



Building on  
Linguistic and  
Cultural Diversity

# Methodology for e-learning design

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# Methodology for e-learning design

|                     |                                            |
|---------------------|--------------------------------------------|
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| Dissemination Level | <b>PU</b>                                  |





BOLD: Building on Linguistic and Cultural  
Diversity for social action within and  
beyond European universities

# Deliverable Factsheet

|                                |                                                                                                                                                                            |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Project Number:                | <b>2022-1-DE01-KA220-HED-000086001</b>                                                                                                                                     |
| Project Acronym:               | <b>BOLD</b>                                                                                                                                                                |
| Project Title:                 | <b>Building on Linguistic and Cultural Diversity for social action within and beyond European universities</b>                                                             |
| Title of Document:             | <b>Methodology for e-learning design</b>                                                                                                                                   |
| Output:                        | <b>Deliverable 4</b>                                                                                                                                                       |
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| Author(s):                     | <b>Web2Learn</b>                                                                                                                                                           |
| Approved by:                   | <b>All Partners</b>                                                                                                                                                        |
| Abstract:                      | <b>This deliverable was created to guide BOLD partners in the creation of quality online and open access modules.</b>                                                      |
| Keyword list:                  | <b>Modules, instructional design, methodology, checklist, peer review.</b>                                                                                                 |
| Copyright                      | <b>Creative Commons License 4.0 International</b>                                                                                                                          |
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## Consortium

The consortium governing the project is adequately representing a wide range of expertise, as 5 Higher Education Institutions (University of Hamburg, Autonomous University of Madrid, Aix Marseille University, University of Aveiro, Groningen University) join hands with a web education specialist (Web2Learn). This mix of knowledge, skills, experiences and networks guarantees a layered approach toward a diverse range of stakeholders.

|   | Name                            | Short Name | Country     |
|---|---------------------------------|------------|-------------|
| 1 | University of Hamburg           | UH         | Germany     |
| 2 | Web2Learn                       | W2L        | Greece      |
| 3 | Autonomous University of Madrid | UAM        | Spain       |
| 4 | University of Aveiro            | UAVR       | Portugal    |
| 5 | Groningen University            | RUG        | Netherlands |
| 6 | University of Aix Marseille     | AMU        | France      |



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## Revision History

| Version | Date       | Revised by         | Reason          |
|---------|------------|--------------------|-----------------|
| V1.0    | 20/04/2023 | Stefania Oikonomou | Internal review |

### Statement of originality:

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This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both.

### Disclaimer:



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## List of Abbreviations

The following table presents the acronyms used in the deliverable in alphabetical order.

| Abbreviations | Description         |
|---------------|---------------------|
| D             | <b>Deliverable</b>  |
| WP            | <b>Work package</b> |



BOLD: Building on Linguistic and Cultural  
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## Executive summary

This document presents the BOLD project's methodology that is designed to guide partners in creating WP3 modules in a consistent and coherent way. The methodology provides concrete and actionable steps that the BOLD partners should undertake during all stages of the preparation of their open access modules, from their design, to the production, the adoption of common quality standards and their compliance with the objectives of the project and the specific activity to which they are connected.

The methodology is Deliverable (D) 4 of Work Package 3 Activity 1 (WP3A1) of the EU-funded BOLD project.

### About the BOLD project

The BOLD project—Building on Linguistic and Cultural Diversity for Social Action within and beyond European Universities—is an Erasmus+ initiative focused on transforming initial teacher education through social activism and civic engagement. It brings together student teachers to work collaboratively on social action projects within informal and non-formal educational contexts, blending professional skill development with hands-on experience in addressing real societal needs. BOLD is rooted in the belief that higher education should serve as a catalyst for positive societal transformation, nurturing both active citizenship and cross-cultural awareness among emerging educators. By bridging the gap between teacher training and practical social engagement, BOLD aims to prepare educators to be agents of change in building inclusive, participatory communities.



## 1. The methodology for the BOLD open access modules

Led by Web2Learn- the project's expert partner in the production of open access educational resources (OERs)- WP3A2 adopted a precise and quality-based e-learning design that was depicted in concrete instructional design guidelines. Specifically:

### **Instructional design guidelines for BOLD modules**

*By Katerina Zourou, Stefania Oikonomou, Web2Learn*

Instructional design basic steps: 1) Collection of resources> 2) draft outline > 3) multimedia content 4) first release of module > review> 5) final release.

#### **Step 1: Collection of resources**

1. We begin building modules of the WP3A2 by collecting the necessary resources. By the term 'resources', we refer to:
  - academic papers
  - Blog-posts
  - videos
  - pictures
  - podcasts
  - online modules
  - webpages, relevant to our topic
2. We organise the resources according to the units we intend to create inside the modules. We need at least 3 Units per module. An example of a module can be found here (example shared by Web2Learn with partners): it is the module 'open linguistic data and language governance' containing its 'Units'. Inside the folder 'Units', we create one document per unit (henceforth 'Unit-document').



