### Overview

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This guide is aimed at members of the [EOSC Synergy](https://www.eosc-synergy.eu/) project and is intended to provide the basic knowledge and resources to get started in developing online training. We’ve created a four step process and checklist for you to follow:

Step 1: Course planning

Step 2: Design your training

Step 3: Create content

Step 4: Build your Moodle course

More detail on each of these steps can be found in the online course:  
[Creating quality online courses for EOSC Synergy](https://moodle.learn.eosc-synergy.eu/course/view.php?id=15).

If you need support in any part of this process please contact the WP6 team:

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## Step 1: Course planning

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It is important to spend some time planning your course and we have created resources to help you starting with the initial training analysis form below.

### Your initial training analysis

Fill in as much detail as you can at this stage – these are your initial thoughts and some of this might be guesswork. You’ll go into more detail in the Design stage and you can update this form if needed.

#### Goals and audience

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| Your title and broad topics  *Include a short descriptive title. Why do learners need to know about your topic/service? What does it offer?* |  |
| Training goal  *Why are you doing this training? What would success look like*? *This can include developing skills, gaining knowledge and changing attitude, improving service awareness/use etc* |  |
| Audience  *Who is your target audience? This could be particular roles (eg researcher, students), knowledge level (eg aimed at beginners) or task based - eg those who want to be able to do a specific task.* |  |
| Benefits/outcomes for learners  *What will learners gain from your training? What will they be able to do? What will they know? It is helpful to use the phrase ‘By the end of this training you will: Be able to…. Be familiar with… Have practiced… ’ :* |  |
| Pre-requisites  *Is there any knowledge that is useful / required?* *Any other courses that it would be useful to complete beforehand?* |  |

#### Content and resources

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| Content *This should be a rough outline at this stage - you will think about this in more detail in the Design stage. What topics will you cover? How many sessions and what length?* |  |
| Delivery method  *Live sessions or self-learning? A mix? You may not have a choice in some of these areas depending on the constraints you have.* |  |
| Timescale  *When do you plan to deliver the training? Allow enough time to develop and test content.* |  |
| Who will develop/deliver?  *Do you have the right skills or will you need support? Where will you get support?* |  |
| Software, tools, infrastructure required  *This might be to deliver your course (eg a webinar tool) or for learner activities (eg collaboration, live coding). Note that you may decide to use additional tools once you’ve designed your activities.* |  |
| Materials to re-use  *What are the materials you will re-use? What is their format? videos, slides, documentation etc. You can save time by reusing other materials. How will you keep track of this in order to give credit later?* |  |
| Re-use of your material  *Do you want others to re-use your material? How? Material can be shared in different stages/shape and may need to be in particular formats depending on where it will be reused.* |  |

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## Step 2: Design your training

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Now you have done your initial training analysis, you have a clear idea what your training is trying to achieve and the audience. You are now at the design stage.

Think of the content (topics) and learning activities you would like to include in your training that will help your learners to reach the learning outcomes you have set.

You may also use the overview of learning types and learning activities below from the [ABC learning design model](https://abc-ld.org). However, you are free to come up with your own learning activities as well.

Training title:

Learning outcomes (this is what your learners should be able to do after the training):

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|  | Learning activity 1 | Learning  activity 2 | Learning activity 3 |  |  |  |
| Topic 1: |  |  |  |  |  |  |
| * Duration |  |  |  |  |  |  |
| * Assessment (if applicable) |  |  |  |  |  |  |
| Topic 2: |  |  |  |  |  |  |
| * Duration |  |  |  |  |  |  |
| * Assessment (if applicable) |  |  |  |  |  |  |
| Topic 3: |  |  |  |  |  |  |
| * Duration |  |  |  |  |  |  |
| * Assessment (if applicable) |  |  |  |  |  |  |

Reminder

Once you have identified your topics and brainstormed learning activities, check them against your initial learning outcomes to be sure they match. There can be multiple topics that are covered to reach the learning outcomes. If there is no match, you may want to rethink the learning activities and adjust them accordingly. Remember, the learner comes first!

### Learning types and learning activities

In the table below you see an overview of six learning types and corresponding learning activities from the ABC model.[[1]](#footnote-1) You may want to look at this overview before or while designing your course.

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| Learning types | | | | | |
| Acquisition | Collaboration | Discussion | Investigation | Practice | Production |
| Learning through acquisition is what learners are doing when they are listening to a lecture or a podcast, reading from books or websites, and watching demos or videos. | Learning through collaboration embraces mainly discussion, practice and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself. | Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas from the teacher and/or from their peers. | Learning through investigation guides the learner to explore, compare and critique texts, documents and resources that reflect the concepts and ideas taught. | Learning through practice enables the learner to adapt their actions to the task goal and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal. | Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their conceptual understanding and how they used it in practice. |

