

# COMPASS Online Summer School

## Final Report



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# COMPASS Online Summer School

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## **An Implementation and Results Report**

This report outlines the aims and the design of the COMPASS Online Summer School. It describes how Higher Education staff in Moldova were trained through a **SPOC - Small Private Online Course** during Covid-19 (July-September 2020). By the end of the SPOC, participants were able to design courses for continuing education in higher education.

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## Aims of the COMPASS Online Summer School

The main aims and pedagogical approach of the COMPASS Online Summer School were determined by the COMPASS proposal:

*“The EU partners **DUK, UniGraz, UB and UNIGE** will prepare and realise training sessions at PCUs in Moldova with the aim to raise the aspirations, attitudes and skills in **digital LLL development (training programs with the use of ICT)**. Each PCU will prepare **a list of new LLL courses to be elaborated (at least 2 for each PCU)** using ICT. The courses will be new developed or will be modified.” (COMPASS proposal)*

Therefore, the main aim of the LLL Training in Moldova was to train Moldovan HE staff to develop/update existing courses or to create new ones. Due to the **Covid19** crisis, the training team could not travel and hence deliver their training face-to-face as originally planned. As an alternative, an online course was developed for higher education institutions in Moldova.

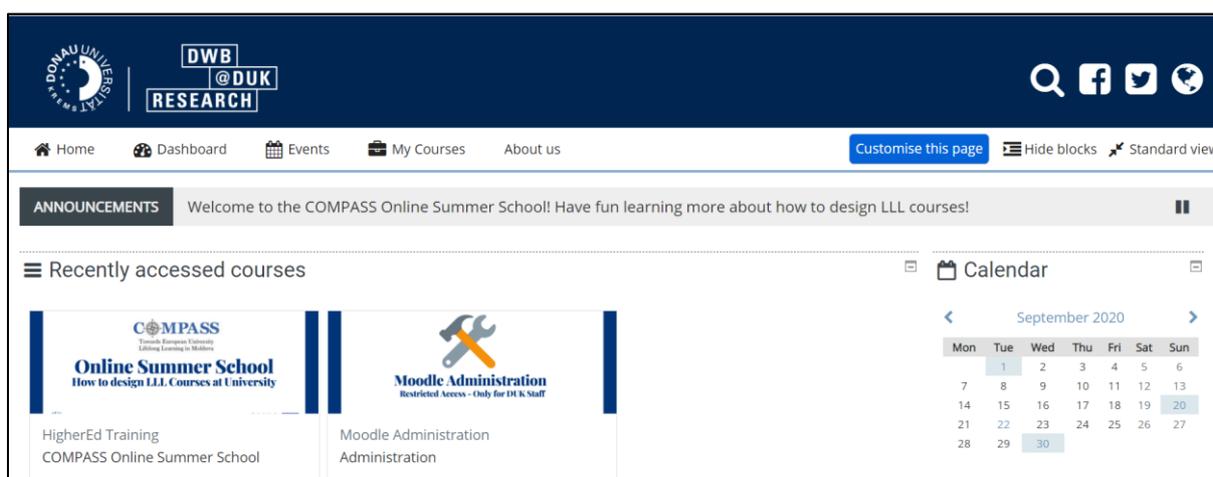


Fig. 1: As a response to the Covid19 crisis, online training was the only available option to follow the COMPASS work plan without incurring in any delays. Gregor Pirker (technician) and Isabell Grundschober (researcher) from DUK developed the Moodle platform, hosted on DUK servers.

## Pedagogical Approach

The COMPASS Online Summer Schools is a self-regulated continuing education programme for Higher Education Staff in Moldova. It was designed as a **Small Private Online Course (SPOC)** to address a specified group of people (COMPASS higher education staff), participating in a tailored and private course. The online course is learning **outcome-based and competence-oriented**. The course designers Isabell Grundschober, Gemma Mas, and Marta Viladot made use of the constructive alignment approach:

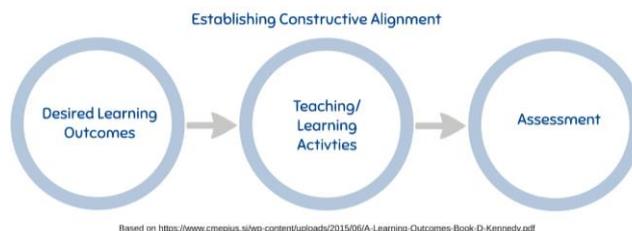


Fig. 2: Constructive alignment as outlined by [Kennedy \(2007\)](#) and [Biggs \(2003\)](#)

Based on **desired learning outcomes, teaching and learning activities and assessment methods** were defined. Together with interactive **learning activities**, there was a strong focus on online discussion and individual feedback to reach the intended learning outcomes. As **assessment**, students had to submit their own LLL course design. During a formative assessment phase, participants had the chance to further improve their design based on **individual written and oral feedback**.

Three people were responsible for **content creation and curation** of the six summer school modules.

A **tutor team** consisting of 4 people (Gemma Mas, Marta Viladot, Jonas Meyer and Isabell Grundschober) was responsible for **moderating discussions** in the moodle forums as well as for **giving feedback** to the submitted LLL course designs.



Fig. 3: The COMPASS Online Summer School on Moodle. By providing a welcome-video and a [learning snack](#) (viewed 176 times), students were welcomed onto the online learning environment.

## Course Outline and Schedule

The School started on the **1<sup>st</sup> of July** and ended on the **1<sup>st</sup> of October 2020**, and was attended by **80 participants**. The course consisted of **18 hours** of notional learning time for participants.

**Upon completion of the Summer School**, participants would be able to design their own lifelong learning (short: LL or LLL) course by using the COMPASS Course Design Template (see Appendix 4). On **1<sup>st</sup> of September 2020**, participants **submitted 30 LLL course design drafts**.

Until **1<sup>st</sup> of October 2020**, participants received **written feedback** based on a feedback rubric.

Throughout October, participants participated in **online feedback sessions** for open questions.

- Until the end of November 2020, participants submitted their improved LLL course designs ready for piloting.

