

DOYIT eLearning Guide & Quality Checklist for ERYICA eLearning Courses



do y it
eryica

developing online
youth information
trainings





This publication was prepared in the Developing Online Youth Information Trainings (DOYIT) project, supported by the Erasmus+ Programme.

Published in 2018 by ERYICA and the DOYIT project consortium

Updated in 2022 by Mika Pietilä

PROOFREADING:

Imre Simon, Jessica Walker

GRAPHIC DESIGN:

Ismet Lisica



ISBN 978-2-919810-57-4

This publication was made with the support of the Erasmus+ programme of the European Union. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TABLE OF CONTENTS


01	DOYIT ELEARNING GUIDE	4
02	ELEARNING PRINCIPLES	6
	2.1 ELEARNING APPROACHES AND THEORIES	7
	2.2 ELEARNING TERMINOLOGY	8
	2.3 ELEARNING APPROACH OF ERYICA ELEARNING COURSES	8
	2.4 LEARNING ONLINE	8
	2.5 EPEDAGOGY	10
	2.6 MOTIVATING LEARNERS	12
	2.7 ONLINE ETHICS	17
03	GUIDELINES FOR DELIVERING ERYICA ELEARNING COURSES	21
	3.1 ERYICA ELEARNING COURSES ORGANISED BY ERYICA MEMBERS	22
	3.2 ERYICA TRAINING COURSES ORGANISED BY ERYICA	23
	3.3 THE ELEARNING PLATFORM DOYIT	23
04	THE BASIC GUIDELINES OF ERYICA ELEARNING COURSE IMPLEMENTATION	24
	4.1 ETRAINERS	25
	4.2 PARTICIPANTS	25
	4.3 CERTIFICATION	25
	4.4 ELEARNING MATERIAL AND COPYRIGHT	26
	4.5 MONITORING	26
05	ORGANISING AN ERYICA ELEARNING COURSE	27
	5.1 SETTING UP AN ERYICA ELEARNING COURSE	28
	5.2 TECHNICAL ASPECTS OF MOODLE	28
	5.3 ASSESSMENT AND FEEDBACK DURING THE COURSE	29
	5.4 EVALUATION OF THE ELEARNING COURSE	31
	5.5 STATISTICS AND REPORTS	31
	5.6 CHECK-LIST FOR ETRAINERS	32
06	QUALITY CHECKLIST FOR ERYICA ELEARNING COURSES	33
	BIBLIOGRAPHY	40



DOYIT eLearning Guide



This guide for ERYICA eLearning courses will steer and remind you how to deliver the courses on the DOYIT eLearning platform. The Guide is also available in an eLearning course format there — both versions include the same content. If you use the eLearning format, you can already begin to get acquainted with the DOYIT environment, exploring the various possibilities the platform offers.



01

This guide is divided into 6 chapters. Each chapter has several topics to cover. It is designed to lead you step-by-step towards delivering a quality eCourse to your learners. At the end of certain chapters, you will also find questions to consider, which help you structure the content.

You can return to either version of this Guide at any time and search for relevant information. This will help you with the delivery of eLearning courses, especially in the beginning. Make good use of it and enjoy online learning and delivering courses for other youth information workers in Europe!

This Guide was prepared in the framework of the Developing Online Youth Information Trainings (DOYIT) project, supported by the Erasmus+ Programme. The coordinator of the DOYIT project was the European Youth Information and Counselling Agency (ERYICA) in partnership with the following organisations:

AUSTRIA:

Austrian Youth Information Centres

CROATIA:

Association of Croatian Youth Information Centres

ESTONIA:

Egomind

FINLAND:

Humak University of Applied Sciences
Koordinaatti

IRELAND:

Youth Work Ireland

LITHUANIA:

Creativitas

LUXEMBOURG:

European Youth Information and Counselling Agency (coordinator)

PORTUGAL:

Portuguese Institute of Sports and Youth

SPAIN:

Catalan Youth Agency

The guide was updated in 2022 by Mika Pietilä.

