

Legend

Green font – questions that should be answered/addressed

Violet font – comments

Chapter in Case Handbook

Course:

Institution:

In this chapter, the online course.....

PART 1: DESCRIPTION OF THE COURSE

ADDIE – ANALYSIS

1. COURSE OVERVIEW

What is the (subject area, length of course, level, position in the programme, and ECTS credit value)?

Is it a mandatory or elective course?

2. STUDENT PROFILE AND GROUP SIZE

What is the student profile [age, education level, professional/workplace experience]?

Is it possible to determine their interest or attitudes, educational needs or competence gaps?

Is it a homogenous or international group?

3. TEACHING OBJECTIVES AND LEARNING OUTCOMES

What is the goal of the course?

What are the key concepts and skills taught in the course?

Knowledge attained from the course:

Skills attained from the course:

General competence attained from the course:

What are the most challenging concepts and skills, issues the students struggle with?

What cognitive or social competencies are necessary to achieve the learning outcomes?

ADDIE – DESIGN

1. Course Structure

How the course content is structured?

How the content is modularized based on defined learning outcomes?

What is the ratio between the asynchronous and synchronous modes?

What is the rationale for such a division/proportions? What types of activities are carried out synchronously and which asynchronously?

Is there any flexibility – the possibility to change/adapt the mode and conduct certain activities in another mode (synchronous or asynchronous)?

What does the module consist of?

2. Outline of the “Learning path in the module.

3. The pedagogical approach

Which instructional strategies, methods and techniques will enable the achievement of the specific learning outcomes?

What types of activities, learning opportunities (learning situations/experiences), and assessment forms may support the learning process?

How to address the key objectives and the key challenges determined in the analysis phase?

4. Meeting the key challenges

As it was named in the Analysis Part, the major challenges of this course are.....

We address this challenge through:

5. Assessment – FOR&OF learning

What assessment forms would be the best for specific learning outcomes?

How to use and organize different types of assessment (tasks, feedback) to enhance learning and develop students' engagement and autonomy?

How to scaffold learning process?

What are the conditions for passing the course?

What criteria are used to evaluate specific students' performances?

FOR learning

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OF learning

the exam is then graded A-F, measured against course objectives and learning outcomes.

Assessment overview

Assessment OF, FOR, AS Learning	Description	Individual or Group	Timeframe and Workload (hrs)	Technology	% of final course grade
FOR					
OF					
OF					

ADDIE - DEVELOPMENT

1. Content – educational materials&resources

What type of educational materials are used in the course?

What are they used for?

What types of didactic tools (formats) enabling different types activities: discussions, workshops, peer assessment, assignments?

What kind of resources, materials, and publications (online and offline) are used in the course?

Are any online tools or services (like research programmes) used in the course?

How are these resources used?

What is their function in the course?

2. Technology

What is the main learning environment? LMS or LXP?

*What are the external tools used in the course and what is their function? **tools, services***

ADDIE – IMPLEMENTATION

1. Guidelines, orientation

What kind of guidelines and tips do students receive?

How does orientation take place?

Do students receive technical training or kind of instruction?

2. Communication

What types of communication strategies are used in the course?

Is there any kind of netiquette and/or policy regarding cameras in synchronous mode?

3. Group work

How group work is organized and facilitated in synchronous mode?

How group work is organized and facilitated in asynchronous mode?

What instructions or guidelines do they receive and how do they receive them

What outputs might the groups have to generate and how are these reported/represented back to the whole class?

. ADDIE – EVALUATION OF THE COURSE

1. Evaluation of the Course

In what form is the evaluation conducted?

How often is it conducted?

2. Evaluation criteria

What aspects of the course are assessed?

What are the aspects of evaluation? – for students, teachers, external bodies?