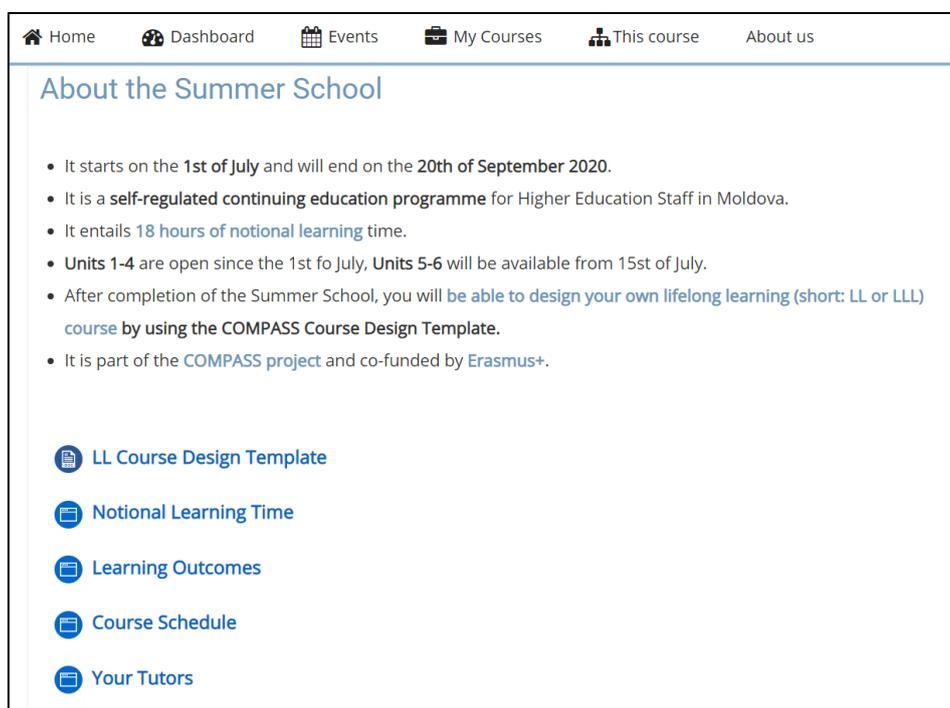


Fig. 4: Students were informed about the course structure, the learning schedule, the workload and what learning outcomes they were expected to achieve upon completing the COMPASS Online School. They were informed about the tutors responsible for the course as well as when and how to reach them. Furthermore, they continuously received updates and reminders by tutors in the general announcement forum. In the calendar, the most important deadlines were noted to provide a course overview.

## Course Content and Learning Outcomes

The course consisted of 6 modules, each of which consisted of the following elements:

- What to expect: Learning outcomes and outline
- Learning chapter: Learning content and activities
- Discussion forum: Reflexion questions and discussion

### **1. Introduction and Basic Concepts (3 notional learning hours)**

The author and main tutor of this module was Gemma Mas (UB). At the end of this unit, participants were expected to:

- describe the relevance of key concepts of lifelong learning for the higher education (HE) context;
- identify the use of instructional design models for curriculum and course/module design in higher continuing education;
- identify the role of teachers in a LLL context in HE.

### **2. Your Target Audience (4 notional learning hours)**

The author and main tutor of this module was Isabell Grundschober (DUK). At the end of this unit, participants were expected to:

- use a persona approach to identify the target group,
- use information about their target group for LL course design,
- use information about their target group for your student recruitment strategy.

### **3. Course Design: Standards and Objectives (4 notional learning hours)**

The author and main tutor of this course was Marta Viladot (UB). At the end of this unit, participants were expected to:

- identify various approaches to teaching and learning,
- define and design intended learning outcomes,
- create their syllabus,
- align their practices.

### **4. Design for Online Teaching and Learning (4 notional learning hours)**

The author and main tutor of this course was Isabell Grundschober (DUK). At the end of this unit, participants were expected to:

- distinguish between blended learning and distance learning;
- identify the 5 stages of online learning and teaching according to Gilly Salmon;
- evaluate digital tools and platforms provided in their institutions based on the usefulness for their learning/teaching design;
- choose suitable digital tools and platforms for learning and assessment activities.

### **5. Implementing your Teaching and Learning Design (1.5 notional learning hours)**

The author and main tutor of this course was Marta Viladot (UB). At the end of this unit, participants were expected to:

- fill out the LLL Course Design Template ([see Appendix 4](#));
- evaluate their colleagues' LLL Course Designs;
- integrate feedback into their LLL Course Design.

## 6. Course Evaluation and Improvements (1.5 notional learning hours)

The author and main tutor of this course was Gemma Mas (UB). At the end of this unit, participants were expected to:

- identify the relevance of LLL course evaluation;
- identify methods to evaluate LLL course design;
- set up an evaluation plan.

## Digital Tools and Platforms

During the COMPASS Online Summer School the following tools and platforms were used:

- **Moodle**: Learning management system, [used theme "adaptable"](#)
- **Articulate Rise**: Authoring tool for eLearning content.
- **Padlet**: Online bulletin board for brainstorming, clustering and voting.
- **Miro**: Online whiteboard platform for collaboration tasks.
- **Jamboard**: Online whiteboard platform from Google suite for collaboration tasks.
- **Mentimeter**: Interactive online presentations that allow real-time input from remote teams and online students with live polls, quizzes, word clouds, Q&As and more.
- **Learning Snacks**: Microlearning in messenger-style. Currently available in German, French, English and Russian.

## Results and Statistics

- 80 people from 8 different Moldovan Higher Education institutions participated. The initial participant list was reviewed after 15 days after the start of the course. This connectivity revision led us to the replacement of 9 inactive participants (who were not able to follow the course) with 9 new participants from the waiting list.
- 30 LLL course designs were submitted on 1st of September 2020.

## 1. Activity Overview

### COMPASS Online Summer School - All activity (views and posts) Student

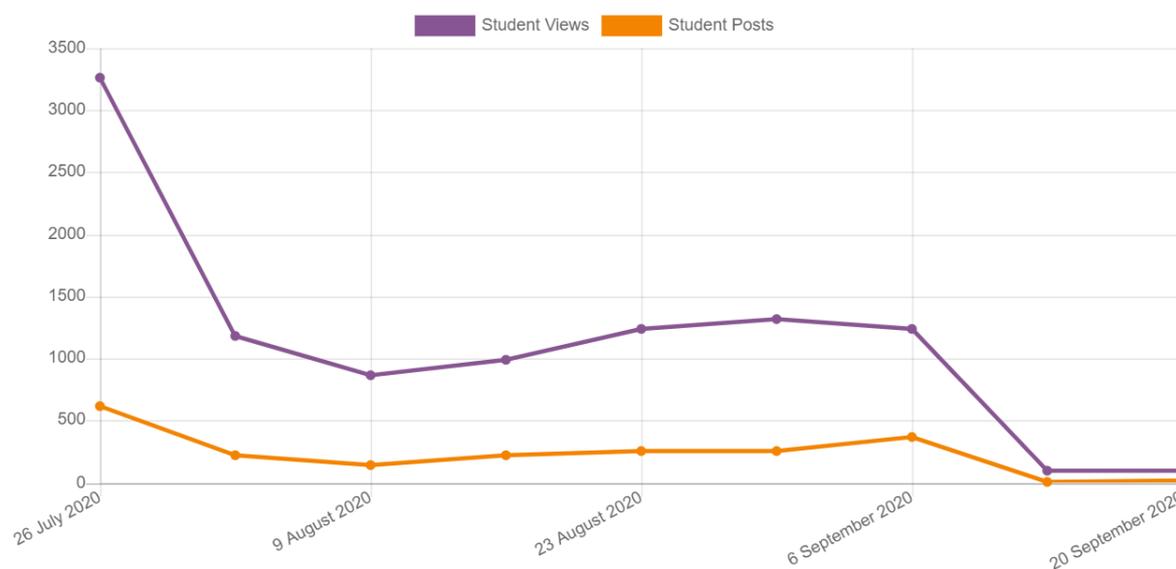


Fig. 5: In July, the COMPASS Online Course had a high number of views, as the course started on 1st of July. Afterwards, views dropped and slightly rose again up to the 1st of September, as the submission deadline approached.