ACTIVITY: YOU AS AN ELEARNER

Becoming a trainer first of all requires experience as a learner. Think about what kind of learner you are, especially on online platforms. What kind of experience do you have in eLearning? How do you learn most on e-courses? If you do not have experience, describe what you expect from eLearning as a process.

eLearning Principles

In this chapter, we have summarised ERYICA's key principles for eLearning. We have collected information on eLearning principles, pedagogy, motivation, terminology, approaches, etc. This content will help you understand them better.

Once you are more familiar with them, we hope you will reflect further with the help of the activity at the end of this chapter.

2.1 ELEARNING APPROACHES AND THEORIES

In ERYICA courses, eLearning can be divided into three approaches and theories:

1. **Self-paced online learning**
2. **Collaborative online learning**
3. **Blended learning**

1. Self-paced online learning

In self-paced online learning, you can learn in your own time and on your own schedule. You don't need to complete the same assignments or learn at the same time as others. In self-paced online learning, you can also proceed from one topic or module to the next at your own speed. Self-paced instruction has become more popular as education shifts from traditional models to online platforms.

Self-paced learning removes the time pressure that exists during live training or collaborative online learning. There's no pressure to complete the assignments and learn at the same speed as others. There's no need to pretend that you've understood something that you haven't had the time to get your head around. Instead, you can review the material on your own. Self-paced learning enables participants to create their own schedules. Of course, it takes self-discipline to do that. People have different learning styles; some people learn fast, while others take their time. People who prefer to complete the material quickly should not have to wait for others. Self-paced learning adapts to your participants' different learning styles.

[↔ READ MORE FROM EASY LMS](#)

2. Collaborative online learning

In collaborative learning, groups enhance learning through working together. Groups of two or more learners work together to solve problems, complete tasks, or learn new concepts. The collaborative learning approach actively engages learners to process and synthesise concepts and information. Through the collaborative learning process, you learn a lot from other learners and don't just memorise facts and figures.

Collaborative learning is collaboration as a group to understand concepts. Through defending their positions, reframing ideas, listening to other points of view and articulating their arguments, learners will gain a more complete understanding as a group than they could as individuals.

[↔ READ MORE FROM VALAMIS](#)

3. Blended learning

Blended learning is a style of training in which participants (learners) learn via electronic and online media, as well as traditional face-to-face training. It combines the best of both training environments and supports synchronous and asynchronous activities.

During face-to-face training, the trainer/facilitator supports the participants by providing context and explanations, and facilitates discussion among the participants. The online part of the blended learning approach makes it possible for participants to do exercises and assignments at

their own pace, in their own time. This supports the information intake and helps participants to prepare for or process the face-to-face training.

Blended learning is also known as hybrid learning, web-enhanced instruction, and mixed-mode instruction.

↪ [READ MORE FROM EASY LMS](#)

2.2 ELEARNING TERMINOLOGY

What is a MOOC, cMOOC, mOOC, SOOC?

- **MOOC** = Massive Open Online Course
- **cMOOC** = Constructive or Collaborative Massive Open Online Course
- **mOOC** = Micro Open Online Course
- **SOOC** = Small Open Online Course
- **SPOC** = Small Private Online Course
- **DOCC** = Distributed Online Collaborative Course

↪ [FOR MORE INFORMATION AND TERMS, LOOK AT THIS PAGE](#)

2.3 ERYICA'S ELEARNING APPROACH

ERYICA eLearning courses are somewhere between SPOCs and MOOCs. In our case, you will probably be organising a small private online course (SPOC) for a group of several youth information workers in your region (as a qualification course). It might also become a massive open online course (MOOC) for youth workers at national level (e.g. eYoMIM). Always have in mind how big your group is, because the approach to activities and tasks should change accordingly.

