

# e-Curriculum



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## MODULE 1: Introduction to VET distance learning

Objectives	After the completion of this Module the learner will be able to list the different digital resources used by VET educators during the COVID-19 pandemic.
Total Hours	25 hours
ECVET Points	1
KNOWLEDGE	<ul style="list-style-type: none"> <li>• <b>Understand</b> the concept of VET distance learning and its significance in the context of the COVID-19 pandemic.</li> <li>• <b>Identify</b> the different digital resources commonly used by VET educators during the COVID-19 pandemic.</li> <li>• <b>Explain</b> the benefits and challenges associated with VET distance learning.</li> <li>• <b>Recognize</b> the pedagogical approaches and strategies employed in VET distance learning.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>• <b>Utilize</b> appropriate technology tools and platforms to engage in VET distance learning activities effectively.</li> <li>• <b>Communicate</b> and <b>collaborate</b> with peers and educators in virtual learning environments, demonstrating effective online communication skills.</li> <li>• <b>Apply</b> critical thinking skills to analyze and evaluate the effectiveness of different digital resources used in VET distance learning.</li> </ul>
RESPONSIBILITY AND AUTONOMY	<ul style="list-style-type: none"> <li>• <b>Take responsibility</b> for self-directed learning and actively engage in the exploration and utilization of digital resources for VET distance learning.</li> </ul>





	<ul style="list-style-type: none"><li>• <b>Demonstrate</b> autonomy in managing time and tasks, setting goals, and monitoring progress during VET distance learning activities.</li></ul>
<p>HOURS DISTRIBUTION</p>	<ul style="list-style-type: none"><li>• <b>Contact hours:</b> 8</li><li>• <b>Hands-on practice hours:</b> 8</li><li>• <b>Self-study hours:</b> 6</li><li>• <b>Assessment hours:</b> 3</li></ul>





## MODULE 2: Digital skills in VET distance learning

Objectives	<p>After the completion of this Module the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the digital skills in VET distance learning,</li> <li>• Understand the importance of technology and mediation tools in distance learning,</li> <li>• Add value to your online course by making it more effective,</li> <li>• Evaluate your learners online and encourage autonomy,</li> <li>• Develop knowledge related to digital identity and online safety.</li> </ul>
Total Hours	25 hours
ECVET Points	1
KNOWLEDGE	<ul style="list-style-type: none"> <li>• <b>Identify</b> digital skills specific to distance learning.</li> <li>• <b>Understanding</b> Active Online Learning.</li> <li>• <b>Understand</b> the mechanisms of online learner assessment and the basics of digital identity.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>• <b>Develop</b> the right knowledge to get the most out of an online course.</li> <li>• <b>Increase</b> the added value of your online course by giving it more interactivity.</li> <li>• <b>Develop</b> coaching and empowerment skills in learners.</li> </ul>
RESPONSIBILITY AND AUTONOMY	
HOURS DISTRIBUTION	<p><b>Contact hours: 8</b></p> <p><b>Hands-on practice hours: 8</b></p>





	<p><b>Self-study hours: 5</b></p> <p><b>Assessment hours: 4</b></p>
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## MODULE 3: Methodologies and tools to enhance learners' interaction and teamwork in VET distance learning

Objectives	After the completion of this Module the learner will be able to <b>enhance interaction and teamwork in distance learning, using effective strategies and digital tools.</b>
Total Hours	25 hours
ECVET Points	1
KNOWLEDGE	<ul style="list-style-type: none"> <li>• <b>Define</b> the key elements of collaborative and cooperative learning.</li> <li>• <b>Define</b> the main strategies to foster interaction collaboration and cooperation in distance learning.</li> <li>• <b>Outline</b> the main online digital tools useful to engage students in online cooperation and collaboration.</li> <li>• <b>Identify</b> the key elements to design and prepare effective digital collaborative learning practices.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>• <b>Describe</b> how students can benefit from collaborative and cooperative learning approaches in distance learning.</li> <li>• <b>Design</b> and implement effective, engaging, collaborative distance learning practices.</li> <li>• <b>Choose and use</b> the most common digital tools to support interaction, collaboration and teamwork in distance learning.</li> </ul>
RESPONSIBILITY AND AUTONOMY	<b>Engage</b> and guide students in more effective, interesting, challenging learning experiences





<p><b>HOURS DISTRIBUTION</b></p>	<p><b>Contact hours: 8</b></p> <p><b>Hands-on practice hours: 8</b></p> <p><b>Self-study hours: 6</b></p> <p><b>Assessment hours: 3</b></p>
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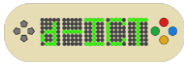


## MODULE 4: Methodologies and tools to enhance learners' motivation in VET distance learning

Objectives	After the completion of this Module the learner will be able to ... <b>improve and empower interactions and teamwork with learners/trainees.</b>
Total Hours	25 hours
ECVET Points	1
KNOWLEDGE	<ul style="list-style-type: none"> <li>• <b>Understand</b> the importance of understanding learners' motivations in VET distance learning.</li> <li>• <b>Gather</b> learners' Feedback to improve motivation.</li> <li>• <b>Identify</b> motivational techniques and tools that can be employed in VET distance learning.</li> <li>• <b>Write</b> pedagogical and motivational content in the context of VET distance learning.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>• <b>Choose</b> appropriate motivational strategies based on the needs and preferences of VET distance learners.</li> <li>• <b>Selecting motivation technique</b> in VET learning using gamification.</li> <li>• <b>Combine</b> pedagogy and gamification effectively to be more motivated.</li> </ul>
RESPONSIBILITY AND AUTONOMY	<ul style="list-style-type: none"> <li>• <b>Evaluate</b> gamified learning experiences to assess the effectiveness of the gamification elements and their impact on learner engagement and motivation.</li> <li>• <b>Support</b> engagement and motivation within gamified learning experiences.</li> </ul>







