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Educational & Didactic Concept

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0 Summary

The Educational and Didactic Concepts are the basis for the delivery of the eLearning modules. The Open Communities of Practice (OpenCoP) develop the eLearning modules on the specified topics. The modules are composed of a selection of educational resources and didactic formats. A module supports different learning trajectories (from competence and learning point of view) and student journeys (from organizational point of view), meaning, it can be tailored and adapted to different target groups (e.g. professionals, Master students), to different competence goals (e.g. by selecting content), to a different depth or direction (e.g. by adjusting the amount of content or workload hours) and to different prior competence of the students (e.g. by offering adjustment courses). The users/teachers of the module select a composition of the module which fits their needs. The OpenCoP (via its Curator/Configuration Manager) compose meaningful, pre-tailored configurations of the module by selecting and adapting sets of didactic formats which can be used to deliver the module.

The first step in module development is the definition of the competences to be acquired and the composition of target competence profiles for successful graduates. The underlying competence model (following EQR/ESG) should consider technical, professional, and global competences.

The second step is the definition of target groups (e.g. students, professionals, executives) and the analysis of the competence needs and their prior competence profile.

The third step is the selection of content and teaching/learning methods per competence.

This is the point where the didactic formats come into play. The Instructional Design of the module is therefore a key element of the work of the OpenCoP. E.g., for the delivery of knowledge, (virtual) lectures, online courses, ebooks, distance learning etc. can be the right format. For the delivery of skills, project-based, problem-based, case-based, and challenge-based approaches might fit. The scientific competences like analysis and reflection and the personal competences, e.g. ability and attitude, require additional didactic formats with a focus on individual competence. Project-based education contributes for team competences and can be used for the delivery of international, intercultural and interdisciplinary competence (3 x i). As a fourth step, the student journey of the module can implement different educational tracks, notably a Practical Track (with strong industry involvement), a more academic Scientific Track or an Entrepreneurial Track with a focus on innovation and business.

The fifth step is to select the methodology for competence assessment (e.g. tests, delivery of projects, self-assessment, peer-assessment) and the credentials (ECTS, grading, professional certificates).

The sixth step is the integration into curricula and human resource development (training) concepts which goes beyond the module composition (but influences it since overarching

competences need to be considered, e.g. the OLOs of EIT). This includes the composition of educational packages (e.g. a 1 semester specialization/Minor/MA+ in a Master's) or complete educational programmes (e.g. Master's or Double Degree programmes). The seventh step is the Quality Assurance, including the concept for the evaluation of the effectivity (reaching the competence goals) and efficiency of the module, the learning trajectory and the didactic formats.

Table of Contents

0 Summary 0
1 Introduction 4
2 Guideline for Module Development 5
2.1 Competences 8
2.2 Target Group and Resource Analysis 9
2.3 Didactic Formats 10
2.3.1 Traditional course materials 10
2.3.2 Digital education course materials 10
2.3.2 Summary 15
2.4 Educational Tracks 16
3 Module Implementation – Methods and Tools 17
3.1 Introduction 17
3.2 Block-week format 19
3.2.1 Definition of competences / expectations 19
3.2.2 Pre-modular test 19
3.2.3 Learning methods 19
3.2.4 Monitoring of the course progression 20
3.2.5 Competence Asessment and Student Evaluation 20
3.2.6 Quality assurance / Didactic evaluation 21
3.3 Semester format 21
3.3.1 Definition of the competences / expectations 21
3.3.2 Pre-modular test 22
3.3.3 Learning methods 22
3.3.4 Monitoring of the course progression 22
3.3.5 Evaluation (competence assessment) 24
3.3.6 Quality assurance / Didactic evaluation 24
4 Competence Assessment and student evaluation 26
4.1 Assessment types: 26
4.2 Evaluation types: 27
4.3 What competences are being evaluated? 30
4.3.1 Knowledge 30
4.3.2 Skills 30
4.3.3 Responsibility/autonomy 30
4.3.4 Digital skills: 31
4.4 The frequency and timing of evaluation 31
4.5 The target of the evaluation 31

4.6 Scoring method (quantification) 33
5 Quick Guide to Blended Course (Re)Design. 34
6 References 34
Annex A 36
Annex B 42

1 Introduction

This document serves as a guideline for teachers who are willing to create or transform their courses towards a digital education system. Evolution towards a full digital education provides several advantages over traditional educational methods. One of the main advantages of digital education is the opportunity of implementing adaptive courseware, based on the individual knowledge and prior experience of the students, a concept which is called **active learning** [1]. Adaptive courseware allows for changing the learning trajectories for each student independently. By using online platforms, a learner's progression can be monitored more accurately and by providing constructive feedback at the right moments in time, their aimed competence growth can be verified and the remainder of the course can be adjusted to the actual knowledge of the learner (based on answers of previous assessments) [2]. For this, assessment at the right moments during their course progression is mandatory. The digital system allows the teachers to identify possible difficulties for each student individually as the course progresses instead of the traditional situation where only the exam result reflects on the student's competence level. By live monitoring, problems can be identified well in advance, increasing the chances of succeeding the course. Research has proven that adaptive learning techniques increase the student satisfaction and allow to spending more time on topics where students experience difficulties, whereas in traditional classroom lectures this is not (always) the case [3]. The structure of this document is shortly discussed next.

As in any course, first the expected competences should be defined. Those will influence the approach that can be used regarding the course material, course progression and evaluation methods. Secondly, the didactic (course) materials which are suited for digital education will be briefly discussed. Please note this is a non-limiting list. Next, a general description of possible evaluation methods will be given which depend on the type of outcome (digital or physical) and the way of assignment execution (individual or group).

A module can be defined for a long term (semester) or for a short format (called block-weeks). Other formats like projects can also be a possibility. The way in which the above-described course materials and evaluation methods are implemented, differ for each approach. Therefore, in the fourth section, the two types of course structures will be discussed and the relevant course materials and evaluation methods will be discussed. The final section describes how these approaches can be implemented in a digital environment, for instance Moodle.

2 Guideline for Module Development

The didactic concepts consider a toolbox of didactic formats (e.g. lectures, workshops, projects, case-based formats, etc.) and the methodology for the composition and orchestration of a competence development path, e.g. by conducting a module in an educational programme (EP). There is certain terminology which can be defined as follows:

- A competence development path is a sequence of steps which are done in order to acquire a certain competence, meaning to develop the competence profile of a learner from one state/level to another state/level.
- A learning trajectory describes the learning process of the learner while developing the competence. It is focussed on learning and didactics in a learner-centric view.
- A student journey is looking at the teaching and learning process from an organisational point of view, describing what the learner is doing when and where and with which methods/tools.

The module development considers 2 aspects for the competence development:

- The content, which is delivered, meaning the knowledge, skills and abilities.
- The didactic formats which are used to teach and to learn the content.

Both content and didactic formats are selected, combined and put into a meaningful sequence to form the student journey of a module. The selection and orchestration depend on the learner (previous competence profile, competence goal, learner type, time budget, …). The module serves as a container for all required methods, tools and materials.

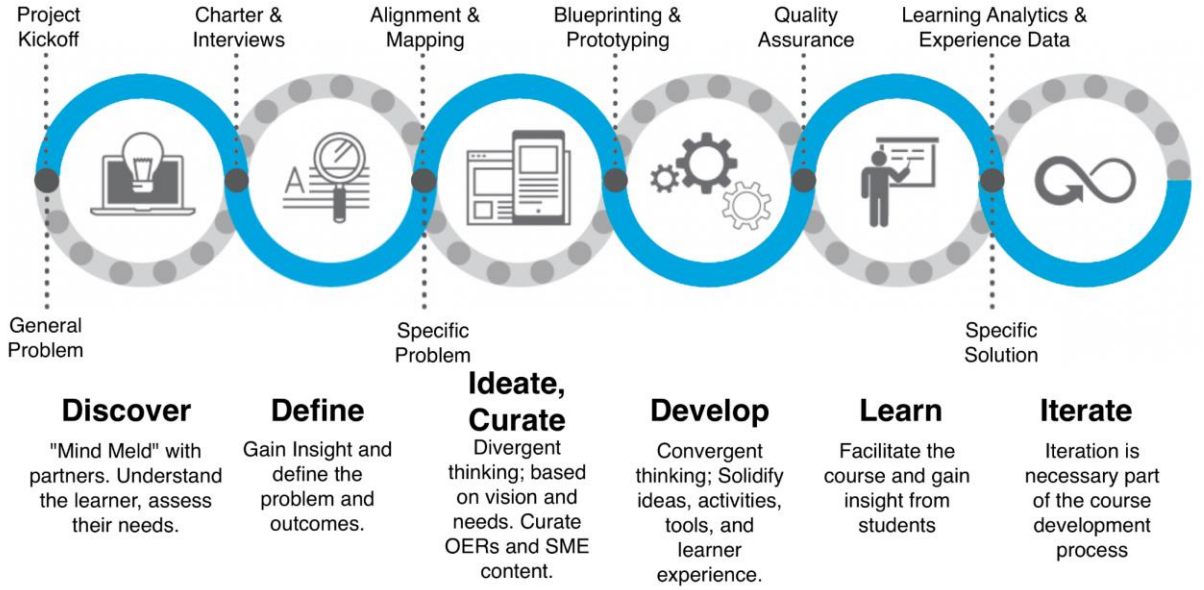


Figure 1 Design thinking in instructional design [7]

