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IO3: Pedagogical Guideline

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Executive summary

The present document is part of IO3. This Pedagogical Guide contains methodological material to support instructors in using the COLIBRI courses and/or in creating their own training courses using the COLIBRI materials (i.e. the course units).

1. About the Pedagogical Guideline

A pedagogical guideline for an e-Learning course provides recommendations and outlines principles for designing and delivering the course to promote effective learning.

Typically, a Pedagogical Guideline includes recommendations for the definition of the course's **learning objectives**. Clear and measurable learning objectives should be set as a guide for the course design. These objectives establish what learners can or should know by the end of the course and serve as a basis for content development and assessment.

In addition, the Guideline should cover the topic of **instructional strategy** selection. Overall, effective instructional strategies suitable for eLearning must be applied. This could include a mix of multimedia elements, interactive activities, simulations, case studies, discussions etc. that engage learners and facilitate learning.

The Guidelines should stress the importance of ensuring a logical and coherent **organization of the course content.** This may include breaking the content into modules or units, arranging the topics in a meaningful order, and ensuring that there is a clear flow of information throughout the course.

Recommendations on the use of **multimedia elements and technology tools** can be included. This may include guidelines for including video, audio, images, animation, and interactive elements to improve understanding and engagement. In addition, policies may describe the use of learning management systems, communication tools, and other technology platforms for course delivery and interaction.

The Guidelines should provide recommendations for the design of **assessments** to measure learner progress and understanding. This could include quizzes, questionnaires etc. Recommendations may address the provision of **support for learners**. This could include the provision of **instructions,** guidance and constructive **feedback** to learners to support learning;, facilitating communication and interaction between learners and teachers; and offering resources such as additional reading or supporting materials.

The Guideline should also emphasizes the importance of accessibility and Inclusivity, i.e. designing courses that are accessible to learners with diverse needs. This could include recommendations for ensuring compatibility with assistive technologies, providing subtitles or transcripts for multimedia content, and designing content that is inclusive and sensitive to cultural and diverse perspectives.

A pedagogical guideline for an eLearning course designed for economically vulnerable women may include considerations and recommendations that cater to their specific needs and circumstances. Important aspects to be addressed include:

Contextual Relevance: It is of paramount importance to adapt course content to the economic challenges and realities faced by economically vulnerable women. A COLIBRI course may address topics such as financial literacy, entrepreneurship, job skills, or income-generating opportunities that can empower them economically.

Practical and applicable content: A COLIBRI course may contain practical and applicable content that directly addresses the economic needs and challenges of the target audience. This could include case studies, real-life examples and practical exercises, allowing vulnerable women to apply what they have learned to their specific situations. A COLIBRI course may target the development of **practical skills relevant to their economic empowerment**, e.g. through the inclusion of **capacity-building activities**, hands-on exercises and hands-on projects that help economically vulnerable women acquire concrete skills that they can apply in their daily life and economic activities. As part of the economic empowerment of vulnerable women, a COLIBRI course could include **financial literacy** modules about budgeting, saving, investing, debt management and understanding financial systems, so as to empower women to make informed financial decisions.

Flexible learning opportunities: Given the potential time constraints and responsibilities of economically vulnerable women, flexible learning opportunities should be provided. A COLIBRI course may include self-paced learning modules, mobile-friendly content, provide the ability to access course materials offline, etc.

Additional resources and networking/support services: A COLIBRI course may be extended through the provision of additional learning resources and networking/support services beyond the course content. Creating a supportive and inclusive learning environment could include providing opportunities for networking and collaboration, and encouraging a sense of community and peer support among learners.

2. The Instructional Design process

Meaningful learning occurs when the person seeking to learn is an active and engaged participant in the course. **Instructional design** is a systematic and iterative process of designing and developing effective and engaging instructional materials and learning experiences. This involves analyzing the learning needs of the target group, defining clear learning objectives and creating teaching strategies and content in order to facilitate learning and achieve the desired results.