The following table describes the total number of “views” for each element available on Moodle from the 1st of July until the 21st of September:

Activity	Views
Page - First Steps: Starting the COMPASS Online Summer School	202 views by 60 users
Forum - Announcements	336 views by 62 users
Submission of the COMPASS LLL Course Design	
Assignment - Submission of your LLL Course Design	1,448 views by 54 users
Forum- Questions about the Submission	27 views by 21 users
About the Summer School	
Page - LL Course Design Template	649 views by 77 users
Page- Notional Learning Time	436 views by 72 users
Page- Learning Outcomes	356 views by 69 users
Page- Course Schedule	228 views by 67 users
Page- Your Tutors	250 views by 66 users
Page- EdTech	143 views by 62 users
1. Introduction and Basic Concepts	
Page- What to Expect from Unit 1	550 views by 78 users
SCORM package - Learning Chapters for Unit 1	2,310 views by 79 users

Activity	Views
Forum- Discussion Forum Unit 1	1,051 views by 76 users
URL- Brainstorming activity on 21st century teacher roles	257 views by 72 users
Choice- Instructional design models	472 views by 70 users
<b>2. Your Target Audience</b>	
Page- What to Expect from Unit 2	288 views by 67 users
SCORM package- Learning Chapters for Unit 2	1,566 views by 71 users
Forum- Discussion Forum Unit 2	1,413 views by 64 users
<b>3. Course Design: Standards and Objectives</b>	
Page- What to Expect from Unit 3	259 views by 59 users
SCORM package- Learning Chapters for Unit 3	989 views by 62 users
Forum- Discussion Forum Unit 3	526 views by 51 users
<b>4. Design for Online Teaching and Learning</b>	
Page- What to Expect from Unit 4	159 views by 54 users
SCORM package- Learning Chapters for Unit 4	768 views by 59 users
Forum- Discussion Forum Unit 4	606 views by 47 users
<b>5. Implementing your Teaching and Learning Design</b>	
Page- What to Expect from Unit 5	149 views by 52 users
SCORM package- Learning Chapters for Unit 5	558 views by 57 users
Forum- Discussion Forum Unit 5	692 views by 54 users
<b>6. Course Evaluation and Improvements</b>	
Page- What to Expect from Unit 6	117 views by 49 users
SCORM package- Learning Chapters for Unit 6	551 views by 58 users
Forum- Discussion Forum Unit 6	177 views by 32 users

Table 1: Activity reporting overview from the 1<sup>st</sup> of July until 21<sup>st</sup> of September, counting views and users (students and teachers).

## 2. Forum Activity

Because we had designed a self-regulated course, the forum activity in each unit was one of the key instructional elements to discuss topics, share comments, pose doubts and answer questions.

During 3 months, participants generated a total amount of 823 posts within the 6 discussion forums. These 823 posts are distributed in the following table:

Discussion forum	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Posts (total)	119 (51 users)	230 (57 users)	136 (51 users)	112 (46 users)	158 (45 users)	68 (40 users)

Table 2: Total number of student posts per each discussion forum from the 1<sup>st</sup> of July until 21<sup>st</sup> of September.

Forums have also registered activity as regards reading and viewing other participant's posts, registering a total of 3,258 views across different forums.

Discussion forum	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Posts (total)	772 (69 users)	1,014 (58 users)	385 (47 users)	388 (43 users)	543 (50 users)	156 (29 users)

Table 3: Total number of student posts per each discussion forum from the 1<sup>st</sup> of July until 21<sup>st</sup> of September.

For more details, see [Appendix 1](#).

### 3. Content Unit Activity (SCORM Packages)

The Summer School consisted of 6 content units that used SCORM code for activity tracking allowing the system to record the individual status for each of the SCORM units. The following table shows participants in percentages (%), for each phase registered by the system:

- **Not started:** the participant has never entered the unit.
- **Started:** the participant has started the unit but s/he has not visited all content.
- **Finished:** the participant has visited all content.

Phases	Unit1	Unit2	Unit3	Unit4	Unit5	Unit6
Not started	29%	36%	39%	39%	41%	44%
Started	9%	6%	4%	1%	3%	0%
Finished	63%	58%	58%	60%	56%	56%

Table 4: Participation percentage in each content unit (SCORM).

For more details, see [Appendix 2](#).

### 4. LLL Proposals to Review

30 LLL proposals from different participants were submitted. The following table shows the origin from each of the proposals meeting the project criteria of a minimum of 2 proposals by each Moldovan partner:

Moldovan Partner	Proposals	Feedback
<b>P3_USEFS</b>	4	P12-UniGRAZ
<b>P4_UPSC</b>	6	P12-UniGRAZ
<b>P1_ASEM</b>	10	P11-DUK

<b>Moldovan Partner</b>	<b>Proposals</b>	<b>Feedback</b>
<b>P2- AMTAP</b>	2	P11-DUK / P12- UniGRAZ
<b>P5_TCUM</b>	2	P14-IL3-UB
<b>TUM_as.univ.</b>	2	P14-IL3-UB
<b>USARB_as.univ</b>	4	P14-IL3-UB

Table 5: Total number of proposals per institution.

The 30 proposals were distributed among the 3 European partners that were responsible for the tutoring activities: Graz University, DUK and IL3-UB. For each proposal, individual feedback was written, based on a common feedback rubric (see [Appendix 3](#)) which had previously been designed by those responsible for grading all submissions. Online institutional feedback was offered to all participants who wished to discuss the written feedback they had received before the end of October.

<b>Date of Virtual Feedback Session</b>	<b>Host</b>	<b>Number of Participants</b>	<b>Duration</b>
1.10.2020	DUK	4 participants	1.5h
16.10.2020	IL3	4 participants	2h
23.10.2020	Uni Graz	4 participants	1h

Table 6: Virtual Feedback data.

## 5. Written Feedback Summary

All in all, participants displayed a keen interest in their subject matter, and submitted workable first drafts. English, however, seemed to have added certain difficulty to their designing their courses, and hence to their submissions. One was left to wonder whether having delivered the course in the participants' first language would have allowed for better understanding, and for deeper engagement with the course content, and would have resulted in more comprehensive outputs.

Participants were given the opportunity to discuss feedback via teleconferencing before final submissions are due on November 30th. Rich discussions ensued, despite difficulty of communication at times. On a few instances participants requested an interpreter be present at said encounters, which confirmed the need to have ensured participants' level of English at the onset of the project would allow them to benefit from the course as intended.