The Open Communities of Practice (OpenCoP, see “Specification: Open Communities of Practice”) develop the modules based on this composition in an iterative process. The developed material is provided in a Learning Management System (LMS, e.g. moodle) as an eLearning module serving as a toolbox of educational resources and pre-tailored student journeys which can be used by teachers and learners to deliver the module. The iterative development process of the OpenCoPs specifies and develops versions of the module which are then delivered in pilot teaching and evaluated and improved based on the feedback. In Figure 1, the steps of Discover and Define are the entry point for the module specification. The steps of Ideate, Curate and Develop are the core of the module development. The Learn step is conducted in the pilot teaching and concluded with an evaluation leading to the Iterate step. Quality assurance (QA) is an inherent feature of the instructional design and is a warranty for a high quality of materials. QA is concerned the materials and process of the teaching, and is not student evaluation, which is aimed at assessing student competences and skills.



Figure 2 Instructional Design Cycle [Florida International University, Joshua Rees]

The module specification and development iterate the following 7 steps:

1. Define the competences which should be obtained by doing the module (see 2.1). This is based on a common competence model and the description of the prior competence profile and the target competence profile of the learners. The target competence profile is the course goal and defines the learning objectives. It is the basis for the assessment, too.
2. Analyse the target groups, meaning the future learners (see 2.2). This step is needed to define tailored student journeys and learning trajectories through the module, either individually per learner or for similar groups of learners.
3. Gather the content, select the didactic formats (teaching and learning methods) and develop the storyline of the module. This step involves choosing the design model and the design elements within the instructional design process.
4. Since the module should be adaptable for different learner groups it is advisable to define pre-tailored educational tracks, meaning student journeys that learners can follow. The most relevant ones are the practical track, the scientific track and the entrepreneurial track.
5. The competence development and the competence gain should be measured and controlled by doing competence assessment. Competence assessment is a highly complex task which goes beyond exams and tests. It must be adapted to the competences and the target groups.

The basis is formed by the definition of assessment criteria and the respective tools for measurement.

6. Integrate the module into educational programmes, e.g. by defining meaningful educational packages out of correlated modules and other elements (e.g. projects, theses).
7. Implement a quality assurance for the module development by getting feedback from learners, teachers and graduates, e.g. by a survey-based evaluation.

The Open Communities of Practice (OpenCoP) implement this module development process in an iterative cycle with a release of evaluated modules to the public. This module development cycle relates to the steps of the Instructional Design (see Figure 2).

2.1 Competences

Competences are 'the ability to do something well' [4]. With this definition in mind, a distinction can be made between initial competences and final competences after completing the course/module. The concept of the adaptive courseware and active learning is to create a personalized educational path for each student in such a way that they can progress from their initial competence level towards the final competences in the most efficient way.

- Initial competences are those competences which are possessed by a student before attending the module. Those can be tested by using pre-modular tests, as will be described later in this text. By assessing those initial competences, individual learning trajectories can be created by using the concepts of adaptive learning techniques in such a way that the final competences can be achieved at the end of the series of courses.
- Final competences are those which should be mastered by a student after completing the module and should be evaluated in an appropriate manner based on the educational approach that was used. Those final competences should be defined for each module as they are the benchmark of what a student should have learned.

For the sake of consistency, the terminology proposed by the EQF will be used. The European Qualifications Framework divides competences in the following groups:

1. Knowledge – the ability of a student to reproduce theory / facts
2. Skills – the cognitive or practical ability of a student
3. Responsibility and autonomy – the ability of a student to apply the knowledge and skills to real-life situations

Regarding the concept of digital transformation, a fourth skill might be appropriate to be defined:

4. Digital skills [5] – the ability of a student to use digital tools to acquire the defined final competence levels

Description of competences should follow EQR/ESG [9, 10] and should reach the competence level 7 according to EQF (Master Level). Competences should describe the knowledge, skills and abilities (responsibility and autonomy, in EQF notation).

(Formats of competence-descriptions is described in the template for the module description. see Confluence, WP2)

2.2 Target Group and Resource Analysis

Target groups: students, professionals, executives

Target group analysis is needed to define tailored student journeys and learning trajectories through the module, either individually per learner or for similar groups of learners.

Target groups analysis contains such parameters as: (student) background, organizational issues, and characteristics of the learning process. These parameters influence on the learning trajectories and methodologies for teaching/learning

Table 1 Target group analysis

Learners	Context	Resources
Bachelor's or master's programme, bridging programme, preparatory year, advanced master's programme, professionals for (re)training Group size: - Small (< 30 students) - Medium (30< - <100 students) - Large (100< - < 250 students) Characteristics of the student group: - Prior knowledge and background - Specialisation and programme or programme stage - Interest and motivation - Language and culture - International students	Relevant policy choices: what is the vision regarding blended learning? Available infrastructure - A lecture hall/room with fixed chairs and/or tables - A room with movable chairs and/or tables - A lab with specific equipment - A computer room - A collaborative learning space	Who collaborates on the course? - A fellow teaching staff member - A teaching team - Professionals Time available for course design Competences (technical-didactical): own familiarity with technology and didactics Available support regarding educational technology and IT support within the faculty

- Familiarity with educational tools		Existing learning materials (such as a LMS course, OERs, knowledge clips, printed course or manual, presentations.

2.3 Didactic Formats

Evolution towards a fully digital educational system will take time. Therefore, it might be useful, for existing courses, to use existing course material and try to adapt it gradually for online education instead of creating a completely new set of course documents. The target of this section is not to discuss how the different chapters of a course can be accessed by a student (this is part of learning tracks, which is discussed later). Only the course material itself is briefly discussed.

The (re)use and adaption of existing course materials towards a digital and blended format are discussed in Quick Guide to Blended Course (Re)Design.

2.3.1 Traditional course materials

In current education (physical format, on-campus), the traditional learning materials consist of a textbook, slides and handwritten notes.

2.3.2 Digital education course materials

2.3.1.1 Handbook

Many people prefer a printed version of a handbook in which they can add notes and mark text. A simple way of providing this information is by distribution of a written book in .pdf format using the online platform (e.g. Moodle). A second option is distributing the book via publishers or book shops where it can be bought. This book can be used as a reference work and should contain all information for the student to be able to reach the final competence levels.

2.3.1.2 eBook

eBooks differ from traditional handbooks by being available only online. eBooks offer the opportunity to incorporate hyperlinks to additional exercises or information (like Wiki's, videos and so on). At the end of each chapter, hyperlinks could be provided which refer to an online test that should be completed before the next chapter of the eBook becomes available.

2.3.1.3 Online (live/synchronous) lecture

Online live lectures are in principle identical to the traditional way of teaching. It's a form of (mostly) one-way communication where a teacher is narrating the course material which is basically already provided in both handbook and slides. Therefore, this is one of the less suited methods for teaching an entire course. However, live lectures are very useful for providing extra information in case students have questions which they cannot answer themselves by looking into literature or the additional information that is provided by clicking on the icons of the interactive eBook. After each chapter, a small live session could be planned where students could ask questions to the teacher. However, this implicitly means that those moments can be considered as 'deadlines' by which the students should have completed the courses regarding that chapter. The advantage is that this method can be used to make sure that students are studying and following the courses of a module on a regular basis. Yet, the live 'question' sessions are not mandatory, so whether they attend these or not is their own choice.