The aim of course design is to close the gap between the current level of knowledge or skills of the learners and the desired level of knowledge or skills. The design process includes a range of activities, including conducting needs assessments, designing instructional materials and activities, selecting appropriate instructional methods and technologies, and evaluating the effectiveness of instruction. During the instructional design process, considerations such as learner engagement, instructional strategies, and assessment methods are taken into account and the use of technology are integrated to create a learner-centered and effective learning experience.

The instructional design process starts with clearly defining the **learning objectives,** which drive the selection of appropriate **teaching strategies.** The chosen teaching strategies then inform the selection of specific **instructional methods** that align with the overall goals and objectives of the learning experience. **Learning objectives** are statements that describe what learners are expected to know, understand, or be able to do at the end of a learning experience. **Teaching strategies** refer to the overall approaches and techniques used by educators to facilitate learning. These strategies are broad in nature and guide the instructional design and delivery process. The choice of teaching strategy depends on the instructional goals, learner characteristics, and desired learning outcomes. **Instructional methods** are the specific techniques and practices employed within the chosen teaching strategy to deliver instruction and engage learners. These methods are more detailed and focused, representing the specific actions or steps taken by the instructor. Instructional methods are selected based on their alignment with the chosen teaching strategy and their effectiveness in achieving the desired learning objectives.

By carefully aligning learning objectives, teaching strategies, and instructional methods, instructional designers can create effective and engaging learning experiences that support learner achievement and desired learning outcomes.

2.1 The ADDIE model for instructional design

The **ADDIE (**Analysis, Design, Development, Implementation, and Evaluation) process is a widely used instructional design model (Molenda, 2003). Each phase of the ADDIE process plays a crucial role in the development of effective learning experiences:

Analysis phase

In the analysis phase, information is collected about the target group, their needs, existing knowledge and skills, and the learning objectives. This phase helps the instructional designer identify performance gaps and determine the scope and goals of the course to be developed.

Design phase

During the design phase, the instructional designer develops a blueprint for the learning experience. This includes the definition of the learning objectives, selecting appropriate teaching strategies, determining the structure of content, and designing assessments and activities to support learning.

Development phase

During the development phase, all instructional materials are created based on the design specifications. This includes writing and organizing the content, creating multimedia elements, developing assessments, and assembling the learning materials. The development phase focuses on turning the design plan into actual instructional materials.

Implementation phase

In the implementation phase, the developed learning materials are delivered to the target group. This can involve the teaching of different media such as face-to-face training. In the case of the COLIBRI project, beyond the e-learning platform already employed to provide asynchronous training, learning offerings may be extended to include virtual classrooms or blended learning approaches.

Evaluation phase

The aim of the evaluation phase is to assess the effectiveness and efficiency of the instructional design. Assessment can take place at multiple levels, including learner feedback, performance appraisals, and overall achievement of learning objectives. Evaluation may include formative assessment during the development process to gather feedback and make improvements, and summative assessment to measure achievement of learning objectives and overall teaching impact.This phase helps identify areas for improvement and informs future iterations of the lesson design.

It's important to note that the ADDIE process is iterative, meaning that the results of the evaluation phase can inform revisions and refinements throughout the entire process. This iterative approach allows for continuous improvement and optimization of the instructional design.

3. Needs analysis: Adult learner needs

It is important to note that COLIBRI targets adult learners. Adult learners have specific needs and characteristics that should be considered when designing instructional experiences. Knowles' theory of andagogy (1984) emphasizes that adults are self-directed and expect to take responsibility for decisions. The six assumptions underlying andragogy, are 1) self-concept, 2) experience, 3) readiness to learn depends on need, 4) problem centered focus, 5) internal motivation, and 6) adults need to know why they need to know something (Merriam et al., 2007). Adults are self-determined and expect to take responsibility for decisions. They need to know why they should learn something, i.e. how the material is relevant to their job. Furthermore, learning should be done in the context of the tasks to be performed in the workplace and not just through memorization. Learners may have different backgrounds and experiences with the subject at hand. Learning should appeal to learners from this spectrum. Lessons should allow learners to discover things for themselves, with help and other tools to provide guidance, explanation and debugging.