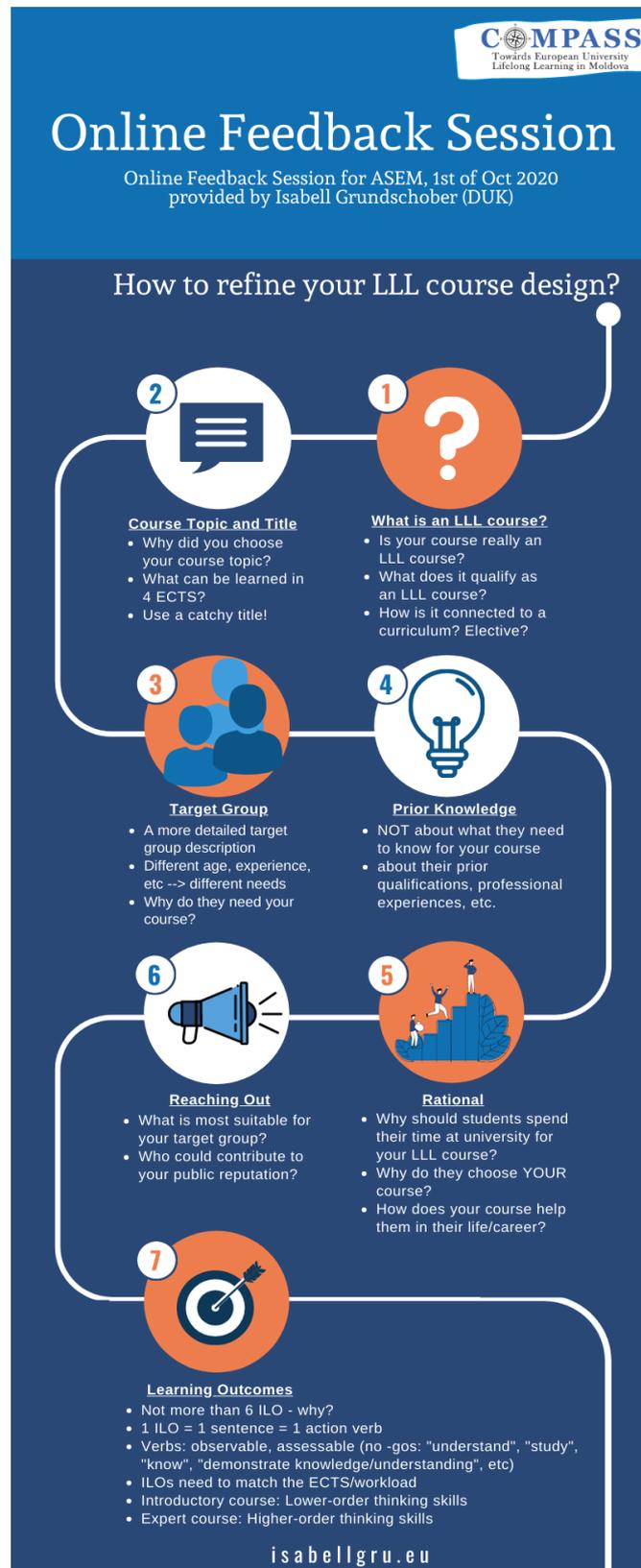


Fig. 6: How to define a LLL proposal. Infographic representation (part 1).

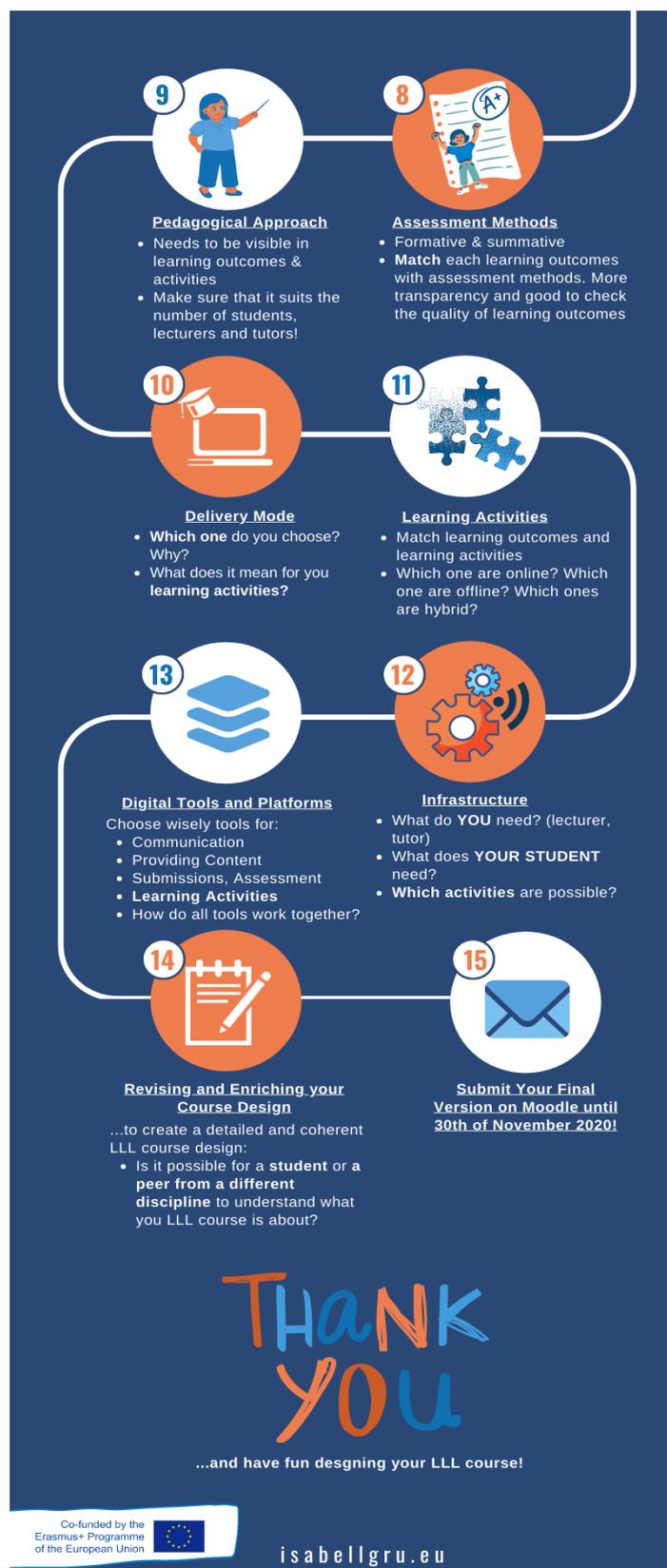


Fig. 7: How to define a LLL proposal. Infographic representation (part 2).

## 6. Learner Feedback

The feedback posted by participants in the Moodle forums as well as given in the student satisfaction survey showed that participants found the content and activities to be relevant. However, not only content was interesting for participants - the Summer School itself was approved as a suitable model for providing online courses and using new digital tools:

*"For me all topics were relevant. They logically derived from each other and allowed the exhaustive approach of the lifelong learning course design process."*

*"We studied all the modules with great interest and participated in the discussion forums, which allowed us to exchange good practices with colleagues from Moldova and partner universities"*

*"I don't think I missed anything, considering that each topic approached came with something special related to my activity, which tempted me to study the topics carefully and solve the tasks."*

*"We still have little experience in planning programs, previously their content was "standard". Now, as we plan our course, we must answer the question of how my course will help students achieve their goals. Thanks for the interesting information!"*

*"Thanks to COMPASS I got acquainted with the PADLET tool. Now I will use it in my work, thanks"*

*" Hello the compass course introduced me to new online learning tools that I will use in my work"*

*"Next, when developing the LLL course, I will be involved in identifying new / various digital tools to be added to the educational process. Your suggestions will really help me design the course."*

*"This module 2 provides very useful information. The work of attracting students is very important. From personal experience I know that the freshmen learned basic information about our faculty from students."*

*"Thank you for the very clear explanation of the main notions about LLL (formal, non-formal, informal education, and training) and references to European sources"*

## 7. Results of the Satisfaction Survey

27 summer school participants filled in the survey which was online in September 2020. It showed that the majority of participants was very satisfied with the content provided and the interactions with their tutors. 85% of students totally agreed and another 15% agreed that the units offered were interesting (cf. fig. 6). 93% totally agreed that the course has opened up new perspectives in their professional development (cf. fig. 7). Also, 89% totally agreed that the course has helped to improve participants' knowledge on the subject (cf. fig. 8). All participants (100%) of the survey would recommend this course to their colleagues.