Generally, a lot of different issues should be considered in online learning:

- Study time (instruct learners to set time aside in their calendars for studying each week). This should not only be once, but twice or three times a week in the online learning area.
- Keep to the agreed timetable and participate in the webinars if there are any on the course.
- Ensure learners' interest by encouraging them to share their own ideas and create content in different ways.
- Ensure learners' interest by learning together with other students, and providing individual assignments or studying in smaller groups.
- Commit to continuing the eLearning course until the end.
- Organise all necessary technical tools for studying online.

REMEMBER: if you do not know whether the task is going well, always follow the learning outcomes and try to reach them in the best possible way!

2.4 LEARNING ONLINE

In all ERYICA eLearning courses, the activities and their style have already been planned. You as an eTrainer can change them any time you like. You just need to make sure that the course

follows the right teaching approach for your group and course methodology, and reaches the same learning outcomes.

Pedagogy is closely linked to assessment and feedback, so just a few words about them here. More information can be found in the next chapter.

As peers, other students can give assessment and feedback of an assignment, and trainers can provide feedback in different ways, for example via evaluation tools. Feedback and assessment can be given in writing, out loud (Podcast), through video, mind mapping techniques or qualitative sentences (evaluation).

To reach the aims of each eLearning course, we need to have some kind of course support for participants. That support person is called the eTrainer.

Your tasks as eTrainer are to:

- involve collaborative elements;
- use videos to make self-paced learning possible;
- record live sessions so that participants who miss a session can benefit from the same experience; and
- provide assignments to participants between sessions to promote both the collaborative element and deeper learning.

The preparation of the content is work-intensive, so that the eTrainer has a relatively smaller role compared to face-to-face courses. If online course pedagogy is linked to learning in small groups and you are aiming to have a collaborative online course with real-time webinars, how do you create collaborative learning?

Tips for eTrainers:

- Create smaller groups of 3-5 participants per group. They can do course assignments in these groups.
- The course assignments can be individual, but participants can share them in smaller groups with each other and make one final combined result.
- As one group, they can make a summary of all assignments and then share this summary in plenary, through an appropriate online webinar tool. Each small group presents the content, outcomes, summary etc. of assignments in a webinar lasting two hours.
- Each group has instructions for peer assessment of the other group. So group A members assess group B's final result, group B to C etc. They can give their assessment in different ways, either in the online webinar, written in a Forum or as the assignment requires.
- When completed, the coach of each smaller group will take a look at the assignments and give a final evaluation.

This is a practical example of how an assignment with a small learning group can take place in coach-supported online learning. There are plenty more examples. Please explore more possibilities with help of this Guide or from the [↪ MOODLE TIPS WEBSITE](#).

[↪ LISTEN AND WATCH THIS EDUCATIONAL VIDEO BY MOODLE](#)

2.5 EPEDAGOGY

The aim of coaching pedagogy is to activate students for their own learning. It is based on working together, carrying out activities and embracing the process of learning in groups, teams, and larger work communities. The goal is to have learning take place in real work situations as much as possible. Coaching pedagogy is learner-centred and the role of the eTrainer is to challenge the participants through facilitation and using collaborative/constructive working methods towards learning, rather than teaching or training them.

The common thread throughout the studies is to explore the thinking, practices, and cultures specific to the professional field in question. Learning experiences based on real work situations enhance students' metacognitive and self-assessment skills, as well as their ability to transfer and apply different competences to new and ever-changing situations and environments.

Students develop their self-management skills, responsibility for their actions, and resilience to cope with change and uncertainty. Coaching pedagogy enhances students' interaction and networking skills, the application of working methods and practices to different environments, and innovation know-how. The learning process also aims to provide students with the kinds of skills that enable them to succeed as developers and innovators in the workplace of the future.