Consequently, according to Knowles, adult education should be based on the following characteristics:

Self-Directed Learning: According to the 'Self concept" assumption, an adult becomes more self-directed and independent as they mature. Adults are rather self-directed learners who take responsibility for their own learning process. They would rather be in control of their learning

experience, including setting their learning goals, planning their learning activities and evaluating their progress.

Experience: Adults have a wealth of life experiences that serve as a valuable learning resource. Knowles emphasized the importance of using and building on learners' prior knowledge and experience, recognizing that adults learn best when they can connect new information to their existing understanding.

Willingness to learn: Adults are motivated to learn when they perceive the information or skill as immediately relevant and applicable to their lives. Knowles argued that adult learners are more receptive to learning when they see a direct connection between what they are learning and their personal or professional goals.

Problem-centered approach: Knowles recommended a problem-centered approach to adult learning. He believed that adults are more engaged and motivated when faced with real-world problems or situations that require them to actively seek solutions, analyze information, and apply what they have learned to practical contexts.

Internal Motivation: According to Knowles, adults are intrinsically motivated to learn when they have a genuine need or desire to acquire knowledge or skills. He emphasized the importance of creating a supportive and positive learning environment that fosters internal motivation and encourages self-directed learning.

Collaborative Learning: Adults can benefit from interacting with their peers, sharing perspectives, participating in discussions, and collaborating on projects, which can enhance their understanding and provide different perspectives on the topic.

Overall, adult learners prefer self-directed learning. They have the ability to draw on life experiences to aid in learning. They are willing to learn as they move into new roles. They focus on immediately applying new knowledge to real-world situations and problems. They tend to be internally motivated (instead of externally). Adult learners value learning that can be directly applied to their personal or professional lives. They prefer content that is practical, problem-focused, and directly relevant to their needs and goals. They prefer to be in control of their learning

process and appreciate the ability to set their own learning goals, choose their learning methods and take responsibility for their progress.

Adult learners bring a wealth of prior knowledge and experience to the learning environment. They appreciate the opportunity to link new information with their existing knowledge, draw on their experience and apply what they have learned in real contexts. They are often motivated by a desire to acquire specific skills or solve specific problems. They benefit from learning activities that engage them in practical assignments, simulations, case studies or projects that directly address their needs and challenges. Adult learners value engaging and participatory learning experiences, as well as interactive activities, discussions, collaboration with their peers, and opportunities for reflection and application of knowledge. Adult learners often have multiple responsibilities, such as work, family, and personal commitments. Therefore, they value flexibility in terms of time, place and pace of learning. Online or blended learning options that allow asynchronous access to materials and resources are often preferred.

Designing learning experiences that address these needs can help create a positive and effective learning environment for adult learners. It is important to consider their prior knowledge, provide opportunities for practical application, and encourage autonomy and self-directed learning to encourage engagement and meaningful outcomes.

As adult learners, economically vulnerable women may have special needs and considerations that should be addressed when designing learning programs for them in order to create a more inclusive, engaging and effective learning experience for economically disadvantaged women. Many economically vulnerable women may face constraints such as limited time, family caring responsibilities, lack of access to transportation etc. Designing learning programs that offer flexibility in scheduling, self-paced learning options, and accessible formats can help increase their participation. Providing one-to-one support and counseling can be crucial for economically vulnerable women who may have limited resources and face various obstacles. Offering mentoring, coaching, or opportunities to interact face-to-face with trainers or mentors can help address their specific learning needs and improve their learning outcomes. Furthermore, many economically vulnerable women may lack confidence in their abilities because of their life circumstances or previous educational experiences. Designing learning programs in a way that promotes building confidence, creating a supportive learning environment, and recognizing their achievements can help them overcome self-doubt and motivate their continued engagement. When designing learning programs for economically disadvantaged women, taking into account

the cultural context and gender dynamics is crucial. Considering cultural norms, providing content that is inclusive and respectful of their experiences, and promoting equality and gender empowerment can contribute to a more effective and meaningful learning experience.