2.3.1.4 Online (recorded/asynchronous) lecture

In a recorded session, a teacher follows the same procedure as a live lecture, but spread over multiple small videos. Staying focussed for two hours straight is close to impossible. The target is to keep videos as small as possible (e.g. 2-5 minutes). This form of education should be complementary with a live session now and then, to provide extra information where needed.

2.3.1.5 Presentation (without lecture)

A variant on the online live and recorded lectures, is to only provide the presentation itself without the teacher explaining every slide in detail. Instead, a similar concept to the already described eBook can be used where hyperlinks could be incorporated at multiple locations during the slides. For instance, when a difficult formula is being given, an icon can be shown which, by clicking upon, directs the student towards a page with the full derivation or additional information about the formula. It could be linked to a page in the eBook for instance to which the student can navigate automatically by clicking on the formula (or the icon next to it). Small videos (a couple of minutes) could be used as well to provide further explanation about a certain topic (but no full lectures). This requires the student to be more active while learning instead of just listening to somebody talking for a couple of hours.

2.3.1.6 Live chat options / forum

Especially for concepts like 2.3.1.2 (study with an eBook), 2.3.1.3 (recorded lectures) and 2.3.1.4 (presentation without lecture) it can be useful for the students to have the opportunity to ask questions while they are going through the matter. As mentioned above, live question sessions

should be foreseen on a regular base, but sometimes only small questions arise now. If students can ask questions live and in a public way like a forum or a chat function in the online environment, others might notice this question as well, which provides several opportunities:

1) The students can help each-other out (a form of peer-teaching). Some students might have more experience on a certain topic compared to others, and the barrier between students mutually is smaller compared to the barrier between a student and a teacher. They might be able to figure out the problem themselves.

2) The teacher can follow the conversation and interrupt when it is noticed that a wrong explanation is given.

3) It's an indication for the teacher on

a. The average course progression is (where are most of the students in terms of course progression compared to the timeline which was foreseen)

b. Problematic topics or complaints about certain aspects of the course (material)

4) In case a lot of students appear to have the same question, the teacher notes this and tries to:

a. Correct the course material in such a way that the explanation in the video/handbook/ presentation is more clear

b. Explain the problem during the upcoming live question session

Student forums exist for a very long time. However, the information that is given there is not necessarily correct (lacking or wrong information). By allowing the teachers to follow live conversations, misunderstandings can be prevented.

2.3.1.7 Peer-teaching

In addition to the live forum where students can help each other, lectures can be given on certain topics by students themselves. In international or interdisciplinary modules, each student can have a different educational background. These backgrounds (and their corresponding competence levels) can be estimated by using a pre-modular test (see further). Students can be asked to provide small knowledge clips on certain topics which they know a lot about to make the course material

a. Varied (not always the same teacher who gives explanation)

b. Interesting (everybody can share their own experience with own insights and remarks)

It is however important to clearly describe whether this information that is being provided by students, is part of the 'to-know' of a certain course or not.

Two options are possible:

- Evaluation of the students that follow the course. The additional information is part of the course material and can be evaluated in e.g. an exam where the knowledge competences are assessed.

- Evaluation of the students that are giving the information session. The additional Information is not part of the course material for everybody following the course. However, this can still be used to evaluate the communication (and social) skills of the presenters.

2.3.1.8 Lectures given by guest lecturers from industry (real-life situation)

Quite often during theoretical courses, the question arises what the practical use is of the matter that is being taught. People from the professional world could be invited to give small lectures / presentations which are related to some chapters of the course. This creates opportunities for evaluation as well, as these professionals can create small assignments (case studies) which are related to the real world (instead of 'invented' problems as is sometimes the case in traditional examination). Students need to realize that their courses are related to reality, and this could be a valuable option to make them aware of this.

2.3.1.9 Explain Videos/Knowledge clips

Explain videos/knowledge clips are short (typically 3-7 min) videos which clarify/highlight a small dedicated portion of the knowledge which needs to be learned. By making it short and condensed, it stays within the attention span of students. These clips is often used to explain definitions which are frequently sought for by learners. The traditional (handbook) counterpart would be definitions and explanations which is accentuated by putting them in a frame in the text.

2.3.1.10 Simulations, Virtual Labs, Remote labs, Programming Labs

These types of course materials/activities have the potential to make students experience hands-on work with the aim to give them certain skills.

Remote labs is real labs which are remotely controlled, offering more flexibility to students when and how many times they can repeat certain experiments. The remote lab acts is a real lab, meaning an experiment can fail when not correctly used or parameterised. Remote labs require an well thought investment and construction to work independently (without minimal human interference for operating the lab).

Virtual labs is simulated labs which can be used to train students in certain skills. The disadvantage of a virtual lab is that experiments will always be successful. The advantage is a cheap tool to experiment and test for students.

(software) Simulations are a tool for students to test different scenarios in a case/problem. It can be considered as a virtual lab which students build themselves to test a case/strategy/problem.

2.3.1.11 eTutorials

eTutorials is a visualised format for tutorials for operating a machine/tool/software. It is a video describing how things work or how certain functions work. It has the advantage over a written tutorial that it is more appealing and that one can pinpoint more easily to specific necessary actions in an operating stage, or to lab/organisation specific rules and standards.

2.3.1.12 Digital Case Studies (DCC) (including videos etc.)

Digital Case Studies is the complete set of information describing a case study for use by learners. It will be a collection of descriptive text/presentations of the case, data-collections of numbers/graphs/facts documenting the case, and videos describing the case environment.

The DDC will be used with students as an illustration to learn about techniques, but also as a basis for problem based learning on the case itself.

2.3.1.13 (Virtual) Projects/COIL

Project based learning is a known format for learning. Projects is done on realistic cases, best case provided and supervised by companies. Projects are inherently interdisciplinary since the problems will require mixed competences, e.g. IT, engineering and business. Therefore, student teams can be mixed from different study programmes.

In virtual projects, these will be done by students from different universities. This will form real (cross-border teams) with a realistic intercultural and international learning experience. The Virtual Projects will be done online, with minimal but necessary face-to-face meetings.

Challenge-based and problem-based learning will be supported. An active way of stimulating this cooperation is working in a competition format.

2.3.2 Summary

A mix of different didactic formats and tools is advisable to reach the desired outcomes. In Fig. 3 a mapping of formats is given for a (blended) digital course.

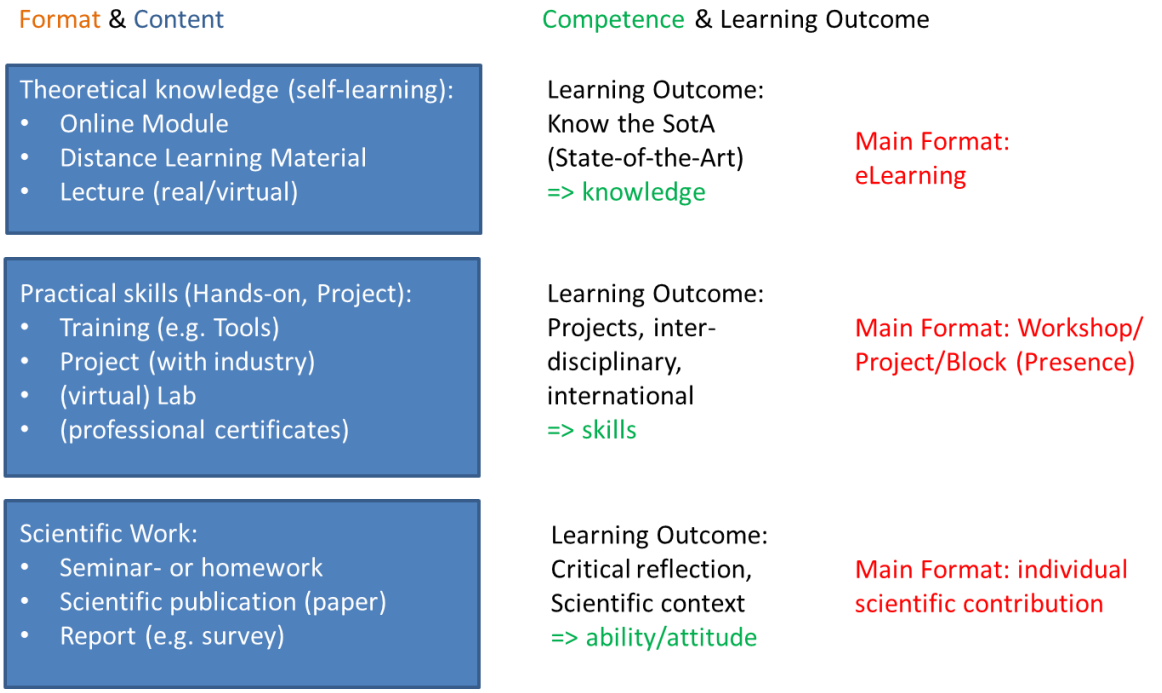


Figure 3 Mapping of Didactic Formats to Competence Areas [own illustration]

With the selection of didactic formats according to the intended competence gain, a move from teaching week centred to learning experience centred semester/modular design can happen. This has the advantage of being able to mix different learning activity styles, but also give the possibility of working with diverse (and international) student groups. For example, a block week format allows to bring students from different backgrounds (study programs, countries) together for a short period of time for f2f work while the remaining time can be dedicated to knowledge acquisition and the completion of the team work and assignment.

