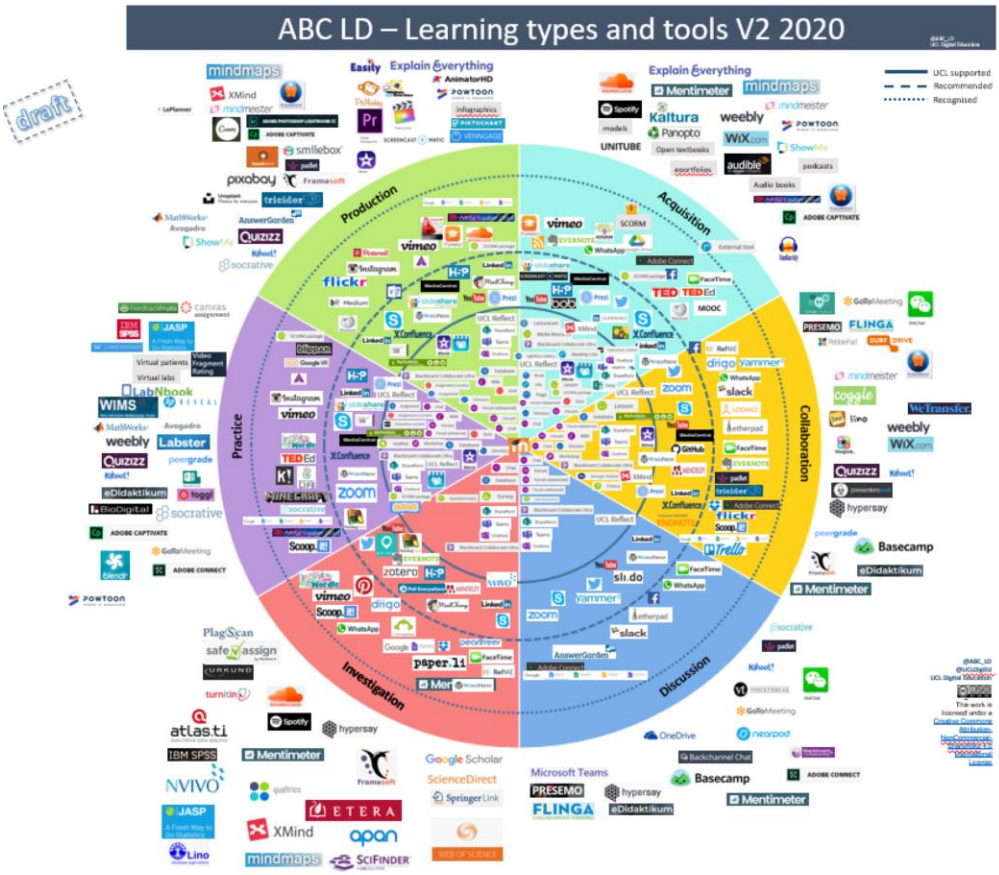




Appendix 2

ABC learning types combined with possible tools and applications that support them.