4. Definition of learning objectives

Two fundamental questions of the instructional design process are the following:

- What are the learning objectives? What must the learner know or be able to do at the end of this learning process?
- What is an appropriate design strategy to achieve these goals?

Learning objectives or instructional goals determine the expected outcome of each course and/or each individual learning unit. Learning goals are statements that clearly describe what learners should know, understand, or be able to do as a result of participating in a learning experience.
Learning objectives guide the development of instructional materials and activities. A learning objective is a statement that describes a competency or capability that the learner is expected to acquire.
According to the **revised Bloom's taxonomy of the cognitive domain (**Anderson & Krathwohl, 2001; Krathwohl, 2002; Wilson, 2016), learning objectives can imply six different types of cognitive performance. These are hierarchical in nature, with each level building upon the previous one. The six types of cognitive performance in the revised Bloom's taxonomy are:

Remembering: This level involves recalling or recognizing information from memory. Learners are expected to recall facts, definitions, or concepts. Example action verbs associated with this level include "define," "list," "recall," or "identify."

Understanding: At this level, learners demonstrate comprehension and interpretation of information. They are able to explain ideas or concepts, summarize information, or interpret data. Example action verbs include "explain," "describe," "summarize," or "interpret."

Applying: Applying refers to using acquired knowledge or skills in new situations. Learners can apply concepts, theories, or principles to solve problems or complete tasks. Example action verbs at this level include "apply," "solve," "use," or "demonstrate."

Analyzing: This level involves breaking down complex information into its constituent parts and understanding the relationship between them. Learners can analyze relationships, identify patterns, or make connections between different ideas. Example action verbs associated with analyzing include "analyze," "compare," "contrast," or "classify."

Evaluating: Evaluating involves making judgments or assessments based on criteria and evidence. Learners can evaluate the validity, reliability, or quality of information, arguments, or solutions. Example action verbs at this level include "evaluate," "critique," "assess," or "justify."

Creating: This is the highest level of cognitive performance in the revised Bloom's taxonomy. Creating involves generating new ideas, designing, or producing something original. Learners can create new concepts, products, or solutions. Example action verbs include "design," "compose," "produce," or "generate."

These levels provide a framework for designing learning objectives that reflect different levels of cognitive engagement and complexity. Learning objectives serve as a roadmap for designing and assessing instruction, providing clarity and focus on what learners should accomplish. By determining desired cognitive performance, instructional designers can direct instructional design and assessment strategies to create effective learning experiences that meet the desired outcomes and support learner success.

Learning objectives provide a clear focus and direction for instruction and serve as benchmarks for assessing learner achievement.To enable effective teaching and learning, learning objectives must be **well-defined**. Well-defined learning objectives guide the selection of appropriate teaching strategies and instructional methods. Learning objectives should:

- be concise and specific, clearly stating the intended knowledge, skill or attitude that learners should acquire, avoiding vague language
- be written in such a way that learning success can be assessed and measured.
- describe what learners can do or accomplish (learner's desired behavior)., rather than simply stating what they will know or understand.
- be guided by broader learning outcomes or goals.
- be relevant to learners' needs and context.
- be realistic and achievable within the given lesson time frame and available resources.

For this purpose the **SMART** (Specific, Measurable, Achievable, Relevant and Time Bound) framework can be applied (SAMHSA, 2023). An effective learning objective should include the following 5 elements: who, will do, how much or how well, of what, by when:
MART stands for specific, measurable, achievable, relevant, and time-bound.