Role of the eTrainer in eLearning

Virtual Learning Environments (VLE) are challenging both for eLearners and eTrainers. In an eLearning environment, it is much more evident that learning is self-directed and self-motivated. The learner does not have direct contact with other learners, nor with a trainer. Much of eLearning is done independently and often alone. The challenges for the eTrainer are similar – there is a lack of direct contact with learners, their learning associated emotions and feelings. In the majority of e-sessions, the content is designed beforehand and the emphasis of the trainer's role is not so much on training as on facilitating.

A few ideas on the essence of facilitation based on the theoretical foundation of the course - coaching pedagogy:

Coaching pedagogy is based on:

- social constructivist teaching philosophy (Piaget, Vygotsky); and
- principles of humanistic psychology (Rogers, Maslow) that form the core of coaching.

A few thoughts on constructivist views on the role of a trainer

For social constructivists, learning happens through the active construction of knowledge in a social environment. Knowledge consists of units of information that gain meaning through experience. "Teaching" itself becomes secondary as meaning-making, and construction of knowledge cannot be taught, it can only be facilitated.

Vygotsky speaks about scaffolding and sees the role of the "teacher" as a construction worker in setting up the scaffolding to support a building. In the educational context, the responsibility for learning lies with the learner, as the "teacher" can only scaffold the process by introducing new pieces of information, probing and questioning to develop critical thinking and meaning-making.

In the context of ERYICA eLearning courses, this means that the role of the eTrainer is:

1. to be an expert on the content and provide learners with the opportunity to "immerse" themselves in the subject;

2. to challenge and probe the learner to develop critical thinking in the field;
3. to scaffold the learning process and create motivating learning conditions for independent self-directed learning;
4. to encourage curiosity;
5. to support different learning styles; and
6. to recognise achievement.

Secondly, the social constructivist views on learning resonate very well with the other half of coaching pedagogy – the humanist perspectives that underpin coaching.

Holistic approach to the learner

Each learner has a past and a present that has influenced their professional and educational choices. These experiences make them richer as learners and learners should be encouraged to be their authentic selves and to be involved in every detail of their learning. The eTrainer should think about the following:

- Supporting learners' well-being and facilitating positive learning emotions and positive change;
- Supporting self-actualisation and developing learners' potential as learners who are resourceful and programmed for development;
- Learners are goal-orientated but their goal setting within the discipline needs to be supported;
- Inherent in the core concepts of individual growth, development, and positive change is the notion that learners themselves drive this growth in a journey of self-discovery and self-motivated change (Joseph and Bryant-Jefferies, 2007). As a result, the role of a teacher in this humanistic framework is that of facilitator; and
- Demonstrating unconditional positive regard, authentic empathy and congruence towards learners.

Working as an (e)Trainer

Using the approach of coaching pedagogy significantly changes a trainer's work and activities. Instead of being a conveyor of information, the trainer becomes a guide and facilitator of a positive learning process. The trainer's key task is to foster an inspirational group atmosphere and spur the group on to discover creative ways of working. This also means dealing with the emotions and confusion experienced by participants. If needed, the trainer addresses the flaws in the group's practices or any potential conflicts, while supporting the group members' ability to solve their problems and resolve their conflicts in an independent and self-directed way.

The requirements for the eTrainer include:

- commitment;
- the willingness and ability to change their own behaviour;
- cooperation; and
- the ability to openly present and develop their own pedagogical practices.

The eTrainer trusts the students without visibly controlling the learning situation. Important aspects in the coach's work include:

1. providing students with the best possible learning environment so that they can make progress in their studies;
2. improving their competences; and
3. achieving the expected results.

Teaching involves a variety of methods that emphasise facilitating student cooperation, functionality, active participation, and self-direction, while also taking into account the students' individual needs.

Successful eTraining is characterised by advanced planning. The eTrainer needs to have a meta-level understanding of the whole. This integrates the learning objectives both into knowledge requirements and more broadly into functional, critical competences.

Training in your case is carried out in an online environment. The coach's tasks in an online environment vary depending on, for example, whether the emphasis is on the learning process or the instruction process.