3. We title each 'Unit-document' according to the title of the intended unit.
4. In each 'Unit-document', we put all relevant resources we collected.

To better organised the resources, we create a table, containing the following information for each resource:

- **who** added the resource
- **when** the resource is added
- which is the **title** of the resource
- who is the **author** or the creator of the resource
- what is the **link** of the resource
- the **multimedia component** of the resource, if any
- a short description, justifying the **relevance** of this resource to the Unit's topic
- See an example [here](#).

## Step 2: (draft) outline of the module

The final document we need to produce is the 'Module's draft outline'. (See an example [here](#)). This document is an explanatory description of the module's structure, reasoning and relevance to the BOLD project. It is organized according to the following structure:

- ❖ BOLD's general objective and WP3 specific objective
  - Remind to the reader what the purpose of the BOLD project and WP3 is.
- ❖ This module's topic
  - Describe the topic of the module you prepare.
  - Mention what are the questions that trainees will be addressed with.
- ❖ How is this module related to the WP3 and the project objectives?
  - What is the connection between the project's general objective and the module you create.
- ❖ The reasoning behind the proposed units' structure

- Why did you organize the modules the way you did?
- ❖ Units' structure
  - Mention the titles of the modules.
- ❖ Units' description
  - For each unit, provide a short description of its specific topic.
    - Unit 1
    - Unit 2
    - Unit 3

### **Step 3: Multimedia content**

- Teaser video (see checklist)
- Pictures or graphics
- Videos
- Quizzes

### **Step 4: First release of the module**

For peer review

### **Step 5: Final release of the module**

## 2.The Annexes: Monitoring progress and peer review of the modules

To ensure smooth and effective implementation of the WP3A2 modules' production, Web2Learn developed and shared with partners the following documents whose templates are annexed in this report, namely:

- The WP3A2 Checklist
- The Monitoring progress tracker, and
- The Peer review template

## Checklist for BOLD WP3 module creation

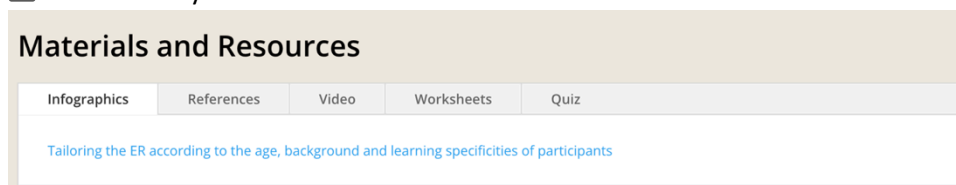
Stefania Oikonomou and Katerina Zourou, Web2Learn, 18/04/2023

### Building blocks

#### A. SECTION MATERIALS AND RESOURCES

3 tabs in which you will put:

- ☐ **The pictures and infographics** you created
- ☐ **The references** you used
- ☐ **The videos** you used



(Inspiration from: <https://steamerproject.eu/grain/0-1/> worksheets are not applicable for us, and the quizzes will be embedded in the units above)

#### B. INTRODUCTORY SECTION

- ☐ **Teaser video**: a very short, 30-45 sec video attracting attention and sharing the gist of the module. Example: <https://edcomix.eu/elearning-part1/>
- ☐ **Abstract (2-3 lines)** : Topic and scope of the module in a short and attractive format.
- ☐ **Aims** (like in 1-2 sentence)
- ☐ **Learning outcomes** (in 3 bullet points : what will the learner/participant learn)
- ☐ **Target group** (2 lines short description)
- ☐ **Module structure and components** (3 lines short description either as text or as bullet points)
- ☐ **Duration** (here you should put by default: 8 hours. Each module should correspond to 8 learner hours= the time that a learner should spend)
- ☐ **Materials and resources** (please indicate very shortly which kind of resources you use in your module.
- ☐ **Authors** (names of authors)

#### C. CONTENT IN UNITS AND SELF-ASSESSMENT BY UNIT

(note: the term unit is indicative, should not be understood in the strict sense; it is just a measure for us to better structure content)

- ☐ **Unit 1 : title** (a short and engaging title)
  - ☐ **Unit 1.1 title** (a short and engaging title)
    - ☐ **1-2 pages with content** (content will take the form of a “book” in the Moodle terminology, a book is practically a collection of pages where you add your content. It allows you to connect all other pieces or resources that belong to this unit). Please see next pages for an example
    - ☐ Materiality of content: content pages contain both your text, and all other rich multimedia resources: videos, links, etc.
  - ☐ **Unit 1.2 title**
    - ☐ **1-2 pages with content**
  - ☐ **Self-assessment : one quizz per unit**
- ☐ **Part 2** (same as above)
- ☐ **Part 3** (same as above)
- ☐ **References**

## Overall design considerations

- ☐ Did you make sure that resources you have collected are multimodal (combining text, video, images, infographics) ?
- ☐ Did you make sure that the design of the content corresponds to the type of resources available?
- ☐ Did you make sure that materials done by third parties are copyright-free (CC BY or CC 0)?
- ☐ Did you make sure that you allow open access (CC BY and CC 0) to the resources you create?
- ☐ Did you make sure that there is an offline copy of your module?
- ☐ Did you make sure that you use the Creative Commons license we agreed to use in BOLD (CC BY)?