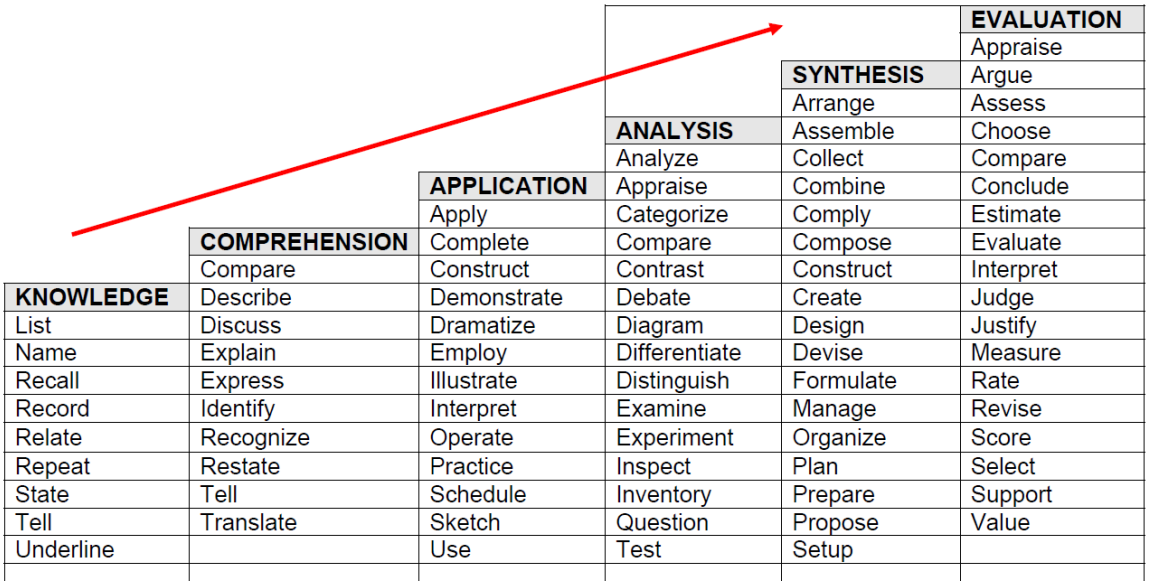
This diagram falls outside the scope of this report as you will only be using Moodle tools and plugins. However, we thought it would be useful for possible future development to include it as the variety of applications and tools available at the time of writing this report can be seen clearly. In future implementations, you may utilise some other tools as necessary outside of your Moodle learning environment.



Appendix 3

Bloom's Taxonomy of Measurable Verbs

Benjamin Bloom created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.) By creating learning objectives using measurable verbs, you indicate explicitly what the learner must do in order demonstrate learning.



KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
					Appraise
				SYNTHESIS	Argue
				Arrange	Assess
			ANALYSIS	Assemble	Choose
			Analyze	Collect	Compare
		APPLICATION	Appraise	Combine	Conclude
		Apply	Categorize	Comply	Estimate
	COMPREHENSION	Complete	Compare	Compose	Evaluate
	Compare	Construct	Contrast	Construct	Interpret
KNOWLEDGE	Describe	Demonstrate	Debate	Create	Judge
List	Discuss	Dramatize	Diagram	Design	Justify
Name	Explain	Employ	Differentiate	Devise	Measure
Recall	Express	Illustrate	Distinguish	Formulate	Rate
Record	Identify	Interpret	Examine	Manage	Revise
Relate	Recognize	Operate	Experiment	Organize	Score
Repeat	Restate	Practice	Inspect	Plan	Select
State	Tell	Schedule	Inventory	Prepare	Support
Tell	Translate	Sketch	Question	Propose	Value
Underline		Use	Test	Setup	

Figure 4 Verbs that demonstrate critical thinking

Bloom's Taxonomy Action Verbs

Definitions	Bloom's Definition	Verbs

Knowledge	Remember previously learned information.	• Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize	• Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State
Comprehension	Demonstrate an understanding of the facts.	• Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s)	• Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate
Application	Apply knowledge to actual situations.	• Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify	• Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write
Analysis	Break down objects or ideas into simpler parts and find evidence to support generalizations.	• Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine	• Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test

Synthesis	Compile component ideas into a new whole or propose alternative solutions.	• Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate	• Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write
Evaluation	Make and defend judgments based on internal evidence or external criteria.	• Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate	• Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value

Watch out for Verbs that are not measurable. In order for an objective to give maximum structure to instruction, it should be free of vague or ambiguous words or phrases. The following lists notoriously ambiguous words or phrases which should be avoided so that the intended outcome is concise and explicit.

• Believe • Capacity • Comprehend • Conceptualize • Experience • Feel • Hear • Intelligence • Know	• Listen • Memorize • Perceive • Realize • Recognize • See • Self-Actualize • Think • Understand

Appendix 4

Quality criteria for online studies

Name of assessed online study unit:

A = Accomplished **P** = Partly accomplished **N** = Not accomplished

Learning Objectives and description of study unit	A/P/N	Comments
The learning objectives of the study unit are described in clear, work-oriented competence areas.		
The working methods of the online study unit have been selected to support the acquisition of generic skills.		
The progress and method of completion of the study unit are clearly indicated. The essentials for completing the course can be found in one place on the online platform.		
Basic information on the study unit (e.g. lecturer contact details, schedule, and availability of support services) can be found easily.		
Information regarding the basic equipment and digital tools needed is available in the study unit description.		
The first page of the online study unit includes working instructions.		

