IO2 - ISSA: ISSA e-learning platform

Educational content templates

(with content included in all partners' languages)

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Executive Summary:

The first part of this document is to provide a clear understanding to the partner organisations and other interested readers on the specifications of the ISSA e-learning platform that is to be developed.

The second part of this document demonstrates the educational content templates, and also includes the respective translations thereof in the partner languages.

Contents

1.1 User Requirements

There are no technical requirements for any user to enter the platform. The requirement for a user to enter the platform is to have an internet connection. Moreover, no specific processor or browser is needed nor is there any other technical requirement to gain access to the platform.

1.1.1 Host Material from IO1:

All material that is to be included into the platform consists of training materials and scenarios developed within IO1 and which will be utilized by users for learning purposes. The type of materials include text, video, word documents, pdf documents etc.

1.1.2 New Material / Resources:

New material/resources can be created and uploaded to the platform by persons that have the admin role in our specific context. Moreover, it will be this person who confirms that any material that is to be uploaded is suitable, appropriate and does not violate privacy considerations. Students will be able to access and download the materials, which as previously mentioned will be uploaded to the platform by the person with admin rights.

1.1.3 Self-study online:

The material will be available for accessing and reading it online or for download in order to read it locally, for any user of the platform. Additionally, the user of the platform will be able to reuse the material repetitively as he/she desires without any restrictions.

1.1.4 Multilinguality:

All content on the platform will be available in English, as well as in all the partners' languages, thus Spanish, Greek, Bulgarian and Norwegian.

1.1.5 Single Sing in:

User can use the same credentials to connect to e-learning platform and 3D virtual world. The user can be connected once to the Moodle platform and through this can also access the ISSA 3D virtual world.

1.1.6 User Management Functionality:

1.1.6.1 User Login

1.1.6.2 Reset Password/Username

1.1.6.3 Edit Profile/Account

1.1.6.4 Delete User account

1.1.6.5 Privacy policy about data processing. GDPR compliance.

1.2. Non-Functional Requirements

1.2.1 Usability Requirements

A user-friendly and interactive interface will be offered in order to provide a better user experience to all users and to maximise on the platform's usability. All the features provided should be easy to use, with to-the-point keywords and descriptive instructions. All menu links and buttons must be easy to find. The design should be simple, minimal and appropriate for the specific platform's purposes. To summarise, the aim is to develop:

- A user-friendly platform that is easy to use, with an easy way to login and use its features.
- An easy method to connect to the 3D virtual environment through the Moodle platform.
- An easy way to access and/or save the learning materials.

1.2.2 Performance Requirements

All features should function properly without any user perceived delays.

1.2.3 Privacy and Security Requirements

All data collected will be processed in a manner that ensures appropriate security, including protection against unauthorised or unlawful processing and against accidental loss, using appropriate technical or organisational measures. The platform should be complying with the GDPR. All data shall be processed lawfully, fairly and in a transparent manner in relation to the data subject (the individual associated with them). The platform will ensure a level of security appropriate to the risk assessed as existing.

1.2.4 Freely accessible:

- The material will be available open and free for users to access once they successfully login to the platform.
- Guests can join the platform but with limited functionality. Free for the user to access for as many times as they so desire.

1.2.5 Innovations:

- Host learning content through Moodle
- Learning content accessible in ISSA 3D Virtual Word
- Facilitate distance learning through self-study

1.2.6 Communication:

- Space where start-ups and entrepreneurs can meet, communicate and share their experiences.

2. Educational Content Preparation

2.1 Introduction:

Templates for the modules, assessments and scenarios that will be hosted in the e-learning platform are presented in this section. This defines how the structure of modules and scenarios will be visually presented in the e-learning platform. All the educational material will be prepared according to these specific requirements so that they can then be integrated into the e-learning platform. Moreover, all educational content will be translated to the partners' languages.

2.2 Structure of modules and scenarios:

2.2.1 Module structure:

It is required that each module consist of the following:

1. Competence Name – Competence short name:

The name of the competence and course. This field must be up to 255 characters. Pay attention that in this section all the partners' languages should be included. Its highly recommended that the competence name is short. Since we will have four competence names, it is not envisaged that there will be problems with the character limitation for the naming purposes. One will need to complete the course short name field with a maximum of 100 characters, which is the limitation.

The short name of the course is displayed in the navigation block and is used in the subject line of course email messages. The short name can be used as the competence name. Two fields are required. One can write a description for the course summary and can upload related files about course.

2. Topic(s) Name:

The name of the topic. This field must be up to 255 characters. Pay attention that in this section all the partners' languages should be included. Its highly recommended that the topic name is short. Optional: Summary-Short text to prepare students for the activities within the topic. The text is shown on the course page under the section name.

Every topic may have any of the following (one can choose between the features and how many times to use a specific feature):

1. Label(s): The label module enables text and multimedia to be inserted into the course page in between links to other resources and activities. Labels are very versatile and can help to improve the appearance of a course if used thoughtfully. Mainly, labels have been used for text. No character limitations.

2. File(s): The file module enables a teacher to provide a file as a course resource. Where possible, the file will be displayed within the course interface. Students will be prompted to download it. A file could be an excel document, pdf, word document etc. Each file will need a name that will be displayed on the screen. Name is required field and has a

maximum 255-character limitation. Also, a description can be added and, in the case, that the description will be displayed on the course page, one must tick the Display description on the course page. It is only needed to complete the number of files that will be included in the MOODLE. Under the description, a required space for uploading a file is available.