In the learning process, it is important to plan what kind of learning will take place online, its role for the learning process as a whole, and how online work best supports this. This involves online instruction, but it is especially important when the online environment becomes the students' main work environment. In addition, an important starting point is that students can choose their preferred work and study environments, such as Facebook, Twitter, etc.

In practice, learning rarely takes place exclusively online. It is common to use different forms of blended learning so that teaching combines teacher-led, self-organised, and web-based interaction. When implementing coaching pedagogy, using an online environment is common in blended learning. The key is to hand responsibility to the students so that the trainer's task is to provide training support online as and when it is necessary.

2.6 MOTIVATING LEARNERS

Learner motivation has been thoroughly studied by a wealth of researchers. A universal link has been established between learners' levels of motivation, their approaches to learning and achievements. The more motivated the learner, the deeper the learning and the better the results.

In this chapter, we will therefore take a closer look at learner motivation and provide you with space to reflect on your role as an eTrainer in motivating learners. We shall do that by first discussing three approaches to motivation in eLearning:

- Specifics of an eLearning environment;
- Course structure; and
- Individual needs.

At the end of this section, you are invited to reflect on your own approaches to training in light of the theoretical concepts discussed. What are the dos and don'ts? In your eTrainings, how could you support learners' motivation?

Motivation management in eLearning

Learning is a deeply personal activity – we cannot learn for others and others cannot learn for us. You have probably experienced this in your own activities as a learner and witnessed it even more as a trainer. Each of us engages in learning for our own reasons, usually to develop or improve a certain skill, set of skills or even restructure and develop a whole new skills system. Different learning activities demand different levels of engagement. For instance, acquiring the necessary skills to become a youth information worker is considerably more resource-consuming

than learning how to post a video on YouTube. To achieve the best results, both have a common denominator: motivation.

Motivators and demotivators in eLearning

Virtual Learning Environment (VLE) specific learner needs

Although online learning has many advantages over traditional face-to-face education that can enhance learner motivation - such as flexibility, affordability, independence, accessibility etc. - it also has several disadvantages. The possibility to learn anywhere there is a computer and internet connection does make learning more appealing. But can you think of factors that may have an adverse effect on learners?

Most probably, your brainstorming has made you think of several factors, such as:

- Is it clear for the learner what they have to do?
- The learners are alone with their learning – no group, no trainer support
- High levels of self-organisation and discipline are required
- There is limited feedback
- Participants can feel or be lonely
- Participants may lack IT competences for managing on the course

Research on learner motivation in eLearning has identified that in order to maintain motivation, specific eLearning needs have to be satisfied. These can be grouped into learner specific, course specific, technology specific, trainer specific, design specific and environment specific factors.

Learner dimension	Perceived e-learner satisfaction
1. Learner attitude towards computers	
2. Learner computer anxiety	
3. Learner internet self-efficacy	
Instructor dimension	
1. Instructor response timeliness	
2. Instructor attitude towards eLearning	
Course dimension	
1. ELearning course flexibility	
2. ELearning course quality	
Technology dimension	
1. Technology quality	
2. Internet quality	
Design dimension	
1. Perceived usefulness	
2. Perceived ease of use	
Environmental dimension	
1. Diversity in assessment	
2. Learner perceived interaction with others	

Table 1. VLE specific learner needs (Sun, Tsai, Finger, et al., 2008)

ACTIVITY

Take 10 minutes and reflect on which of these you think you can influence. How? Which are out of your reach? Why?

Some of the factors in Table 1 do not directly depend on you as an eTrainer. If a participant is using an old computer or unstable internet connection, then there is very little you can do about it. Similarly, the technicalities and content of eLearning course quality do not directly depend on you, as most of the modules have been pre-designed by other ERYICA trainers. Nevertheless, there is a great deal you can do to support participants' needs in a virtual learning environment (VLE).