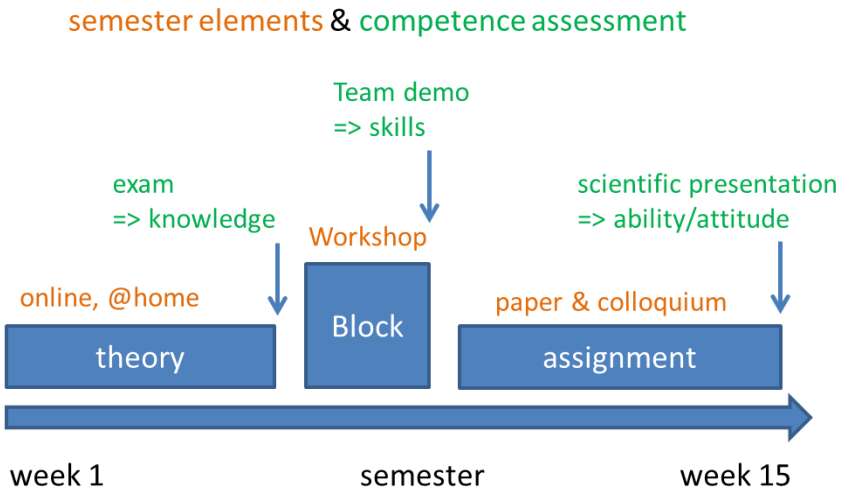


Figure 4 Scheduling Example of Didactic Formats during Semester [own illustration]

2.4 Educational Tracks

In order that students achieve the learning goals specified in a (course) module they will have to go through different steps of learning activities.

There are six learning activities specified in learning:

- ACQUISITION: learning by listening, reading or watching
  - Learners read, watch or listen to an explanation or demonstration by the teacher. This does not require any observable action from them.
- INQUIRY: learning by finding out
  - Learners explore, compare and critique resources that reflect the concepts and ideas being taught. They modify their conceptual organization by questioning, investigating, analysing, interpreting, synthesizing, …
- PRACTICE: learning by doing
  - Learners apply their conceptual understanding to the task at hand, put the theory into practice, and improve their understanding.
- DISCUSSION: learning by discussing
  - Learners articulate their ideas and questions, and challenge and respond to the ideas and questions from the teacher and their peers.
- PRODUCTION: learning by creating
  - Learners consolidate what they have learned by producing an output, which generates a representation of this learning.

- COLLABORATION:
    - Building on inquiry and acquisition, learners create joint reference and take part in the process of knowledge building itself. Therefore they collaborate through discussion, practice or production.

Watch the two-minute video by Diana Laurillard (UCL Institute of Education) for more explanation. (https://www.youtube.com/watch?v=wnERkQBqSGM)

A good course/module considers the different learning elements to make an educational track, in which these elements are combined in different formats (also related to evaluation).

- Mostly any track starts with knowledge acquisition for which the didactic formats are at hand.
- After an initial acquisition phase practice (e.g. lab sessions), discussion (e.g. case studies), production (e.g. problem-based learning) will enrich the student competences.
- It can accumulate in a group work, block week, hackathon to complete the collaboration activities for achieving overarching competences.

3 Module Implementation – Methods and Tools

3.1 Introduction

Now that the different didactic formats have been discussed, one can consider the two common implementations for a module: a block-week or a semester format.

- A block-week is characterized by a limited amount of time where the core of the education is located on the skills and responsibility/autonomy rather than knowledge.
- A semester format on the other hand can focus on all competence types.

Following situations could occur:

1) The course is developed so that it can be completed entirely within a block-week. This could be interesting, for instance, for an elective course abroad or for an introduction course on a certain topic.

Example 3D printing

Theoretically, it should be possible to develop a 3D printing module which can be fully covered within one week. Most people only know FDM/FFF as it is the most common form of 3D printing. In this case, the courses are focused on the basics where the first day is more theoretically oriented, discussing the materials, printer parts, influence of printer settings on the quality and so on. The next 3 days can be focused on hands-on, guided examples. The final day can be a group assignment where a part is given to the students which they should replicate. The way in which this can be evaluated (with or without the aid of digital tools), was already discussed in section 3.1.

2) The course is developed only for a semester format (traditional courses without block-weeks in between)

Example 3D printing

As the module is based on a long-term concept, much more details can be covered. One of the courses could be related to the different types of additive manufacturing. Besides FFF/FDM, also SLA, SLM, SLS, WAAM ... could be discussed. Another course could be specific on material properties of polymers, metals ... and yet another one on motion control and G-code. The theory (knowledge) can be assessed using traditional exams or tests, whereas the skills etc can be evaluated using an individual or group assignment where a part has to be created.

3) Both are combined where part of a module can be followed abroad whereas the core part will be followed on a long-term format at the home university/high school.

Example 3D printing

This option consists of a combination of the methods which were described above. The theoretical classes can be given within a semester program. However, students can choose electives abroad. They can go to a campus which is specialized in FFF/FDM for instance and apply the knowledge which they have learned during the theoretical courses on their own campus to practical examples.

3.2 Block-week format

3.2.1 Definition of competences / expectations

Competences should be clearly described and grouped, based on the subdivision of the EQF:

- Knowledge
- Skills
- Responsibility and autonomy
- Digital

3.2.2 Pre-modular test

A pre-modular test in this case can be mandatory to be allowed to follow the block-week on a university abroad. Some options:

- The pre-modular test is required to be completed, but the result is non-binding. Whether or not the student has passed the test, the block-week can be started.
- A positive result on the test is mandatory to get access to the course. In this case, the student needs to pass the test before he/she/X can start the week. The advantage of this method is that the organizing university can be sure that the level of the candidates has at least a certain threshold, increasing the efficiency of the week without having the risk that some people flatten the learning curve of the entire group.

It also allows to identify the personal expertise of each candidate. In case peer-education is intended during the week, this can be useful. A student with a lot of scientific background can be selected for instance to give explanation on the 3D printing materials. Someone with a more entrepreneurial background could give an introduction on how to develop a business model and so on.

3.2.3 Learning methods

The number of virtual courses should be limited during this week. Either a live course or a lecture given by a professional person could work better. At the end of these lectures, a real-life case study can be given to the students (individually or in group) which they must solve as efficiently as possible. As a theoretical backbone, a small document (guideline) can be provided which can be used by the students to solve the case studies. As in most cases, students should have followed at least part of the theoretical course before attending the week, they can obviously also

use their standard course material added with extra documents to guide them through the week. Presentations (slides), eBooks and handbooks in general are part of this.

3.2.4 Monitoring of the course progression

3.2.4.1 In case of a group assignment:

A daily report can be made by each individual team member in which they indicate the planned work and the work that has already been completed. This gives a short-term progress-report which can be submitted by the end of the week to check the team's planning capabilities and efficient way of working.

3.2.4.2 In case of an individual assignment:

An online survey can be completed after every day in which the students have to indicate, for instance, the amount of time they spend on the course that day, which tasks have been completed, ... Another important one is the ability for students to indicate difficulties. The teachers (supervisors) of the block week should monitor these messages every evening so that they can adapt the rest of the week, based on the feedback from the students. If they note that, during the first day, some difficulties arise regarding one of the topics which were explained, they can start the following day by a small recapitulation in order to make sure that everyone is on the same level. Providing additional course material is not the best solution on a short-term format, as there is simply not enough time. Personal feedback and help is the recommended solution.