### 1.What is critical thinking?

#### Lecture

-  What is critical thinking - introduction
-  Reading: Critical Thinking An Introduction by Alec Fisher - chapter 1
-  Critical thinking - a short introductory audio lecture
-  Slides for Critical thinking - as short introductory audio lecture
-  What is critical thinking - dig deeper audio lecture
-  Slides for What is critical thinking - dig deeper audio lecture

#### Assessment

-  Comprehension check
-  Task 2: Your own definition of critical thinking

#### Additional resources

-  Video: Critical thinking - to understand it better.
-  Video: Thinking critically. What does it really mean and how to develop it?

## WP3A2: Overview of WP3 online modules

Monitoring Status: Scheduled, in progress, completed

**Instructions for partners:** This spreadsheet was made to monitor progress of WP3A2. You should fill in this excel once your module(s) is(are) scheduled and **update their status** in the first sheet (dropdown menu).

Then, **for every module** you have completed, you should **go to the relevant sheet** and **update the columns** with the information that is requested. In order to not lose track of the info related to each module, it is recommended to fill in this excel right after the completion of it.

|           | Module a  | Module b       | Module c        | Module d  | Module e  | Duration       | Info             |  |  |  |
|-----------|-----------|----------------|-----------------|-----------|-----------|----------------|------------------|--|--|--|
| Web2Learn | Completed | Completed      | Completed       | Completed | Completed | 1/5/23-31/1/24 | Total: 5 modules |  |  |  |
|           | Module f  | Duration       | Info            |           |           |                |                  |  |  |  |
| UHH       | Completed | 1/5/23-31/1/24 | Total: 1 module |           |           |                |                  |  |  |  |
|           | Module g  | Duration       | Info            |           |           |                |                  |  |  |  |
| UAM       | Completed | 1/5/23-31/1/24 | Total: 1 module |           |           |                |                  |  |  |  |
|           | Module h  | Duration       | Info            |           |           |                |                  |  |  |  |
| RUG       | Completed | 1/5/23-01/4/24 | Total: 1 module |           |           |                |                  |  |  |  |
|           | Module i  | Duration       | Info            |           |           |                |                  |  |  |  |
| AMU       | Completed | 1/5/23-31/1/24 | Total: 1 module |           |           |                |                  |  |  |  |
|           | Module j  | Duration       | Info            |           |           |                |                  |  |  |  |
| UAVR      | Completed | 1/5/23-31/1/24 | Total: 1 module |           |           |                |                  |  |  |  |

WP3A2

[illegible][illegible][illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

## Review Report for

### WP3 Open access modular training resources

Reviewer(s):

Review Organisation:

Deliverable Lead Partner: Web2Learn

Deliverable Due Date: 31/01/2024

Version of Deliverable Reviewed:

Review Date:

Dissemination level: CO

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## 1. Reviewer expertise

Reviewer name:

Please add a short description of the reviewer's expertise.

## 2. Evaluation

This section refers to your overall evaluation of the deliverable. Please mark each of the criteria in Table 1 with an X to the column of your choice. Mind that 1 is the lowest and 5 is the highest (best) grade in the scale.

Table 1. Overall evaluation result

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
|--|---|---|---|---|---|



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|                                        |  |  |  |  |  |
|----------------------------------------|--|--|--|--|--|
| Technical/Scientific value             |  |  |  |  |  |
| Structure                              |  |  |  |  |  |
| Clarity                                |  |  |  |  |  |
| Relevance to objectives                |  |  |  |  |  |
| Applicability of results (if relevant) |  |  |  |  |  |

### 3. Recommendation

This section refers to your recommendation as regards the quality of the deliverable. In Table 2 there are three options to choose from; you should choose only one of the three options and justify your decision in the respective table cell.

**Table 2. Recommendation for the deliverable**

| <i>Options</i>                                  | <i>Justification</i> |
|-------------------------------------------------|----------------------|
| Report has sufficient quality as is:            |                      |
| Report needs minor re-writing (please specify): |                      |
| Report needs major re-writing (please specify): |                      |

### 4. Comments

Independent of the two previous sections (and even if the marks are good and the quality is sufficient) there may be specific modifications to be proposed for the deliverable. These modifications should be proposed in Table 3 below. In the same table you should also indicate the significance of each proposed modification by selecting one of the following options: E (essential), HR (Highly Recommended), R (Recommended). You may add as many table rows as needed in order to fill in all proposed modifications.

**Table 3. Proposed modifications**

| <i>No</i> | <i>Description of the proposed modification</i> | <i>Importance ( E / HR / R)</i> |
|-----------|-------------------------------------------------|---------------------------------|
| 1         |                                                 |                                 |
| 2         |                                                 |                                 |