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| Learning activities[[2]](#footnote-2) | | | | | |
| Acquisition | Collaboration | Discussion | Investigation | Practice | Production |
| *Conventional method*   * Reading books, papers * Listening to teacher presentations face-to-face, lectures * Watching demonstrations, master classes   *Digital technology*   * Reading multimedia, websites, digital documents and resources * Listening to podcasts, webcasts * Watching animations, video | *Conventional method*   * Small group project * Discussing others’ outputs * Building joint output   *Digital technology*   * Small group projects using online forums, wikis, chat rooms etc. for discussing others’ outputs * Building a joint digital output | *Conventional method*   * Tutorials * Seminars * Discussion groups * Class discussions   *Digital technology*   * Online tutorials * Seminars * E-mail discussions * Discussion groups * Discussion forums * Web-conferencing tools (synchronous /asynchronous) | *Conventional method*   * Using text-based study guides * Analysing the ideas and information in a range of materials and resources * Using conventional methods to collect and analyse data * Comparing texts * Searching and evaluating information and ideas   *Digital technology*   * Using online advice and guidance * Analysing the ideas and information in a range of digital resources * Using digital tools to collect and analyse data * Comparing digital texts * Using digital tools for searching and evaluating information and ideas | *Conventional method*   * Practising exercises * Doing practice-based projects * Labs * Field trips * Face-to-face role-play activities   *Digital technology*   * Using models * Simulations * Microworlds * Virtual labs and field trips * Online role play activities | *Conventional method*   * Statements * Essays * Reports * Accounts * Designs * Performances * Artefacts * Animations * Models * Videos   *Digital technology*   * Producing and storing digital documents * Representations of designs * Performances, artefacts * Animations * Models * Resources * Slideshows * Photos * Videos * Blogs * E-portfolios |

## Step 3: Create content

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### Content formats

* We have developed some guidance on different content types as part of the online course (videos, presentations, quizzes etc) - [see here for details](https://moodle.learn.eosc-synergy.eu/course/view.php?id=15).

### Branding

* For any PowerPoint presentations you create, please use the [Synergy template provided](https://www.eosc-synergy.eu/documents/eosc-synergy-powerpoint-template/).
* For Word documents, take a copy of this document to use as a template.
* Synergy hex colour codes: Red: #be2832, Green: #c9d22a, Blue: #73bbdc, Yellow: #f8db0c
* Synergy font is Nunito. Nunito is a Google Font and can be [downloaded here](https://fonts.google.com/specimen/Nunito)

### Licensing

* Materials should include a CC-BY licence statement and grant acknowledgement. See below for examples:
  + [](https://creativecommons.org/licenses/by/4.0/)Unless otherwise indicated, all materials created by the [EOSC-synergy](https://www.eosc-synergy.eu/) consortium are licensed under a Creative Commons Attribution 4.0 International License.
  + EOSC-synergy receives funding from the EU’s Horizon 2020 research and innovation programme under grant agreement No 857647.
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### Crediting sources (including images)

* Please provide full details of sources used as close as possible to where you have reused the content or in a separate list at the end of the course/presentation.
* Useful sources of images are [Pexels](https://www.pexels.com/) (no attribution required) and [The Noun Project](https://thenounproject.com/) for icons/photos (attribution required).

### Accessibility

* Make sure your materials are accessible to learners with different needs. For example, provide [ALT text for images](https://webaim.org/techniques/alttext/) and use [headings](https://webaim.org/techniques/word/) to structure documents. Provide transcripts or captions for videos and think about your use of colour contrasts. In-built [accessibility checkers in Word and PowerPoint](https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f) are useful

### Making your materials available for reuse

* Please provide a text / Word file containing the text from your course along with any presentations and videos and share with WP6 Isabel Bernal <[isabel.bernal@bib.csic.es](mailto:isabel.bernal@bib.csic.es)>

## Step 4: Build your Moodle course

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1. Firstly you will need to login to the Synergy Moodle platform. See the guide on [how to create an account](https://moodle.learn.eosc-synergy.eu/course/view.php?id=9&section=1#tabs-tree-start).
2. Contact Mateusz <[mkrzyzanek@man.poznan.pl](mailto:mkrzyzanek@man.poznan.pl)> to create a course - he will discuss with you how to create a course - he might do this for you or ask you to do this yourself. If you are doing this yourself, create a new course using the Synergy template:
   1. Under Course categories go to the Course templates category.
   2. Select the Synergy base template.
   3. In the top right corner, there is a gear icon. Inside there is ‘copy a course’ option
   4. Adjust settings (where this course should be copied to).
3. Use the Template provided. Instructions are embedded within the template or alternatively you can visit the Synergy [user guide](https://moodle.learn.eosc-synergy.eu/course/view.php?id=9&section=5#tabs-tree-start). Moodle also has very good user guides <https://moodleuserguides.org/>
4. A first step is to provide a course name, short name, description (to display on course listing) and course image.

Important!

We strongly recommend that you create your content *outside* of Moodle and upload as one of the final stages of development.

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## Training checklist

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These are key questions you should think about when planning and delivering training. More detailed guidance on each of these issues is contained in the Synergy course [Creating quality online training](https://moodle.learn.eosc-synergy.eu/course/view.php?id=15)

1. Do you have a clear idea of your topic, goals and learning outcomes?
2. Have you considered your audience and the prerequisites for the course?
3. Have you thought about design and checked that your learning activities deliver your learning outcomes?
4. How will you know learners have achieved the learning outcomes?
5. Have you identified existing content to reuse and content you need to create?
6. Have you considered the balance between online/face-to-face, synchronous / asynchronous, Independent/supported?
7. Have you thought about practical issues such as resources, timescale, technical requirements (such as software/hardware required)?
8. What evidence can you use to show your training has achieved its goals?
9. Have you chosen a variety of activities to make the course engaging?
10. Have you tested your course with colleagues and potential users?
11. Have you made your materials as FAIR as possible so others can find, use and reuse your materials?
12. Have you chosen an appropriate licence for your materials?
13. Are your materials accessible / inclusive?
14. Have you checked your writing to ensure it can be read easily online?
15. Have you kept track of any existing resources you’ve used and credited these?
16. Do you have backup copies of your course content?

1. Clive Young and Nataša Perović, UCL (2015). ABC Learning Design method and Laurillard, D (2012). Learning types. [↑](#footnote-ref-1)
2. You can find additional learning activities here <https://bit.ly/3x1cfQV>. [↑](#footnote-ref-2)