3.2.5 Competence Asessment and Student Evaluation

The is a difference be competence assessment and evaluation of acquired knowledge. Competence (and skills) assessment should a more or less continuous process during the learning trajectory. This is a task of the mentor or team coach, supported by self-reflection by students themselves.

Evaluation of acquired knowledge and grading competences can be done with traditional normative techniques. (Oral) exam, paper presentations, peer review.

In case of project assignment (either long or block week style), (partial) evaluation can be by an oral presentation at the end of the project term, in combination with or a writing paper, a manufactured part or a program, and with peer-reviews etc (see Figure 4).

In case a block week would be mainly knowledge based (which should be avoided), the students could be evaluated by an exam. However, in this specific case, students should have enough

time to process all information, meaning the exam could take place, for instance, during the regular exam period at the end of the semester for which an online exam format is well suited.

3.2.6 Quality assurance / Didactic evaluation

Quality assurance of didactic formats (inclusive materials and assessment) is key for a successful and sustainable format.

Important for the improvement of didactic methods/course materials is a didactic evaluation.

Especially in a learning environment where there is a low level of interaction between learner and teacher, feedback on the methodology and quality of the materials is a necessity.

In an online learning environment this covers also technical issues with the online infrastructure. Students need to have the ability to mention problems using the online platform, which should be monitored by the supervisors. In case multiple students experience the same difficulties, this could be an indication of a problem with the way the matter is being taught. It is up to the teachers to note this problem and act on it instantly, for instance by re-explaining it the next day.

Secondly, a block-week is characterized by a lot of interaction. Teachers should make use of this by frequently asking the students what they think of the approach, how it could be improved. A questionnaire at the end of the week should be avoided, as most students experience this as 'extra work' resulting in no (or useless) responses.

An alternative to this could be the obligation to reply to some open questions before they can submit their final documents/data/presentation ... If they need to submit their work at the end of the week using the online platform, the first screen they see could contain some open questions on which they have to reply before they can continue to the submission page. In order to avoid useless responses, a minimum number of characters (spaces, enters ... excluded) should be required so that they are obliged to respond in a meaningful way.

3.3 Semester format

3.3.1 Definition of the competences / expectations

Competences should be clearly described and grouped, based on the subdivision of the EQF:

- Knowledge
- Skills
- Responsibility and autonomy
- Digital competences

For each of the defined competences, an initial estimation of the level of the candidate will be established by completing the pre-modular test. The evolution of each of the competences can be followed throughout the trajectory of the student. By monitoring the evolution, the courseware can be adapted towards the student's needs.

3.3.2 Pre-modular test

A pre-modular test estimates the prior level of the candidates' competences. The main target of this test should be to adjust the individual trajectories of each of the students. The way these can be evaluated, depend on the parameters depicted in Figure 5. It is up to the teachers to decide whether they make the result of the pre-modular test binding, meaning that the student should at least obtain a certain level before access to the course is granted.

3.3.3 Learning methods

All learning methods which were previously discussed, could be utilized for long-term digital education: handbooks, eBooks, online (live) lectures, online (recorded) lectures, (interactive) presentations (without lecture), live chat options/forum, peer teaching, lectures given by industrial/professional people (real-life cases). The key to keep students fascinated is using a combination of the earlier mentioned learning equipment rather than sticking to one and the same principle.

3.3.4 Monitoring of the course progression

In terms of active learning and adaptive courseware, course progression monitoring is an important aspect of the system. By monitoring a student's progress, problems can be detected in time and the trajectory can be adapted based on the students' individual needs. A distinction can be made between parts of the course that have been followed (e.g. clips that have been watched) and tests that have been successfully completed. Monitoring the course progression is closely related to the feedback system. In case a student is not on track, an automatic notification can be given to the teachers so that they can contact the student and provide help where needed. A graphical representation of possible student trajectories is given in Figure 5.

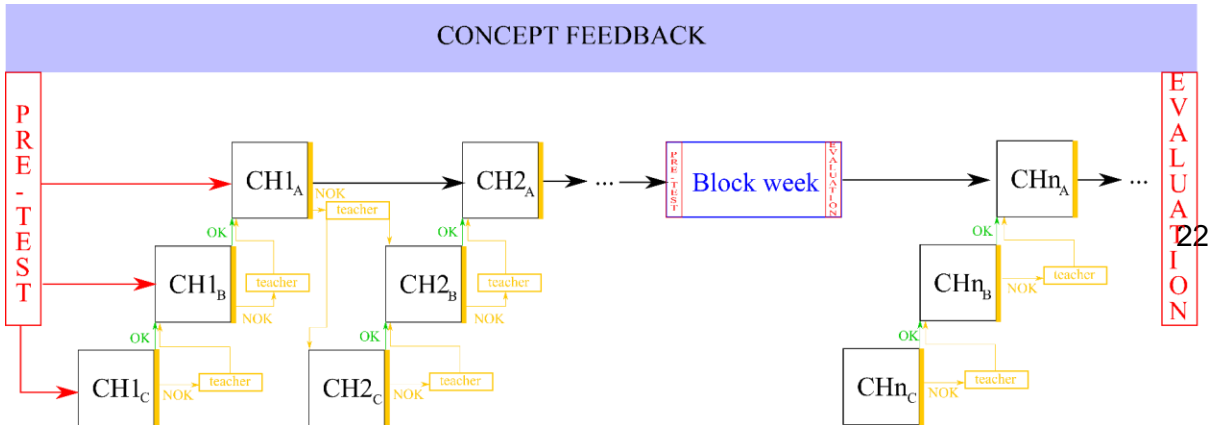


Figure 5 Flowchart with possible trajectories [own illustration]

The module starts with a pre-test, estimating the prior competences of the student. The course must be developed in such a way that different levels of course material are available. Chapter 1 covers the same content, but at different levels, depending on the knowledge of the student. CH_{1_c} has a lot of basic background information for those students whose level is too low to start with the difficult content of the 'A' version of this chapter. CH_{1_A} on the other hand, contains all advanced information and a more complicated test at the end. Assume worst-case scenario where the student must start in chapter 1, grade C. After completing, he must answer a couple of questions before being allowed to the intermediate level of that chapter. In case he passes the test, CH_{1_B} becomes available. In case the result is not sufficient, the system will inform a teacher who can contact the student for further information (providing extra documents or simply explaining something more in detail). The teacher can grant access to the next chapter manually once he confirms that the student has received more information and is capable of starting level B of that chapter. The concept continues until level A of that chapter has been completed. In case the result is positive, the student can continue with chapter 2A immediately. In case the outcome of the test of chapter 1A is negative, a teacher will be informed who will contact the student again. Together they can try to find the reason for failing the test, after which extra information can be provided if necessary. The teacher can decide if the student should start in level C or B of the next chapter. The course should be structured in such a way that the longest possible path (where the student must complete all levels of all chapters) is still feasible within the time foreseen for the course. Also note that not all levels will take the same amount of time. Levels C and B of a course are generally the 'basics' and should be completed relatively easily.

In case a student gets behind on schedule (see lower part of the flow-chart), the teacher will be informed who will again contact the student for a discussion.
Feedback on the didactic concept covers the whole course, where students can give direct feedback, but also implicit feedback based on the results of the intermediate tests can deliver useful information for adapting the course material on the fly.
Assignments etc were not yet mentioned in the flow-chart, they vary based on the module.

3.3.5 Evaluation (competence assessment)

The competence evaluation methods were already discussed into detail earlier in this document. The most important aspect is to provide timely feedback to the students in case a problem occurs. The system can notify the teachers in case a student did not pass for a test at the end of a chapter, for instance, so that an additional chapter can be foreseen which should be followed first, before continuing the 'regular' chapter sequence. This was already schematically depicted in the flow-chart in Figure 5.

3.3.6 Quality assurance / Didactic evaluation

Quality assurance/didactic evaluation is related to the evaluation of the course material, lectures and is done to improve the quality of the leaning materials and methodology.
A traditional approach for this is to send out a questionnaire to the students who attended the course. This is however not the most efficient method because:

- Students often do not reply in an objective manner (or do not reply at all)
- The questions are often not applicable to the course that is being evaluated
- The scale for evaluating is often irrelevant ('more, a bit more, less, much less' are not good indicators as the person trying to answer the question has no clue what the difference is between 'more' and 'a bit more').