- Specific – what will be done and who will do it.
- Measurable – how the action will be measured.
- Achievable – Objective is realistic given the realities faced in the community.
- Relevant –Objective makes sense, i.e. it fits the purpose of the training program, the culture and structure of the community
- Time-bound –has a specific timeline for completion.

Learning activities and assessments included in a learning course must be **aligned** with the course's learning objectives. Having clear learning objectives allows for the development of learning activities that really address learners' needs and form the basis for assessment tests. It is important to ensure that learning activities and assessments aim to develop and assess the same achievements and learning content as expressed in the learning objectives, i.e. they must be aligned with the learning objectives.

5. Instructional Design Theories

When designing eLearning courses for adult learners, several instructional design theories and models can be applied to create effective and engaging learning experiences. Here are some instructional design theories commonly used in eLearning for adult learners:

Andragogy (Knowles, 1984)
The theory of adult education is founded on andragogy, the practice of teaching adults, as opposed to pedagogy, the practice of teaching children. The andragogy proposed by Malcolm Knowles focuses on the unique characteristics and needs of adult learners. The application of andragogic principles involves encouraging self-directed learning, recognizing learners' prior knowledge and experiences, and tailoring learning to their needs and goals.

Constructivism (based on learning theories by Dewey, Piaget, Vygotsky and others)
Constructivism emphasizes active learning and the building of knowledge through learner experiences and interactions. Designing e-learning courses based on constructivist principles

involves providing opportunities for exploration, problem-solving, collaboration, and reflection. By engaging with the content, learners actively build meaning and understanding.

Connectivism (Siemens, 2005)
Connectivism emphasises the importance of networks and connections in learning. It recognizes the role of technology and highlights the need for learners to develop skills in navigating and using digital networks. Designing e-learning courses according to connectivist principles is about giving learners the opportunity to connect with resources, experts and peers and to build their personal learning networks.

Experiential Learning (Kolb, 2014)
Experiential learning focuses on the learning process through concrete experiences, reflection, conceptualization and active experimentation. E-learning courses, based on experiential learning principles, include simulations, case studies, real-world scenarios and hands-on activities that allow learners to apply their knowledge in practical contexts.

Cognitive Load Theory (Sweller & Chandler, 1991)
The cognitive load theory puts the emphasis on managing the cognitive load placed on learners' working memory. Designing e-learning courses with cognitive load theory in mind is all about presenting information in a structured and organized manner, breaking content into manageable chunks, and using multimedia effectively to support learning without overwhelming learners.

These instructional design theories can serve as a guide for designing and developing e-learning courses for economically vulnerable women, taking into account their unique characteristics, needs, and preferences. It is important to adapt and tailor these theories to specific learning contexts and to align them with desired learning outcomes and instructional goals.

6. Instructional methods

Expositive methods, application methods, and collaborative methods are three categories of instructional methods commonly used in adult e-learning programs. Each category targets a different aspect of adult learning: knowledge acquisition, skills development and social interaction respectively.

- **Expositive methods** emphasize the absorption of new information. Expositive methods involve providing information or content to learners. They focus on imparting knowledge and are often used to introduce new concepts or provide explanations. Expositive methods include presentations, case studies, working examples and demonstrations.
- **Application methods** emphasize the active processes learners use to perform procedural and principle-based tasks and build new knowledge. They are about giving learners the opportunity to apply the knowledge and skills they have acquired and focus on practical application, problem solving and critical thinking. Application methods include the demonstration exercise method, work aids, case-based or scenario-based exercises, role-playing, simulations and serious games, guided research and project work.
- **Collaborative methods** emphasize the social dimension of learning and encourage learners to share knowledge and complete tasks collaboratively. Collaborative methods emphasize interaction, collaboration and social learning between learners. These methods encourage learners to collaborate, share ideas and learn from each other's experiences. This includes guided online discussions, collaborative work and peer tutoring.