Firstly, by consciously taking into consideration the specifics you can influence when communicating with participants. Secondly, by addressing the factors that technically do not depend on you but are up to you to discuss, managing expectations and concerns and thus establishing the related environment. For instance, by making sure that the technical participation requirements have been discussed with participants and participant feedback to the course is thoroughly analysed and discussed with the ERYICA support team.

Let's now take a closer look at the participant needs in eLearning that you will have an influence on. Sun and colleagues (2008) found that out of the 13 needs identified in Table 1, the most crucial for maintaining learner satisfaction are:

- **Learner computer anxiety** – learners enter the course with different IT skills and experiences with online learning. They ask questions such as “Will I manage if I have not taken an eLearning course before?”, “Are the exercises too difficult to manage if I am not fluent in using software, up and downloading content, etc. or if I do not know what to do when my mic is on mute?”
- **Learner perceived usefulness of the eLearning course** – one of the core principles of adult learning is that adults need to know how what they are learning is relevant and useful. The challenge is therefore to assure that this is transparent throughout the learning process – from assigning the tasks to moderating collaborative online discussions.
- **Learner perceived ease of use of the eLearning course** – motivational science uses the phrase “optimal challenge” when describing the most engaging learning environments. The learner needs to feel competent and able to manage. This does not mean that learning activities need to be easy. On the contrary – a lack of challenges in the long run is equally as demotivating as tasks which are too difficult. Therefore, if the course looks too difficult, there is very little motivation to engage with something that you think you cannot manage.
- **Instructor attitudes toward eLearning** – how visible and supportive is the eTrainer to learners? How often and how quickly are learner concerns managed and questions answered? What “virtual self” has the eTrainer created for themselves?

Diversity in assessment – assessment is a crucial element for closing the learning loop for a learner. However, the way learning is assessed and provided can either support or undermine a learner's motivation. On the one hand, assessment should follow the structure of learning tasks. For instance, if the learning tasks have been practical, the assessment should be too; if participants have learnt how to design a poster then their accomplishments should be assessed through practice as well, and not, let's say, through writing an essay about poster design. On the other hand, various types (self-assessment, peer assessment, group assessment, trainer assessment) and methods (video reports, short portfolios, workplace activities, peer projects, critical reports, etc.) of assessment should be used to match the participants' different learning styles and support critical thinking and creativity.

ACTIVITY

Please take a bit of time and reflect on what your approach as a trainer is to managing these concerns and what you would do differently/ how you would address these issues in an eLearning environment.

TARGET model – motivating components of a course structure

Another approach for managing learner motivation – the TARGET model – has been developed by motivation researchers (Ames, 1992). The six components or characteristics of learning environments it uses are described below; these have been proven to have an impact on learner motivation.

- **T** stands for the structure of tasks and learning activities of the course. They should be different, challenging and perceived as interesting.
- **A** stands for the authority dimension in learning. It reflects how much power and responsibility is given to the learners and how much it is encouraged. Are learners encouraged to take responsibility for their learning? Do they experience various roles including leadership and decision-making in their learning process? How?
- **R** describes the recognition dimension in learning. How are learners recognised for their efforts? Is it random or systematic? How do trainers encourage improvement?
- **G** stands for the grouping dimension in learning. Grouping that systematically encourages collaboration among different learners creates more possibilities for peer learning and collaboration.
- **E** stands for the evaluation of the learning process and encourages the use of varied evaluation methods for assessing individual progress and improvement.
- **T** refers to questions related to the timing dimension in learning – participants should have sufficient time as well as timely announced deadlines for planning their schedules and completing requested assignments.

ACTIVITY

TARGET is a useful acronym to remember and reflect upon as an eTrainer. Do I, as an ERYICA eTrainer, consciously find ways to implement the TARGET model in my trainings?