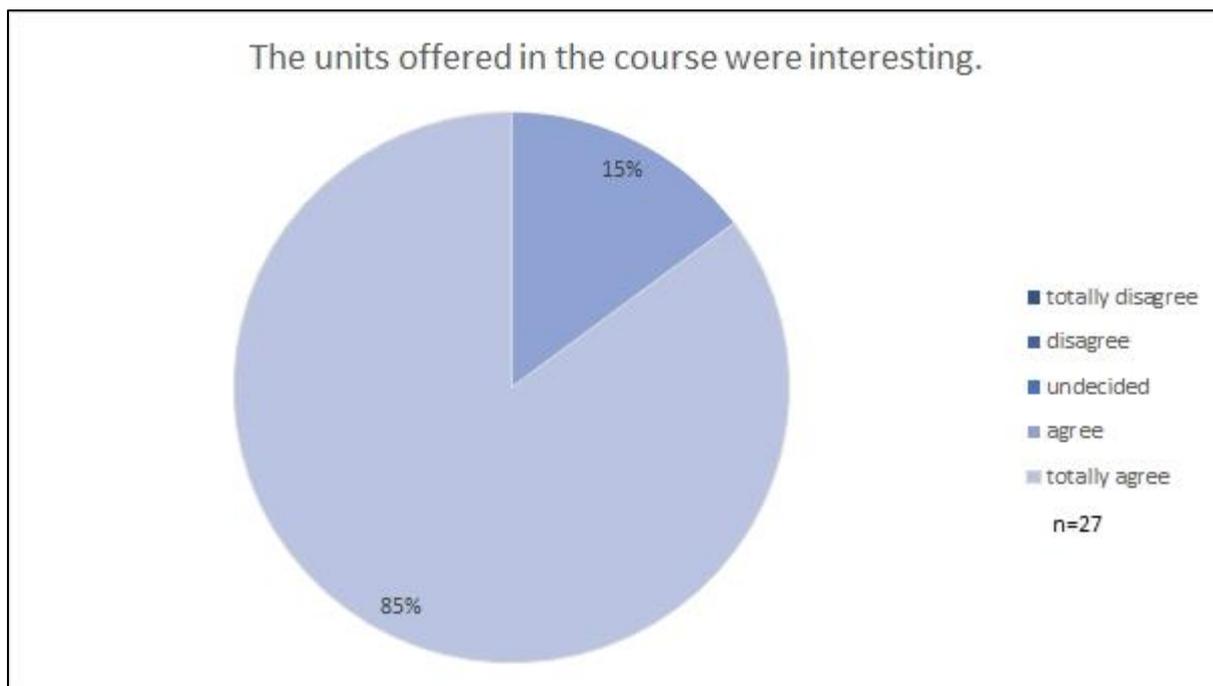


Fig. 8: Results of the online survey: Agreement to “The units offered in the course were interesting”.

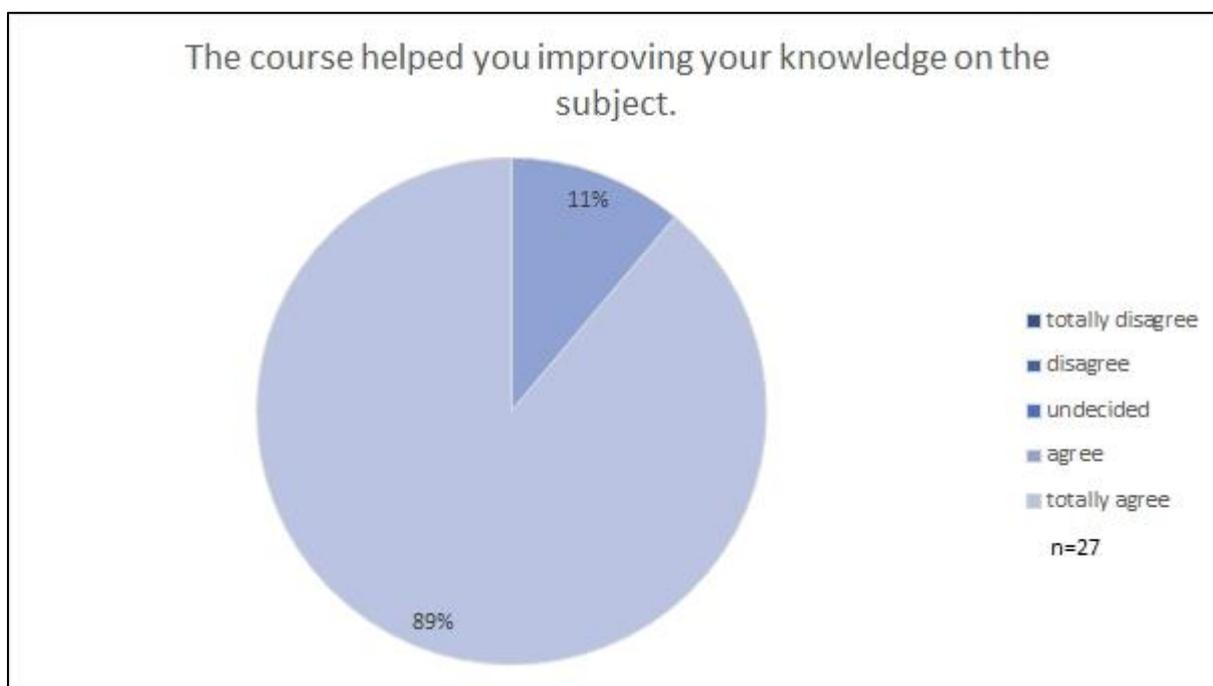


Fig. 9: Results of the online survey: Agreement to “The course helped you improve your knowledge on the subject”.

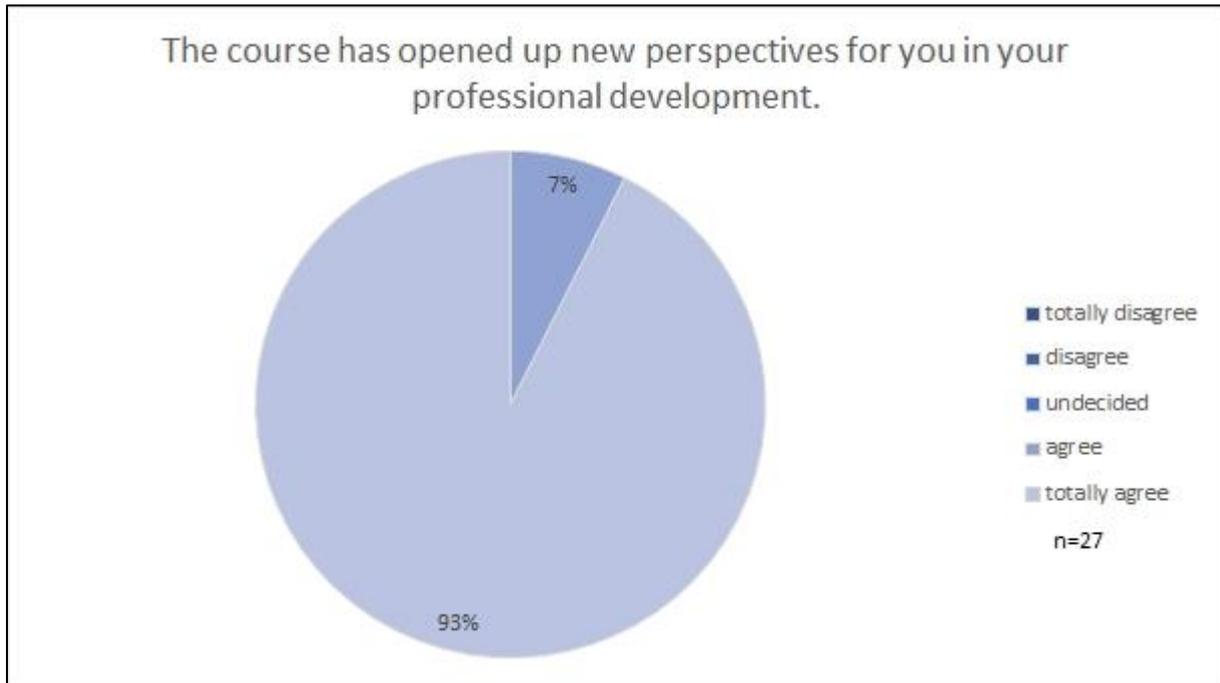


Fig. 10: Results of the online survey: Agreement to “The course has opened up new perspectives for you in your professional development”.