<b>HOURS DISTRIBUTION</b>	<b>Contact hours: 8</b> <b>Hands-on practice hours: 8</b> <b>Self-study hours: 6</b> <b>Assessment hours: 3</b>
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## MODULE 5: Gamification in distance learning I

<p><b>Objectives</b></p>	<p>After the completion of this Module the learner will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Improve their gamification competences and apply them in distance education environments.</b></li> <li>• <b>Apply different elements of gamification.</b></li> <li>• <b>Promote the use of gamification in educational environments.</b></li> </ul>
<p><b>Total Hours</b></p>	<p>10 hours</p>
<p><b>ECVET Points</b></p>	<p>1</p>
<p><b>KNOWLEDGE</b></p>	<ul style="list-style-type: none"> <li>• <b>Understand</b> the basic concepts about Gamification.</li> <li>• <b>List</b> the main elements of Gamification.</li> <li>• <b>Understand</b> the benefits of gamification in distance learning</li> </ul>
<p><b>SKILLS</b></p>	<ul style="list-style-type: none"> <li>• <b>Apply</b> the different elements of gamification to distance learning.</li> <li>• <b>Design</b> gamification activities for their students.</li> </ul>
<p><b>RESPONSIBILITY AND AUTONOMY</b></p>	<ul style="list-style-type: none"> <li>• <b>Share and promote</b> with other educators the advantages and experiences of gamification in distance learning.</li> <li>• <b>Collect</b> feedback from students to improve their methodology.</li> </ul>
<p><b>HOURS DISTRIBUTION</b></p>	<p><b>Contact hours:</b> 2 ½</p> <p><b>Hands-on practice hours:</b> 3</p> <p><b>Self-study hours:</b> 4</p> <p><b>Assessment hours:</b> ½</p>





## MODULE 6: Gamification in distance learning II

Objectives	<p>After the completion of this Module the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Use emotions to give purpose to the experience.</li> <li>• Take advantage of feedback.</li> <li>• Identify the learning necessity in the gamification process.</li> </ul>
Total Hours	25 hours
ECVET Points	1
KNOWLEDGE	<ul style="list-style-type: none"> <li>• <b>Identify</b> the two types of motivation: intrinsic and extrinsic.</li> <li>• <b>Understand</b> why people play games.</li> <li>• <b>Explain</b> the contribution of gamification to learners' motivation and engagement in the e-learning process.</li> <li>• <b>Define</b> the main strategies included in gamification design.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>• <b>Design</b> and implement gamification practices to create positive emotions on the learners.</li> <li>• <b>Design</b> and implement gamification strategies to capture the learners' interest and achieve relevance.</li> <li>• <b>Design</b> and implement gamification reward and feedback mechanisms.</li> </ul>
RESPONSIBILITY AND AUTONOMY	<b>Engage and guide</b> learners in the e-learning process through personalized, immediate feedback of the user's activities
HOURS DISTRIBUTION	<p><b>Contact hours: 8</b></p> <p><b>Hands-on practice hours: 8</b></p> <p><b>Self-study hours: 6</b></p> <p><b>Assessment hours: 3</b></p>





## MODULE 7: Assessment Tools in Distance Learning

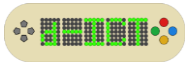
<p>Objectives</p>	<p>After the completion of this Module the learner will be able to:</p> <ul style="list-style-type: none"> <li>• To provide educators with a range of assessment tools and strategies that can be used to evaluate learners in a distance learning environment.</li> <li>• To explore the advantages and disadvantages of different assessment tools, such as formative assessments, summative assessments, self-assessments, and peer assessments.</li> <li>• To help educators design and implement effective assessment plans that align with their learning objectives, construction methods and student needs.</li> <li>• To promote the use of technology-enabled assessment tools, such as online quizzes, surveys, and other digital tools that can enhance the assessment process and provide timely feedback to students.</li> <li>• To support educators in monitoring and assessing student progress and adjusting their teaching strategies as needed.</li> </ul>
<p>Total Hours</p>	<p>25 hours</p>
<p>ECVET Points</p>	<p>1</p>
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the key assessment tools for synchronous and asynchronous learning.</li> <li>• <b>Outline</b> the best practices of how to develop an effective assessment in distance learning.</li> <li>• <b>Emphasize</b> on the needs of students creating a student-centre assessment in distance learning.</li> </ul>

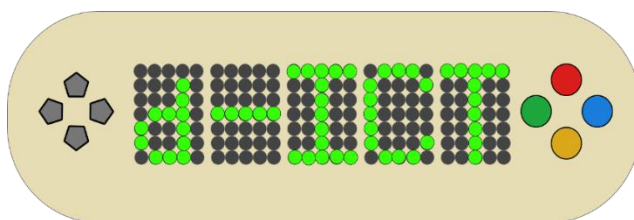




<b>SKILLS</b>	<p><b>Choose</b> the relevant assessment tools.</p> <p><b>Design</b> an effective assessment strategy directed at the needs of learners.</p>
<b>RESPONSIBILITY AND AUTONOMY</b>	<ul style="list-style-type: none"><li>• <b>Summarize</b> the findings of the implementation of the assessment strategy.</li><li>• <b>Compare</b> face-to-face and distance learning assessments based on students' performance.</li></ul>
<b>HOURS DISTRIBUTION</b>	<p><b>Contact hours:</b> 5</p> <p><b>Hands-on practice hours:</b> 13</p> <p><b>Self-study hours:</b> 5</p> <p><b>Assessment hours:</b> 2</p>







# d-ICT

## Improving VET Distance Learning through a Gamified Asynchronous eLearning Methodology

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