Instructional methods can be categorised according to the learning preferences of learners into three main categories:

- **Self-Paced Learning:** Self-paced learning methods provide learners with flexibility and autonomy, allowing them to progress through the course at their own pace. Examples include online modules, e-books and digital resources, online tutorials and videos.
- **Collaborative Learning:** Collaborative learning methods encourage interaction and engagement among adult learners and provide opportunities for the exchange of ideas, perspectives and experiences. Examples of this are online discussion forums and virtual learning groups.
- **Teacher-led learning:** Teacher-led methods involve guidance and facilitation by teachers or subject matter experts. Examples include virtual, instructor-led training,

Depending on whether they include time-coordinated or time-independent activities, Instructional methods can be categorised into three main categories:

- **Synchronous teaching methods:** Synchronous methods involve real-time interaction between learners and instructors or between the learners themselves. These methods allow for instant feedback, collaboration and engagement. Examples of synchronous teaching methods are live webinars, virtual classrooms and video conferencing.
- **Asynchronous teaching methods:** With asynchronous methods, the learners do not have to be present at the same time. They offer flexibility of time and place, allowing learners to access and participate in materials at their convenience. Examples of asynchronous teaching methods are: self-paced modules, recorded lectures, online discussion forums.
- **Mixed/hybrid teaching methods**: Mixed or hybrid methods combine both synchronous and asynchronous approaches, providing a balanced learning experience. This allows for a mix of real-time interactions and self-directed learning. Examples of mixed teaching methods are: Flipped Classroom

Instructional designers can strategically select and combine these methods based on learning outcomes, content type, and learner characteristics to create effective and engaging e-learning experiences.

Instructional methods can be categorised according to the levels of Interactivity they support.
In online courses, **interactivity** refers to the level of engagement and interaction between the learners and the course content, instructors, and other learners. Higher levels of interactivity can enhance learner engagement, motivation, and comprehension.The level of interactivity may vary depending on factors such as the subject matter, instructional goals, resources, and technological capabilities:
No interactivity (passive presence). The learner acts solely as a receiver of information.
Low Interactivity: Online courses may offer limited interactivity. Learners primarily consume pre-recorded lectures or read static content without much opportunity for interaction or engagement. The course may lack opportunities for feedback, discussion, or collaboration between learners.
Moderate Interactivity: Courses offer more opportunities for engagement and interaction. Learners may have access to discussion forums or chat features where they can ask questions, discuss concepts, or ask for clarification. Tests or assessments may be included to provide learners with feedback on their progress.

High Interactivity: Courses include a variety of interactive elements and activities. This may include live virtual sessions, real-time discussions, group projects, simulations, case studies, interactive multimedia content and hands-on activities. Learners often have opportunities to interact with faculty and peers, receive instant feedback, and actively apply their knowledge.

The appropriate level of interactivity should be determined based on the learning objectives and the needs of the target audience.

7. Development and delivery of Learning Content

Learning content development refers to the process of creating instructional materials and resources that support the learning objectives and instructional design of a course or learning program. The aim is to convert the subject matter or knowledge into engaging and effective learning materials that facilitate the learner's understanding and competence development. The process requires collaboration between subject matter experts, curriculum planners, multimedia specialists and other relevant stakeholders.

The first step is to analyze the topics or content to be taught by reviewing relevant existing sources. The content is then organized and structured in a logical and coherent manner. It breaks content into modules, units, or lessons, and sets the order and flow of information to ensure a progressive and meaningful learning experience. Based on the learning goals and the target group, an instructive design approach is chosen. This includes deciding on the instructional strategies, methods and activities that best support the learning objectives. The instructional design approach guides the selection of appropriate media, technology and instructional techniques to enhance learning.