## 8. Suggestions for Improvement

The following aspects were mentioned to further improve the design and implementation of the Online Summer School:

- More information about how to use digital tools and platforms,
- More practical examples of online courses,
- Face-to-face communication during the Summer School,
- More content and activities regarding evaluation and continuous improvement of LLL courses.



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## Appendix 1

### Forum Activity - Total number of posts per participant

Participants	Views Forum 1	Views Forum 2	Views Forum 3	Views Forum 4	Views Forum 5	Views Forum 6	Posts Forum 1	Posts Forum 2	Posts Forum 3	Posts Forum 4	Posts Forum 5	Posts Forum 6
Participant 1	13	24	5	5	6	1	1	4	1	1	1	1
Participant 2	1	No										
Participant 3	6	21	2	No	No	3	1	28	1	1	1	1
Participant 4	1	No	No	No	No	No	1	No	1	No	No	No
Participant 5	1	13	19	5	4	No	1	4	10	2	1	1
Participant 6	2	1	No	No	No	No	1	1	No	No	1	No
Participant 7	19	3	No	2	3	No	1	1	1	1	1	No
Participant 8	22	102	31	88	113	34	2	10	10	6	6	5
Participant 9	20	25	2	No								
Participant 10	No	No	No	3	4	No	1	1	1	No	No	No
Participant 11	1	No	1	No								
Participant 12	16	23	7	3	2	No	6	6	2	2	1	1
Participant 13	21	28	16	7	1	3	1	4	2	1	1	1
Participant 14	31	36	12	8	29	10	8	9	5	3	4	4
Participant 15	No											
Participant 16	22	29	5	13	8	3	5	4	No	No	No	No
Participant 17	5	No	No	No	No	No	1	No	No	No	No	No
Participant 18	7	6	No	No	6	No	3	1	1	1	1	No
Participant 19	24	28	7	7	6	No	1	1	3	1	2	1
Participant 20	7	No	1	No	2	No	No	No	1	No	No	No
Participant 21	No											
Participant 22	1	1	1	3	2	No	1	1	1	3	3	3
Participant 23	18	21	9	2	No	No	7	6	4	1	1	1
Participant 24	13	9	6	3	5	No	2	4	4	3	4	No
Participant 25	1	3	1	No	2	No	1	1	1	1	1	1
Participant 26	3	2	No	No	No	1	No	1	No	No	No	No
Participant 27	No											
Participant 28	6	No										
Participant 29	12	48	8	48	100	29	2	12	3	10	29	3
Participant 30	No											
Participant 31	21	17	12	3	5	2	2	3	5	3	4	1
Participant 32	10	17	21	23	13	2	1	3	6	6	4	1
Participant 33	7	17	5	1	2	No	3	4	1	1	1	1
Participant 34	No											
Participant 35	3	No	1	1	No	No						
Participant 36	No											
Participant 37	12	4	6	2	5	No	No	1	No	No	No	No
Participant 38	7	4	3	1	2	No	1	1	2	2	1	No
Participant 39	14	6	3	No	No	No	3	1	1	1	No	No
Participant 40	1	No										
Participant 41	5	35	9	8	6	2	1	4	4	3	6	5
Participant 42	No											
Participant 43	1	15	2	9	4	1	1	2	1	3	1	2
Participant 44	25	39	15	3	6	3	5	6	1	1	1	1
Participant 45	3	4	4	3	6	No	1	1	3	2	1	1
Participant 46	2	14	1	1	12	No	1	5	1	1	3	1
Participant 47	28	36	11	6	11	3	3	7	3	1	1	1

Participants	Views Forum 1	Views Forum 2	Views Forum 3	Views Forum 4	Views Forum 5	Views Forum 6	Posts Forum 1	Posts Forum 2	Posts Forum 3	Posts Forum 4	Posts Forum 5	Posts Forum 6
Participant 48	5	5	No	No	1	No	2	1	1	1	1	No
Participant 49	6	17	39	8	11	1	No	3	10	7	9	2
Participant 50	10	7	1	No	No	No	1	5	1	1	1	1
Participant 51	16	19	6	4	4	1	4	10	4	5	5	2
Participant 52	4	No										
Participant 53	7	3	5	No	2	No						
Participant 54	6	5	No	5	6	2	1	4	1	2	1	1
Participant 55	16	21	5	7	10	1	2	1	1	1	4	1
Participant 56	3	32	6	14	21	3	1	2	1	1	3	1
Participant 57	No											
Participant 58	2	4	No	No	No	No	No	1	No	No	No	No
Participant 59	15	11	20	15	8	1	No	2	6	5	5	1
Participant 60	4	20	No	2	1	No	No	2	No	No	No	No
Participant 61	3	No										
Participant 62	32	15	9	27	6	4	5	5	4	6	7	2
Participant 63	10	No	2	1	4	No						
Participant 64	8	2	5	No	16	2	1	1	1	1	9	1
Participant 65	9	10	No	12	3	No	2	3	1	2	2	No
Participant 66	13	21	13	12	30	1	8	17	8	8	15	2
Participant 67	19	15	8	No	1	No	1	2	2	1	1	1
Participant 68	No	7	No	No	2	1	1	1	1	1	1	1
Participant 69	22	28	9	6	8	4	3	4	2	No	No	1
Participant 70	14	5	2	No	1	No	No	1	No	No	No	No
Participant 71	1	14	3	1	7	2	1	4	1	1	3	4
Participant 72	10	9	No	4	No	No	No	2	1	No	No	2
Participant 73	20	8	No	No	No	No	10	3	No	No	No	No
Participant 74	6	9	5	1	1	No	1	1	1	1	1	1
Participant 75	44	33	No	1	6	6	1	1	3	3	1	1
Participant 76	1	No										
Participant 77	8	27	5	5	4	1	1	1	1	1	1	1
Participant 78	31	34	17	6	25	29	3	15	4	2	7	5
Participant 79	15	2	No	No	No	No	1	1	No	No	No	No
Participant 80	No											
<b>Total activity</b>	<b>772</b>	<b>1014</b>	<b>385</b>	<b>388</b>	<b>543</b>	<b>156</b>	<b>119</b>	<b>230</b>	<b>136</b>	<b>112</b>	<b>158</b>	<b>68</b>
<b>Participants connected</b>	<b>69</b>	<b>58</b>	<b>47</b>	<b>43</b>	<b>50</b>	<b>29</b>	<b>51</b>	<b>57</b>	<b>51</b>	<b>46</b>	<b>45</b>	<b>40</b>

Table 7: Forum Activity - Total number of posts per participant.