Learner specific motivation needs

As well as VLE specific learner needs and characteristics of a course structure such as the TARGET model, there is also a third angle to motivation management. Learners have different motivators for enrolling in the course. These are not always due to the joy of learning itself. Very often learners are obliged to enrol on the course as part of a professional development programme or are motivated by a better salary, competitive advantage, new contacts and enlarging their professional network, etc.

Learner motivation may also change during the learning process. What started as an inherent interest for the learning activity itself may deteriorate into a coerced obligation. The opposite is also possible – learners who enter the course due to an obligation may grow into discovering a true passion for the topic.

Extrinsic and intrinsic motivation has been thoroughly studied in self-determination theory (SDT) (Deci and Ryan, 1985). According to SDT, learners can move on the motivation continuum and their motivation is not permanently fixed. In practical terms, this means that a participant who is obliged to join your eLearning course because of a certificate or on their boss's orders may become a highly motivated learner when, as well as the high standards of the course's content, the learning environment meets the satisfaction of three basic needs.

According to SDT, the basic psychological needs individuals seek to satisfy are:

- need to feel autonomous (have ownership and volition over choices);
- need to feel competent; and
- need to feel related (safe, not ridiculed).

Satisfaction of these needs is experienced as highly motivating and in our eLearning context, this means you as an eTrainer will have the power, but also the responsibility, to create a learning environment that satisfies those needs. By creating a learning environment that enables learners to feel autonomous, competent and related, learning motivation can be increased. This also applies the other way around – feelings of incompetence (the way feedback is given makes the learner feel stupid, the tasks are too difficult for the participant's level, peer feedback is not moderated and some learners will over-shadow the others who may feel less capable, etc.), coercion (participants are not given a choice but rather put in front of a fact) and un-relatedness (poor group dynamic, trainer's cynical remarks, etc.), are experienced as inherently demotivating.

Facilitators need to be aware of their role in managing learner motivation in these categories and consciously create a motivational atmosphere.

Learner autonomy is supported by teaching and learning activities (TLA) that enable the learner to choose between different learning strategies for achieving the learning outcome.

Feeling competent is achieved by designing TLAs that are experienced as optimally challenging as well as assessment that focuses on positive progress (learners are given regular and timely process-related feedback, progress is pointed out in a positive manner, areas of development are presented not as faults but as points to improve etc.).

Relatedness is experienced through a bias-free and welcoming learning environment, where the learner feels safe among their peers and tutor (you as an eTrainer will have to visualise the “milk and cookies” for each individual participant - not as a one-off project, but a continuous effort throughout the course).

ACTIVITY

*Key points to take with you and practice on your ERYICA eCourses as an eTrainer:
Take some time to reflect and write down suggestions for your future eTrainings.*

2.7 ONLINE ETHICS

ELearning Course Policies are a core set of values and behaviours online. Please read the following guidelines carefully and keep them up while leading the eLearning course. Make sure participants are acquainted with the agreements and conducts below.

Participant Privacy

Your participants' privacy and confidentiality rights are very important. The personal data they provide to participate in the course will not be used for any other purpose or in any other situation.

Some of the activities or assignments in the course may imply sharing personal information and/or comments and written work with the other participants, the eTrainers and administration.

We may also want to quote someone's work and input, for instance as an example or support to other courses and in other situations, so we should ask participants to take time to read, fill in and sign a form such as the following example:

Permission-to-Use Form

Our privacy policy is in accordance with the General Data Protection Regulation of the EU.