The actual content is then developed. This can include writing text-based content, creating multimedia elements (e.g. videos, audio recordings, animations etc.), developing interactive activities, or designing assessments. Content is aligned with learning objectives, lesson design approach, and preferred mode of delivery. Learning objectives and relevant topics are organized in a logical structure.Visual design principles are applied to improve readability, comprehension and overall user experience. Content development also incorporates accessibility considerations to ensure materials are inclusive and usable by diverse learners.

Once the content is finalized, it is prepared for delivery to the learners. The completion and delivery phase involves preparing the developed content for distribution and making it accessible to learners. Various delivery options exist. Determining the learning content delivery method is

based on the lesson design and learner needs. This could go beyond the delivery methods implemented during the COLIBRI project to include delivery online via a learning management system, hosting the content on a website or online platform, distributing physical copies, or a combined approach combining both online and offline delivery methods.

8. Developing future COLIBRI learning courses

Developing future learning courses based on existing COLIBRI courses or materials can be an efficient and effective approach to instructional design. instructors can use the COLIBRI courses and/or in creating their own training courses using the COLIBRI materials (i.e. the course units). Starting with a needs analysis to identify the specific learning needs and goals for the new courses, the instructional designer should refine the learning objectives for the new courses and determine the most appropriate adaptation strategy. There are several approaches you can take:

- **Remixing**: Combine and reorganize existing content modules, activities, or assessments to create a new course. This approach can be useful when the existing content is relevant but requires restructuring or changes in order.
- **Customizing/adapting and repurposing:** Modify or customize the existing content to better suit the specific needs of the new course. This may include updating examples, incorporating new case studies, or adjusting the level of difficulty to suit the audience.
- **Enhancement**: Add new items, resources, or activities to enrich the existing content and enhance the learning experience. This may include the incorporation of multimedia, interactive elements, real scenarios or additional practice exercises.

By considering these options and choosing the most appropriate approach, the instructional designer can leverage the existing modules and create a customized and effective learning experience for your audience. When choosing from a pool of modules developed within the COLIBRI project, the instructional designer has three options: to reshuffle the modules, to adapt them and use them for other purposes, or to enrich and combine them with additional modules. Here is a brief explanation of each option:

8.1 Remixing “as is” content modules

Relevant modules are selected from the COLIBRI learning content pool and used without making any significant changes. This option is appropriate when the existing modules are a good fit for

your current teaching needs and goals. The Instructional designer can combine modules to create a cohesive learning experience, or arrange them in a different order depending on your needs. Remixing “as-is” materials can save time and effort allowing the Instructional designer to leverage the work that's already been done.

8.2 Adapting and repurposing

Module customization and reuse is about taking existing modules from the COLIBRI learning content pool and modifying them to better meet the specific needs of the new course. This is useful when the existing modules provide a good foundation but require adjustments to fit different learning goals, audiences, or contextual requirements. The Instructional designer may need to revise the content, update examples, change ratings, or reformat the materials to better suit your classroom context.

8.3 Enhancement

The enrichment and combination of modules is about supplementing the existing modules from the COLIBRI learning content pool with additional content or modules. This option allows the Instructional designer to enhance the learning experience by including supplemental materials such as additional reading, case studies, interactive activities, videos, or simulations. They can also develop new modules or select relevant modules to complement the existing ones.

Ultimately, the decision to remix, adapt and reuse, or enhance existing COLIBRI learning modules depends on the specific needs, the compatibility of the existing modules, and the level of customization needed to meet the teaching goals. In any case, the syllabus must ensure that the selected modules are consistent with the learning objectives, the target audience and the overall teaching approach. The instructional designer should assess the quality and relevance of the modules to your specific needs. Verify that the content is accurate, up-to-date, and appropriate for the audience. Ensuring coherence and consistency throughout the new learning course is also imperative. This involves aligning the expanded modules with a cohesive course design, making sure the modules flow logically and build on each other, creating a unified learning experience for participants.

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