Learning assignments	A/P/N	Comments
The learning assignments are relevant to learning outcomes and authentic work-related situations.		
The assignments are suitable for online studies and can be carried out online independently or with other learners.		

The instructions for the tasks are easy to understand and they guide the work of the learner. The objective(s), methods, evaluation criteria and schedule of each task are easy to find		
The scope of the assignments corresponds to the expected learning outcomes. The assignment instructions indicate the estimated time needed for their completion or time usage is clearly defined in the unit		
While carrying out the assignments, learners can make use of various digital tools, including audio, video, image, and different text types		
The assignments make it possible for the learner to progress individually (for example, at a faster pace).		

Learning Materials	**A/P/N**	**Comments**
The learner receives guidance in the selection of learning materials so they support the learning outcome and learning assignments.		
The study unit makes meaningful use of multimedia applications.		
The learning materials are interactive and provide feedback that guides the learner's work.		
The materials are up-to-date and retrieved from reliable sources.		
Rights of use to the materials have been confirmed. References and copyright information are indicated appropriately.		
The user rights to the materials produced by the teacher are indicated clearly.		

Guidance and Feedback	A/P/N	Comments
Learners receive guidance and feedback regularly during the study unit. They also have the opportunity to receive feedback and guidance from other learners and stakeholders.		
Learners know how to contact the lecturer and when and how guidance will be offered.		
Learners can submit feedback and ask questions for the whole duration of the study unit, and responses are given without delay.		
Learner feedback is used for further development of the study unit.		

Studiability and technical usability	A/P/N	Comments
The contents of the course appear cohesive		
The contents (i.e. folders, pages, files) have understandable names and their functionality has been checked.		
The links work, materials open, images, graphics, audio, animation, and videos can be easily downloaded. The links have descriptive titles that indicate where they direct the user.		
The instructions and schedules (delivery times and methods) of learning exercises are clearly indicated.		
The visual elements and effects are used with thought and they are meaningful to the contents.		
The online course can be completed on any type of device.		

If there is a need to download an application or create a new user account in order to complete the learning outcomes, reasons for this must be indicated on the online platform. The required applications must be free of charge and safe to us		
The instructions for the use of the online platform and tools, downloading the applications and creating user accounts are easy to find on the online platform		
The online platform, its contents and the other applications used during the study unit meet the requirements concerning information security. The privacy of an individual or the internal information of an organisation are never compromised when information is handled.		

Evaluation and learning outcomes	**A/P/N**	**Comments**
The learner understands how the study unit is assessed. The learner can easily find the evaluation criteria.		
The assessment takes place during the entire learning process, and versatile methods are used.		
The learner takes active part in self-evaluation and peer-evaluation using the tools provided on the online platform.		

Appendix 5

Generic Evaluation Criteria

Grade	**Evaluation criteria**
Grade 5, excellent The student is able to:	**Knowledge base:** To create a consistent framework/knowledge base making use of both national and international scientific sources in a critical analytic fashion. **Problem solving:** To solve demanding problems in research, development and/or innovation activities where new knowledge and competence is created as well as to apply and combine information from different fields. **Development:** To develop the activities of the competence area in a target-oriented and communal fashion. **Communication:** To communicate convincingly both orally and in writing to audiences within and exterior to the field.
Grade 3, good The student is able:	**Knowledge base:** To gather, process, produce and evaluate information critically and widely making use of both national and international scientific sources. To use concepts of the area of expertise fairly. **Problem solving:**

	To solve problems in research, development and/or innovation activities by applying and combining information from different fields. **Development:** To create target-oriented, justified development plans considering the community. **Communication:** To communicate in a competent, clear and consistent manner both orally and in writing.
Grade 1, satisfactory The student is able:	**Knowledge base:** To gather, process, produce and evaluate information widely. To use concepts of the area of expertise systematically. **Problem solving:** To solve problems in research, development and/or innovation activities. **Development:** To recognise and analyse focuses of development making use of the knowledge base. **Communication:** To communicate clearly both orally and in writing.