3. Page(s): The page module enables a teacher to create a web page resource using the text editor. A page can display text, images, sound, video, web links and embedded code, such as Google maps. Advantages of using the page module rather than the file module includes the fact that the resource will be more accessible (for example to users of mobile devices) and easier to update. A page may be used to present the terms and conditions of a course or a summary of the course syllabus and to embed several videos or sound files together with some explanatory text. A page requires a Name and Page Content and optionally, one can also write a description and display it on the course page. The Name field has a maximum 255-character limitation.

4. URL(s): The URL module enables a teacher to provide a web link as a course resource. Anything that is freely available online, such as documents or images, can be linked to; the URL does not have to be the home page of a website. The URL of a particular web page may be copied and pasted or a teacher can use the file picker and choose a link from a repository such as Flickr, YouTube or Wikimedia (depending upon which repositories are enabled for the site).There are a number of display options for the URL, such as embedded or opening in a new window and advanced options for passing information, such as a student's name, to the URL if required. Note that URLs can also be added to any other resource or activity type through the text editor. The required fields for URL are the Name with limitation of maximum 255 characters and external URL field where the link is inserted. One can also optionally add a description and displayed it on the course page.

5. <u>Folder(s):</u> The folder module enables a teacher to display a number of related files inside a single folder, reducing scrolling on the course page. A zipped folder may be uploaded and unzipped for display, or an empty folder created and files uploaded into it. A folder may be used for a series of files on one topic, for example a set of past examination papers in pdf format or a collection of image files for use in student projects and to a shared uploading space for teachers on the course page (keeping the folder hidden so that only teachers can see it). The required fields for URL are the Name with limitation of maximum 255 characters. One can optionally add a description and display it on the course page. Also, you have the option to add files inside the folder.

6. <u>Quiz(s):</u> The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical. The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set. Each attempt is marked automatically, with the exception of essay questions, and the grade is recorded in the gradebook. The teacher can choose when and if hints, feedback and correct answers are shown to students. The required fields for URL are the Name with limitation of maximum 255 characters. If you want you can put a description and displayed on course page. A Quizzes may be used:

    a. As course exams
    b. As mini tests for reading assignments or at the end of topic
    c. As exam practise using questions from past exams
    d. To deliver immediate feedback about performance
    e. For self-assessment

7. <u>Forum(s):</u> The forum activity module enables participants to have asynchronous discussions i.e. discussions that take place over an extended period of time. There are several forum types to choose from, such as a standard forum where anyone can start a new discussion at any time; a forum where each student can post exactly one discussion;

or a question and answer forum where students must first post before being able to view other students' posts. A teacher can allow files to be attached to forum posts. Attached images are displayed in the forum post. Participants can subscribe to a forum to receive notifications of new forum posts. A teacher can set the subscription mode to optional, forced or auto, or prevent subscription completely. If required, students can be blocked from posting more than a given number of posts in a given time period; this can prevent individuals from dominating discussions. Forum posts can be rated by teachers or students (peer evaluation). Ratings can be aggregated to form a final grade which is recorded in the gradebook. The required fields for URL are the Name with limitation of maximum 255 characters. If you want you can put a description and displayed on course page. Forums have many uses, such as:

a. A social space for students to get to know each other

b. For course announcements (using news forum with forced description)

c. For discussing course content or reading materials

d. For continuing online an issue raised previously in a face-to-face session

e. For teacher-only discussions (using a hidden forum)

f. A help **center** where tutors and students can give advice

g. A one-on-one support area for private student-teacher communications (using forum with separate groups and with one student per group)

h. For extension activities, for example 'brain teasers' for students to ponder and suggest solutions to.

2.2.2 ISSA Module structure example (Mobilising Resources):

Every Module consists of:

• Competence full Name: Mobilising Resources

• Competence short Name: Mobilising Resources

• Topic Name: COURSE INFORMATION & COMMUNICATION

• Label: Text with steps someone need to follow during the course

• Forum: FAQ (Frequently ask questions)

- Topic Name: GENERAL INFORMATION FOR MOBILISING RESOURCES

- Label: Text with general information for mobilising resources

- Topic Name: LEARNING OUTCOMES

- Label: Text about learning outcomes

- Topic Name: READ IT!

- Label: Text about the competence.

- Label: Introduction text about theme 1 of competence

- File: Pdf file about theme 1 of competence

- Label: Introduction text about theme 2 of competence

- File: Pdf file about theme 2 of competence

- Label: Introduction text about theme 3 of competence

- File: Pdf file about theme 3 of competence

- Label: Introduction text about theme 4 of competence

- File: Pdf file about theme 4 of competence

- Topic Name: ADDIOTIONAL LEARNING MATERIAL

- Label: Files and videos about the competence

- Topic Name: APPLY IT!

- Label: Text with general information about the scenarios.

- Topic: SELF-EVALUATE IT!

- Label: Text about self-evaluation it topic

- Quiz: Self-Evaluation quiz

2.3 Translation of Educational Content:

Each partner translated the educational content to its country language. ISSA project consists of five partners: Norwegian University of Science and Technology (NTNU) from Norway, University Of Cyprus from Cyprus, FYG Consultores from Spain, CTI Diophantus from Greece and Business Foundation of Education (BFE) from Bulgaria. Since Greece and Cyprus speak the same language (i.e. Greek), there were four languages that need to be translated from English:

1. Greek

2. Norwegian

3. Spanish

4. Bulgarian

The translations for the four modules can be accessed through this LINK.