## Appendix 2

### Content Activity - List of participants and their content unit activity

Participants	SCORM Unit 1	SCORM Unit 2	SCORM Unit 3	SCORM Unit 4	SCORM Unit 5	SCORM Unit 6
Participant 1	Not started					
Participant 2	Started	Started	Not started	Not started	Not started	Not started
Participant 3	Finished	Started	Not started	Not started	Finished	Finished
Participant 4	Finished	Finished	Started	Finished	Not started	Finished
Participant 5	Finished	Finished	Finished	Finished	Finished	Finished
Participant 6	Not started					
Participant 7	Finished	Finished	Finished	Finished	Finished	Finished
Participant 8	Finished	Not started	Finished	Not started	Not started	Not started
Participant 9	Finished	Started	Finished	Finished	Started	Finished
Participant 10	Finished	Finished	Finished	Finished	Finished	Finished
Participant 11	Finished	Finished	Finished	Finished	Finished	Finished
Participant 12	Finished	Finished	Finished	Finished	Finished	Finished
Participant 13	Not started					
Participant 14	Finished	Finished	Finished	Finished	Finished	Finished
Participant 15	Finished	Finished	Finished	Finished	Finished	Finished
Participant 16	Finished	Finished	Finished	Finished	Finished	Finished
Participant 17	Started	Started	Started	Not started	Not started	Not started
Participant 18	Finished	Finished	Finished	Finished	Finished	Finished
Participant 19	Finished	Finished	Finished	Finished	Finished	Finished
Participant 20	Not started					
Participant 21	Finished	Finished	Finished	Finished	Finished	Finished
Participant 22	Finished	Finished	Finished	Finished	Finished	Finished
Participant 23	Started	Not started	Not started	Not started	Not started	Not started
Participant 24	Not started					
Participant 25	Finished	Finished	Finished	Finished	Finished	Finished
Participant 26	Finished	Finished	Finished	Finished	Finished	Finished
Participant 27	Not started					
Participant 28	Finished	Finished	Finished	Finished	Finished	Finished
Participant 29	Not started					
Participant 30	Finished	Finished	Finished	Finished	Finished	Finished
Participant 31	Finished	Finished	Finished	Finished	Finished	Finished
Participant 32	Finished	Finished	Finished	Finished	Finished	Finished
Participant 33	Finished	Finished	Finished	Finished	Finished	Not started
Participant 34	Finished	Finished	Finished	Finished	Finished	Finished
Participant 35	Finished	Finished	Finished	Finished	Finished	Finished
Participant 36	Finished	Finished	Finished	Finished	Not started	Not started
Participant 37	Finished	Finished	Finished	Finished	Finished	Finished
Participant 38	Not started	Finished	Finished	Finished	Not started	Finished
Participant 39	Not started					
Participant 40	Finished	Finished	Finished	Finished	Finished	Finished

Participants	SCORM Unit 1	SCORM Unit 2	SCORM Unit 3	SCORM Unit 4	SCORM Unit 5	SCORM Unit 6
Participant 41	Finished	Finished	Not started	Not started	Not started	Not started
Participant 42	Not started					
Participant 43	Finished	Finished	Finished	Finished	Finished	Finished
Participant 44	Finished	Finished	Finished	Finished	Finished	Finished
Participant 45	Not started					
Participant 46	Not started					
Participant 47	Not started	Not started	Not started	Started	Not started	Not started
Participant 48	Finished	Finished	Finished	Finished	Finished	Finished
Participant 49	Finished	Finished	Finished	Finished	Finished	Finished
Participant 50	Started	Finished	Finished	Finished	Finished	Finished
Participant 51	Not started					
Participant 52	Finished	Finished	Finished	Finished	Started	Finished
Participant 53	Started	Not started	Not started	Not started	Not started	Not started
Participant 54	Not started					
Participant 55	Not started					
Participant 56	Not started	Not started	Not started	Not started	Finished	Not started
Participant 57	Finished	Not started				
Participant 58	Finished	Finished	Finished	Finished	Finished	Finished
Participant 59	Finished	Finished	Finished	Finished	Finished	Finished
Participant 60	Not started					
Participant 61	Finished	Finished	Finished	Finished	Finished	Finished
Participant 62	Finished	Finished	Finished	Finished	Finished	Finished
Participant 63	Finished	Not started	Finished	Finished	Finished	Finished
Participant 64	Started	Not started	Started	Not started	Not started	Not started
Participant 65	Finished	Finished	Finished	Finished	Finished	Finished
Participant 66	Not started					
Participant 67	Finished	Finished	Finished	Finished	Finished	Finished
Participant 68	Finished	Not started	Not started	Finished	Finished	Finished
Participant 69	Finished	Finished	Finished	Finished	Finished	Finished
Participant 70	Not started					
Participant 71	Finished	Finished	Finished	Finished	Finished	Finished
Participant 72	Started	Started	Not started	Not started	Not started	Not started
Participant 73	Finished	Finished	Finished	Finished	Finished	Finished
Participant 74	Finished	Finished	Finished	Finished	Finished	Finished
Participant 75	Finished	Finished	Finished	Finished	Finished	Finished
Participant 76	Finished	Finished	Not started	Finished	Not started	Not started
Participant 77	Not started					
Participant 78	Not started	Not started	Not started	Not started	Finished	Not started
Participant 79	Not started					
Participant 80	Finished	Finished	Finished	Finished	Finished	Not started

Table 8: Content Activity - List of participants and their content unit activity.

## Appendix 3

### Feedback Rubric

#### Lifelong Learning Course Design Draft

#### Feedback Rubric

Rubric scale description on performance:

- **Meets standards** > the information presented is clear and meets the requirements (described in the course) for the category.
- **Unclear** > the information presented is unclear or incomplete.
- **Missing** > item not presented in the LLL course proposal.

General Information about the LL Course		Missing	Unclear or incomplete	Meets standards	Comments
Course title	<i>Brief title is given.</i>				
	<i>A general description of the subject matter is covered.</i>				
	<i>The title seems to be attractive to the possible audience or applicants.</i>				
Study programme	<i>The course is aligned with its context and what it aims to achieve.</i>				
	<i>The course addresses a need and caters for a specific audience.</i>				



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	<i>ILOs, TLAs and assessment are fit for purpose.</i>				
Number of ECTS credits, notional learning time	<i>Number of ECTS and notional learning time are given</i>				
Content summary	<i>Summary is given</i>				
<b>Your Target Audience</b>					
Target group	<i>Demographic information about target group.</i>				
	<i>Information about needs.</i>				
	<i>Information about expectations and aims.</i>				
Students' prior knowledge, skills, and competences	<i>Prior formal qualification described.</i>				
	<i>Prior informal/practical learning experience considered.</i>				
	<i>Prior non-formal learning experiences analysed.</i>				
Rationale	<i>Reason to take the course explained</i>				
	<i>Connection of the course to professional development and standards</i>				
Reaching out	<i>Student recruitment strategy explained</i>				
<b>Didactical Design of the LL Course</b>					