The best way for getting an objective idea about the appreciation of the concept by students is to get into a conversation and ask the feedback orally. This should be done timely close after a learning activity (for a couple of minutes about what they appreciated and what should be improved). Some questions that should be answered (or deducted from the answers of students) are:

- How user-friendly is the platform?
- What did you think of the quality of the lecturers?

- Was the material appealing to stay focused during the courses?
- Was you able to efficiently process all the information from different sources?
- Was the concept of teamwork with people you have never met before (in case of online teamwork assignments) efficient?
- What do you think about the quality of the course material
- How well the examination (way of evaluation) is in line with the courses that were seen during the semester?

Aspects like the lecturers and the quality of the course material can be evaluated for instance after the mandatory tests at the end of each section/chapter. The feedback can be given immediately to the lecturer so that in case of serious issues, the clips and/or course material can be updated instantaneously. The advantage of monitoring all progress of the candidates in real-time is that it gives an estimation of how long it takes on average to complete the module (or individual chapters). By doing so, the question 'how long did it take to complete the course in relation to the time foreseen' can be answered quite accurately. Oral feedback can be asked for instance during the live question sessions, which were mentioned already a couple of times before. By doing so, the chance of obtaining useful feedback is increased without asking too much supplementary time from the students. An example of an end-of-semester questionnaire used by the University of Mississippi to evaluate the adaptive courseware is given in annex A [6].

4 Competence Assessment and student evaluation

Assessment and Evaluation might be one of the most critical aspects related to digital education. **Assessment** is the continuous process of checking if students acquire the necessary competences and skills. In general, there is a difference between assessing the level of competences on the one hand (to which degree does the student show a competence?) and the types (structure) of competences (which portfolio of different or connected competences) does the student show?

Evaluation is the formal normative process of grading students on a scale to check if they reached the required level of knowledge.

Evaluation must be described, based on:

1) The type of evaluation (peer, teacher or computer)
2) What type of competence is being evaluated (knowledge, skill or responsibility/autonomy)
3) The frequency and timing of assessment/evaluation
4) The target of the evaluation (estimating the prior knowledge of a student during the pre-modular test, or assessing the final competences after completing the course)

4.1 Assessment types:

Assessment refers to the use of assessment tools and feedback to find out where students are in their learning process. With the assessment, you determine to which extent you students have achieved the predetermined learning outcomes and personal development goals of your course.

To select and assessment type it is good to reflect on:

- Which goals do you want to achieve with your course?
- How often do you want to organize and assessment?
- Which factors and context do you have to take into account?

Assessment types is a broad range of different methods available:

- Participation during teaching sessions where students teach their peers and show that they themselves absorbed the foreseen knowledge.

- (Oral) presentations: students present their progress by presenting intermediate results/set up of experiments.
- Design/product: students deliver prototypes/(digital) designs….
- Paper/Report: a structured, written paper or (technical) report showing their progress in the matter
- Portfolio: a bundling of documents kept to show advances
- Self/Peer-assessment
- Skill test

The different types of assessment can be combined with in a portfolio/archive of different assessments.

4.2 Evaluation types:

The evaluation of a student's competences can be done by either other students, a teacher or a computer. Which method is best suited, depends on two aspects:

1) Execution
    a. Individual
    b. Group
2) The outcome of the assessment
    a. Physical (object)
    b. Digital

Depending on the type of module that is being aimed at, several combinations are possible, which are graphically represented in the Fig. 6.

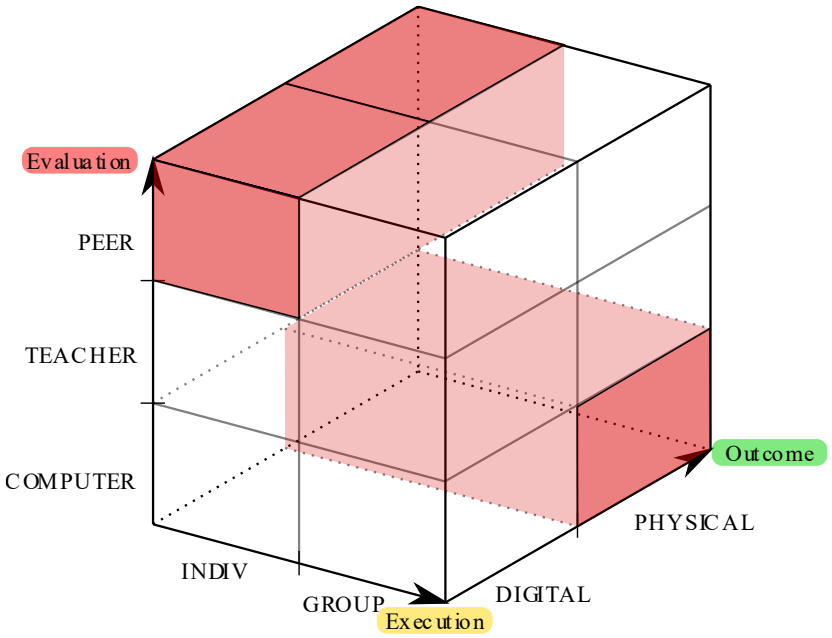


Figure 6 Graphical representation of the evaluation methods [own illustration]

Two zones are marked in red. This does not mean that those zones are impossible, but it might be a bigger challenge to use them.

a) Peer evaluation for individual assignments.

Within the content of this section, 'peer evaluation' refers to the evaluation of an assignment of a student by other students. The problem with peer evaluation on aspects that are not related to teamwork, is that peer evaluators often have the same level of experience as the student which is being evaluated. Teachers on the other hand are considered to have more expertise and can therefore judge a certain result in a more reliable manner. A second problem is the objectivity. People knowing each other very well will have the tendency of giving high grades to their colleagues, resulting in meaningless scores. A possible solution to this could be to anonymize the evaluation, but that will only work for large groups as in the case of small groups, it might be possible to derive the author of a file just by the way it is constructed.

b) Evaluation of a physical outcome (object) by a computer.

A physical outcome (assume an object that had to be made) is difficult for a computer to evaluate as will become clear from the 3D-printing example below. Visual inspection etc. requires complex camera setups and processing software, which is a) cumbersome for

sometimes relatively small assignments, b) labour and software intensive and c) you still need people to operate the systems and so on. This is not the case for files (digital outcome) which can, in most cases, be interpreted by dedicated software and processed automatically.

Example: 3D printing of a phone-holder for a car

Depending on the expected execution format and outcome, the evaluation methods can differ.

Case 1: An existing part is given to the students. They have to measure everything and develop a CAD model. Afterwards, they have to develop a slicer file which has to be set up in such a way that the object can be printed with minimal material usage and optimal printing time.

In this case, the outcome is a (series of) digital file(s) as it is not required to actually print the object. Those files can be verified by a teacher or a computer or even fellow students. In case of digital verification (computer), the concept of a grading engine can be used [5]. This system compares reference files (which were produced by experts) with the files of the students. By doing so, the system knows, for instance, that the printing time in the reference file was 3700 seconds. By programming the software, one can assign points related to the printing time in comparison with the 3700 seconds. Everything below 3800 seconds can be the maximum score, everything between 3801 and 4500 can be half the score and so on.

Case 2: The students have total freedom in their design. The only guideline is that the final result should hold a phone of ‘x’ grams. They have to design and actually print the object, still keeping in mind minimal material usage and printing time.

This question is more difficult to be verified by a computer. Different designs might lead to different results. In case 1, the focus was more related to the printer settings (as the object was the same for each student). In this case however, the freedom of the design provides more complexity regarding the evaluation because the reference file (created by experts) is not necessarily the best solution. The creativity of a person, also of experts, is limited so maybe a student has other (better) ideas. The concept of peer- and teacher evaluation is better suited. This case is a good example of a case study which could be part of a block-week concept (see later).

4.3 What competences are being evaluated?

4.3.1 Knowledge

A traditional way for evaluating knowledge is an exam/test which can be implemented in a digital environment. However, the type and number of questions that can be used are restricted by the online platform. An example of question types and the consequences related to the online platform of KU Leuven (Toledo) are given in Annex B. Furthermore, attention must be paid as to avoid unwanted collaboration between students. The questions must be adapted depending on whether an open-/ or closed-book method is adopted. A second option to test scientific knowledge is a paper assignment. The disadvantage of this is that the quality should be checked by an assessor (human) and therefore cannot (or is difficult to) be digitalized completely. There are systems that can track key words in an answer, but interpretation of the context is important as well. If the system is looking for an answer to the question ‘describe the influence of an increased temperature on the material properties of a polymer’ and the system only checks for the word ‘viscosity’, the answer is meaningless as the computer does not check for the word ‘increase’ or ‘decrease’. And even if it would, there can be a problem if the student accidently writes ‘increased’ instead of ‘increase’. Spelling checkers presumably exist, but it might become overly complicated to implement.

4.3.2 Skills

The way in which skills are evaluated, strongly depends on the type of skill that is envisaged. Practical skills, e.g.
creating things by hand, are impossible to evaluate online. Those still need to be assessed live (‘on-campus’)

4.3.3 Responsibility/autonomy

Responsibility/autonomy are considered to be ‘the ability of a student to use the knowledge and skills’. Suitable ways to assess this type of competence is by using case studies. Case studies could be linked for instance to point 2.3.1.7. Lectures given by guest lecturers from industry (real-

life situation)'. A second aspect to evaluate here is the ability to work together without interventions of a supervisor.

4.3.4 Digital skills:

Specifically in digital projects and projects for digital transformation, a basic set of digital skills is a requirement.

A digital skill set minimally would consist of :

- basic computer skills (operating a computer, organizing data, tracking data..)
- digital office skills (use of text editing, spreadsheets, database searches..)
- digital communication skills (use of email, cloud storage, messaging services..)
- cybersecurity skills (passwords, internet hygiene, recognizing phishing..)
- social media skills

Digital skills, like Excel or Word, could possibly be checked in a digital manner, for instance by a grading engine as is described in [5].

4.4 The frequency and timing of evaluation

Within the scope of the active learning and adaptive courseware concept, evaluation should be a continuous process rather than discrete moments in time. Two moments in time can be considered as discrete points, being:

a) The pre-modular test to assess the prior competences (see 3.4)
b) The final evaluation (exam / assignment ...) to assess the final competence level of the student

However, the path in between can be considered as a form of assessment as well.

Students can be asked to answer short questions before they move to the next chapter in an online course. Although these answers are non-binding (they do not influence their final result) they have to answer them correctly before they can move to the next chapter so implicitly this is a form of evaluation where the result is not a score, but a 'ticket' to continue the course.

4.5 The target of the evaluation

Two options are considered here which are linked to the 'discrete moments in time' as discussed in the previous paragraph being a) obtaining an idea about the prior competences of the student or b) assessing the final competences of the student.

a) Prior competences: the evaluation methods used can be identical to the ones that will be used for final assessment. However, initially those are only considered to get an estimation of the level of the candidate before they attend the courses. Based on their initial level, their individual trajectories will be adjusted in such a way that their chances of acquiring the intended level at the end of the course are equal.
b) Final competences: those are exams / tests / assignments which are comparable to the evaluation of the prior competences, but in this case the level of the questions should be such that the intended competence level can be assessed in an objective, reliable and repeatable manner.

The target of the intermediate assessment in between these discrete moments (the small questions at the end of each chapter) have another meaning:

- They give an idea about the individual progress of the candidate. The system can track whether they passed the test of a certain chapter, giving an indication on where the student's progress is situated, compared to the timeline which was foreseen for the course.
- They indicate possible difficulties. In case a lot of students answer a certain question wrong, this might be an indication that the explanation, which is given in the courseware, might not be clear enough for them to understand the matter properly. The system can give notifications to the teachers in case a question is answered wrong, for instance, in more than 50% of the cases. It's up to the teachers to take the required steps to solve this problem (by organizing a 'live session' or adapting the courseware for instance).
- It allows for a live trajectory change. In case a student answers wrong on multiple questions that are related to the same topic, the system can easily note this and possibly adapt the following courses based on which matter should be given more attention (Fig. 7).

Example 3D printing course

If, at a certain point, the student must answer questions which are related to a) material properties and b) printer settings, it might be that the person is able to answer most questions on the printer settings, but they give the wrong answer on multiple questions

related to material properties. The system can track this and notify the teacher for instance so that they can contact the student and possibly provide more 'live' information. A second option is that the system automatically selects an extra course part (which is not foreseen in the 'standard trajectory') that deals specifically with additional information on material properties. Before the student can progress to the next chapter, they must complete the questions related to the extra chapter on material properties. This concept is schematically depicted below.

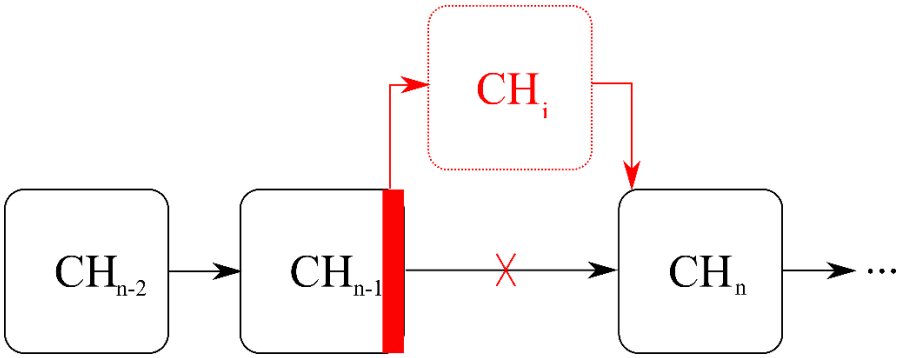


Figure 7 : Black: intended trajectory, Red: additional chapter after failed test of chapter CH(n-1) [own illustration]

4.6 Scoring method (quantification)

The scoring method also strongly relates to the target of the evaluation and the moment in time, as well as the parameters which were given in Fig. 1 (evaluation by computer, peer, teacher; physical or digital outcome; individual or group assignment).

Based on moments in time

For testing the intermediate competences, most important is to provide feedback to the students, as was mentioned during the example above. In case a possible problem is detected, the student will get the notification that an additional chapter has to be followed, or they will be contacted by the teacher for further explanation.

Prior and final competences could be graded using

- Pass/fail (correct answer or not), especially useful for non-numerical questions
- Scores/credits

Based on type of evaluation, execution and outcome

Teacher and peer evaluation provide most freedom with regards to the possible scoring systems. The biggest advantage of these evaluation methods is the ability to provide feedback after a score has been given. In case a computer is used for evaluation, the software can only indicate which

answer was incorrect and it an provide the correct solution, but it is not capable of providing an explanation 'why' the student's answer was wrong.

5 Quick Guide to Blended Course (Re)Design.

Designing (converting existing) courses into digital formats demands for a systematic approach.

In this specification we use the KU Leuven Learning lab methodology, which is openly available on the internet (https://www.kuleuven.be/english/education/leuvenlearninglab/support/quick-guide-blended-course-design) . KU Leuven Learning Lab is a learning network that bundles educational expertise in several faculties and central services.

In the KU Learning lab quick guide to *blended course design,* there is guidelines on how a course can be conceived or converted into a blended design. It is a tool for teaching staff, teaching teams and educational developers.

The quick guide consists of four key elements:

- STEP 1 analysing the parameters of your course
- STEP 2 determining the learning goals and activities
- STEP 3 creating your blended course design
- STEP 4 drawing up an action plan for a blended course design

The quick guide to ***blended course design*** is based on the references below:

- Laurillard, D. (2012). Teaching as a design science: Building pedagogical patterns for learning and technology. Routledge.
- Wiggins, G. and J. McTighe (2005). Understanding by design. Alexandria, Virginia USA, Association for Supervision and Curriculum Development.

This work, 'De snelgids Blended onderwijsontwerp' by Educational Development Unit, KU Leuven is a derivative of ABC Learning Design method by Clive Young and Nataša Perović, UCL (2015), Learning types, Laurillard, D. (2012). Licensed under CC BY-NC-SA 4.0. Original resources available at abc-ld.org.

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[9] EU: Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), https://enqa.eu/index.php/home/esg/, Brussels, Belgium, 2015

Annex A

An example of an end-of-semester questionnaire used by the University of Mississippi

Start of Block: Student Demographics

Q1 What is your academic status?

- ❑ First year undergraduate
- ❑ Sophomore
- ❑ Junior
- ❑ Senior
- ❑ Other

Q2 What is your gender?

- ❑ Male
- ❑ Female
- ❑ Non binary
- ❑ Prefer not to respond

Q3 Which ethnic or racial category best describes you?