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Intended learning outcomes	<i>There are 4-6 student-centred learning outcomes.</i>				
	<i>They are comprehensive and well-written (Bloom's/SOLO Taxonomy) using action verbs.</i>				
	<i>They are scaffolded addressing both lower order thinking skills and higher order thinking skills.</i>				
	<i>There is an explanation about how the learning outcomes are in line with the vision and strategic objectives of the institution.</i>				
	<i>There is an explanation about how learning outcomes are in line with target groups' and stakeholders' (including labour market) needs.</i>				
Assessment methods	<i>The assessment is well-described and it is aligned with the intended learning outcomes.</i>				
	<i>There is a description about the methods: e.g. essays, multiple choice exams, project reports, ePortfolios, etc.</i>				
Pedagogical approach	<i>The key educational concepts of the programme are clearly defined.</i>				
	<i>Methodology is well explained.</i>				
	<i>Expectations are unpacked.</i>				
	<i>Methodology is fit-for-purpose and student centred.</i>				



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	<i>Teaching and learning activities are aligned.</i>				
Number of students	<i>Minimum and maximum number of students stated.</i>				
Delivery mode	<i>Delivery mode (f2f, blended or online) described.</i>				
	<i>Delivery mode is adjusted to the needs of the target group.</i>				
Learning activities	<i>A list of learning activities described</i>				
	<i>Learning activities are aligned with learning outcomes</i>				
	<i>Learning activities are adjusted to the needs of the target group</i>				
Infrastructure and devices	<i>Necessary infrastructure (hardware, devices) necessary for course delivery described for course provider</i>				
	<i>Necessary infrastructure (hardware, devices) necessary for course delivery described for course participant</i>				
Virtual environment and digital tools	<i>Digital tools described</i>				
	<i>Digital tools suitable for learning activities mentioned above</i>				
<b>Staff</b>					
Necessary roles	<i>Roles named, who are necessary for course delivery</i>				
	<i>Definition of responsibilities of the roles named</i>				



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Number of lecturers	<i>Number of lecturer given</i>				
	<i>Adjusted to the number of students and desired learning outcomes</i>				
Number of tutors	<i>Number of tutors given</i>				
	<i>Adjusted to the number of students and desired learning outcomes</i>				
Necessary prior knowledge, skills, competences of lecturers/tutors	<i>Competences of lecturer named</i>				
	<i>Competences of tutors named</i>				
	<i>Competences aligned with the objectives, educational concept and delivery mode of the program</i>				
<b>Other elements</b>					
Admission/Validation	<i>The admission process is described.</i>				
Financial resources	<i>The detailed budget plan (incomes and costs) includes the key elements: - Tuitions, teaching costs, external costs, staff cost, etc.</i>				
Communication plan	<i>Communication plan presented.</i>				
<b>Global comment</b>					



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## Appendix 4

### LL Course Design Template

### Lifelong Learning Course Design Template

Complete the following template with all the necessary information to plan your LL course. Use the COMPASS Online Summer School as a help to...

- understand the template,
- collect the necessary information, and
- fill out the template.

General Information about the LL Course	
Course title	<i>The title of a course should give a brief, general description of the subject matter covered. It also has to be attractive to the possible audience or applicants.</i>
Study programme	<i>To what extent are the components of the learning environment in line with the programme goals and objectives, and institutional criteria (learning outcomes, assessment of learners, study materials, curriculum, learning activities, etc.)?</i>
Number of ECTS credits, notional learning time	<i>How many ECTS will your course have? Measure this in terms of student workload, considering that every ECTS is about 20-25 hours.</i>
Content summary	<i>Short summary of the content of the course.</i>
Your Target Audience	
Target group	<i>What kind of learners would you like to attract for your course? (age, profession, etc.) To what extent is there a clear process to enable identification of programme target groups and their needs? To what extent are the needs of stakeholders' (labour market, professional bodies, etc.) assessed?</i>
Students' prior knowledge, skills, and competences	<i>Which knowledge, skills, and competences does the standard target group member have?</i>
Rationale	<i>Why do learners need this LLL course? How does this course cover some of their personal and/or professional developmental needs? How is the course connected to its professional network and standards?</i>
Reaching out	<i>How do you want to reach out to the intended target group?</i>

Didactical Design of the LL Course	
Intended learning outcomes (max. 5)	<p><i>Please insert the learning outcomes of the course. Consider listing 4-6 student-centred learning outcomes – What should your students learn or be able to do as a result of successfully participating in your course?</i></p> <p><i>To what extent are the learning outcomes in line with the vision and strategic objectives of the institution?</i></p> <p><i>To what extent are the defined learning outcomes in line with target groups' and stakeholders' (including labour market) needs?</i></p> <p><i>After successful completion of this course learners will be able to ...</i></p>
Assessment methods	<p><i>Which kind of formative and/or summative assessment methods will be used?</i> <i>e.g. essays, multiple choice exams, project reports, ePortfolios, etc.</i></p>
Pedagogical approach	<p><i>To what extent are the key educational concepts of the programme defined (e.g. learner-centred organisation of the programme, problem-based learning, on the job training, etc.)?</i></p>
Number of students	<p><i>Describe the minimum and maximum number of students.</i></p>
Delivery mode	<p><i>Choose the delivery mode which will be used:</i></p> <ul style="list-style-type: none"> <li>• <i>Face-to-Face</i></li> <li>• <i>Blended learning (mix between face-to-face and online learning)</i></li> <li>• <i>Online Course</i></li> </ul>
Learning activities	<p><i>Write down a list of learning activities planned for the LL course.</i> <i>NB: The activities must be aligned with the intended learning outcomes as well as with the assessment methods.</i></p> <p><i>To what extent are the programme characteristics (schedule, course materials, teaching methods, etc.) adjusted to the needs of the target group?</i></p>
Infrastructure and devices	<p><i>To what extent are the support service requirements defined on the basis of the identified needs of the target group (tutoring, ICT support, guidance, consultation, communication, etc.)?</i> <i>e.g. tablets, notebooks, whiteboard, smartboard, flipcharts, etc.</i></p>
Virtual environment and digital tools	<p><i>e.g. Moodle, Mahara, Canva, Kahoot!, padlet, Google Classroom; Microsoft Teams, web conferencing tools like Skype, adobe connect, etc.</i></p>

Staff	
Necessary roles	<i>To what extent are the roles and responsibilities of all personnel involved in programme planning, implementation, monitoring and improvement clear and in line with the competences needed to deliver the programme?</i>
Number of lecturers	<i>Depending on the number of students and desired learning outcomes.</i>
Number of tutors	<i>Depending on the number of students and desired learning outcomes.</i>
Necessary prior knowledge, skills, competences of lecturers/tutors	<p><i>To what extent is the selection of appropriate teaching staff in line with the strategic objectives and educational concepts of the programme?</i></p> <p><i>e.g.</i></p> <p><i>The lecturer is able to use Moodle.</i></p> <p><i>The lecturer is able to use the web conferencing tool Skype.</i></p> <p><i>The lecturer is able to moderate online discussions in an online forum.</i></p> <p><i>The lecturer is able to include the student's prior learning experiences into class.</i></p> <p><i>etc.</i></p>

### Other Key Elements

- Admission Issues, Validation: To what extent is there a common procedure, at institutional level, for admission of learners? If the institution does not have such a procedure in place, is there a programme specific procedure?
- Financial Resources: To what extent is there a detailed budget plan (defining the viability of the programme, predicted income and expenditure, provision of scholarships, etc.)?
- Communication Issues:
  - Are the admission procedures clearly communicated to all stakeholders?
  - Are the content of the programme and the expected learning outcomes well presented to stakeholders before the launch of the programme?