- ❑ African American or Black
- ❑ African
- ❑ Asian
- ❑ Hispanic or Latino
- ❑ Native American or Alaskan Native
- ❑ Native Hawaiian or other Pacific Islander
- ❑ Two or more ethnic/racial categories
- ❑ White
- ❑ Other

Q4 Are you the first in your immediate family to be on track to complete a 4-year university degree?

- ❑ Yes
- ❑ No
- ❑ Not sure

Q5 Do you qualify for Federal tuition grants or loans such as the Pell Grant? (you don't have to have accepted the grants or loans to answer yes)

- ❑ Yes
- ❑ No
- ❑ Not sure

Q6 Which courseware did you use this semester?

- ❑ Pearson MyStatsLab (Math 115)
- ❑ McGraw Hill ALEKS (Math 121)
- ❑ Pearson MyMathLab (Math 123)
- ❑ McGraw Hill Connect (MIS 309)
- ❑ Pearson Mastering (Chem 101)
- ❑ MyChemLab (Chem 105/106)
- ❑ WileyPlus (Chem 221/222)
- ❑ Lumen Waymaker (Writ 100/101)
- ❑ Lumen Waymaker (EDHE 101)
- ❑ MindTap (Econ 202)
- ❑ MyEconLab (Econ 202)
- ❑ MyStatsLab (Econ 302)
- ❑ McGraw Hill Learn Smart with Connect (Bisc 102/104)
- ❑ Macmillan LaunchPad (Bisc 160/162)
- ❑ Pearson's Mastering A&P (Bisc 206/207)
- ❑ MindTap Physiology (Bisc 330)
- ❑ MySpanishLab (Span 111/211)
- ❑ Cengage Open Now (Soc 101)
- ❑ Realizeit Learning (Phad 395)
- ❑ Pearson Mastering Physics (Phys 213/214)
- ❑ Smart Sparrow (ENGR 323)

Q7 Which functions of the courseware did you find MOST USEFUL in helping you to learn? Check all that apply.

- ❑ The progress tool that told me how much of the lesson I'd completed
- ❑ The learning path or map which showed me what content and activities were in each lesson
- ❑ The multiple ways to learn including video, reading, and interactive tools
- ❑ The way the lessons were broken into small chunks rather than all in one big chapter
- ❑ When the system asked me how well I knew something or how sure I was about an answer
- ❑ Being able to take quizzes more than once
- ❑ Being able to view solutions to problem sets after submitting answers
- ❑ The messages I got from the system telling me "Well done" or "Try again"
- ❑ The ability to choose what I would work on next rather than being forced into a particular learning path
- ❑ The tutorials that broke down concepts step by step
- ❑ The review quizzes
- ❑ The homework practice
- ❑ The instant feedback I got that helped me see what I got right and what I needed to work on
- ❑ The reminders about upcoming homework or quizzes
- ❑ Links to learn more about a topic

Q8 Which functions of the courseware did you find LEAST USEFUL in helping you to learn? Check all that apply.

- ❑ The progress tool that told me how much of the lesson I'd completed
- ❑ The learning path or map which showed me what content and activities were in each lesson
- ❑ The multiple ways to learn including video, reading, and interactive tools
- ❑ The way the lessons were broken into small chunks rather than all in one big chapter
- ❑ When the system asked me how well I knew something or how sure I was about an answer
- ❑ Being able to take quizzes more than once
- ❑ Being able to view solutions to problem sets after submitting answers
- ❑ The messages I got from the system telling me "Well done" or "Try again"

- ❑ The ability to choose what I would work on next rather than being forced into a particular learning path
- ❑ The tutorials that broke down concepts step by step
- ❑ The review quizzes
- ❑ The homework practice
- ❑ The instant feedback I got that helped me see what I got right and what I needed to work on
- ❑ The reminders about upcoming homework or quizzes
- ❑ Links to learn more about a topic

Q9 How would you rate the courseware's effect on your final grade in this class?

- ❑ My grade is lower than it would have been without using adaptive courseware.
- ❑ My grade is about the same as it would have been without using adaptive courseware.
- ❑ My grade is better than it would have been without using adaptive courseware.

Q10 How much does your performance in the courseware count toward your final grade?

- ❑ I am not sure
- ❑ It does not count toward our final grade in the class.
- ❑ It counts less than 10%
- ❑ It counts between 10% and 15%
- ❑ It counts between 15% and 20%
- ❑ It counts between 20% and 25%
- ❑ It counts more than 25%

Q11 Did the courseware change how you learned the material? Check all that apply.

- ❑ I was able to do classwork using a mobile device.
- ❑ I had more flexibility for when I submitted homework and quizzes.
- ❑ I had more flexibility for how I learned and practiced course concepts.
- ❑ I was able to revise lessons for a higher grade.
- ❑ I was able to access alternate materials that helped me understand course concepts.
- ❑ I spent more time practicing course concepts the courseware showed me I was weak in.
- ❑ I was able to skip content I already knew.

Q12 How did your instructor integrate the courseware into your course? Check all that apply.

- ❑ We used the courseware during class time to practice new concepts.
- ❑ We used the courseware during class time to collaborate on projects.
- ❑ We used the courseware during class time to take quizzes.
- ❑ The courseware replaced the textbook.
- ❑ Using the courseware was optional for students who wanted or needed extra help.
- ❑ We used the courseware outside of class to complete assignments.
- ❑ We used the courseware outside of class to collaborate on projects.
- ❑ We used the courseware outside of class to take quizzes.

Q13 Does your instructor discuss your progress or the class's progress in the courseware during class or in an email?

- ❑ Yes
- ❑ No
- ❑ Not sure

Q14 On which device did you most often use the courseware?

- ❑ In a lab, using a university-owned computer
- ❑ On a tablet such as an iPad
- ❑ On my laptop
- ❑ On my desktop
- ❑ On my smartphone such as an iPhone or Android

Q15 How much did your access code cost?

- ❑ More than $150.00
- ❑ Between $100.00 - $150.00
- ❑ Between $75.00 - $100.00
- ❑ Between $50.00 - $75.00
- ❑ Under $50.00
- ❑ It was free
- ❑ I do not know

Q16 How do you feel about the cost of the access code?

- ❑ It was overpriced.
- ❑ It was priced about right.
- ❑ It was underpriced.

Q17 Where did you buy your access code?

- ❑ At the official Ole Miss Bookstore (Barnes & Noble)
- ❑ A bookstore other than the official Ole Miss Bookstore such as Rebel

Bookstore or Campus Book Mart

- ❑ Online and directly from the publisher
- ❑ Online from a third party such as Amazon, Chegg Books, or another online store.

Q18 Did you purchase a physical book along with the access code?

- ❑ Yes
- ❑ No

Q19 If you bought a physical book, why did you do so?

- ❑ It was a required purchase.
- ❑ It came with the access code.
- ❑ I wanted the physical book.
- ❑ I did not purchase a physical textbook.

Q20 If you purchased a physical textbook, how often have you used it for class?

- ❑ I use it at least once weekly.
- ❑ I use it less than once weekly.
- ❑ I never use the physical textbook.
- ❑ I did not purchase a physical textbook.

Annex B

An example of question types and the consequences related to the online platform of KU Leuven (Toledo)

Faculty of Engineering Sciences

Ask	Average	Std Dev	N
The teacher conveyed the subject matter in a comprehensible manner.	4.61	0.82	303
The exam/evaluation was in line with what I needed to know and be able to do for this subject.	4.77	0.65	303
The teacher convinced me of the importance of this subject within the whole of the training.	4.80	0.68	303
In this profession I have acquired important insights, knowledge, and skills.	4.83	0.65	303
It was clear what I needed to know and be able to do for this profession.	4.65	0.75	303
The practical arrangements related to this subject were well communicated.	4.80	0.72	303
There was sufficient coherence in the structure of this subject.	4.69	0.70	303
The study material helped me process the learning material.	4.45	0.84	303
I was able to contact someone from the teaching team for additional explanation.	4.70	0.66	303
The teacher (and the teaching team) handled the unplanned switch to online education in a good way.	4.79	0.82	159
I was satisfied with the quality of education in this subject.	4.62	0.81	304
In relation to the number of credits, the time I needed for this subject (such as preparing and attending classes, completing assignments, studying, taking exams, etc.) was (-2=much less; -1=less; 0=in balance; 1=more; 2=much more)	0.45	0.57	301