Discussion Policy

This discussion policy contains guidelines for participation in chats and forums:

- Forums will have an associated deadline by which time all participants must have posted their responses and opinions to receive credits for participation;
- Chats will have a specified time period during which participants can participate;
- The eTrainer will participate in the discussions during specific periods always indicated at the beginning of the discussions;
- Within 24 hours of the end of a discussion, the eTrainer will review all learners' posts/responses and post a comment as a course announcement;
- Instructions will be given concerning all discussion assignments and will indicate the number of points that can be earned and the assessment criteria (when a specific discussion assignment is graded);
- Participants are expected to focus on the specific topic of the discussion as assigned. The introduction of irrelevant subjects is not permitted. Violators will be asked to leave the discussion;
- All participants have a right to express their own opinions in discussions, and every other participant must respect this right. Any participant posting a comment disrespectful of this right will be asked to leave the discussion, and a grade of 0 points will be recorded;
- "Flaming" is posting abusive or insulting messages. Any participant who engages in flaming in a discussion will be required to leave the course;
- Controlling behaviour includes, but is not limited to, attempts to dominate a discussion by posting threads excessively, intentionally changing the discussion topic, or exhibiting an inappropriate or argumentative attitude. Controlling behaviour is not permitted. Violators will be asked to leave the discussion, and a grade of 0 points will be recorded;
- Learners required to leave a discussion will be notified of the consequence in a private message.

Software Standards

Software standards are a requirement for successful eLearning, so please read the information on which standards are established for each course module.

Assignment Policy

- Participants will submit all assignments electronically via the course site;
- If there are technical problems with the course site, assignments can be sent to the eTrainer by e-mail, but only in that case. The subject of the e-mail must include the learner's name, the course alphanumeric designator, and the number of the assignment. No work received via e-mail will be graded if the subject line is not properly completed;
- All assignment due dates will be clearly displayed. Late assignments will not be accepted;
- The course software standards for submissions of assignments will be indicated in the course rules. Assignments completed in other formats will not be accepted;
- When technical problems occur, and a participant cannot submit his/her assignment electronically, he/she should send an e-mail or message to the eTrainer to explain the difficulty;
- The eTrainers will review assignments within the period indicated for each assignment and send feedback electronically, through comments posted on an assignment returned via the course site;
- Grades on assignments will be posted in the gradebook on the due date. You must refer to the gradebook on the course site to determine the grade earned on each assignment;
- If a participant needs to discuss their grade or feedback received from the eTrainer on an assignment, they should make an appointment with their eTrainer. This may be done through personal messaging enabled in the Moodle system; and
- Learners must ensure that assignment files are free of viruses before submitting them, as well as with all other documents they wish to submit or share in the course site. Keep your virus detection software up to date. Should an assignment or other file fail scrutiny by our institution's standard virus detection software, the participant submitting it will be so advised.

Getting technical help

There is an Advanced Discussion forum of the course for technical and other issues concerning the course. Participants are responsible for the computing system they use. A malfunctioning computer system is not a valid excuse for submitting late work.

If technical difficulties of our responsibility affect assignments, quizzes, queries or scheduled presentations, your eTrainer will use the following procedures to provide appropriate directions, in the order listed below:

- An announcement will be posted on the course site.
- If the course is unavailable, an e-mail will be sent to all participants.

Participant Code of Conduct

This code of conduct has been established to ensure that all participants have a clear understanding of the expectations we have regarding their conduct on this course.

It is the responsibility of each learner to:

- Treat all other participants, eTrainers and guests with dignity and respect in all interactions and electronic communications;
- Comply with the information technology policies of ERYICA; and
- Participate respectfully in team collaborations and team projects. Disrespectful responses



or comments to other participants or the eTrainer, complaints about the course in the wrong place or the use of inappropriate language will not be tolerated.

Learner participation in these eLearning courses is very important, so we recommend all participants to:

- approach the course with a desire to learn;
- be self-motivated and self-disciplined, managing your time efficiently;
- develop the necessary technology skills;
- contribute to course discussions;
- contribute to team activities, and respect the ideas of others;
- submit constructive suggestions for improving the course.

Intellectual Property Rights/Copyrights

Copyright is the legal exclusive right of someone who creates a work – for example a poem, a song, a photograph, an article, a book, a video, etc. – to control the copying of all or a portion of that work. This means that someone who creates a work has intellectual property rights to that work, and copyright is implied by the existence of the work as soon as it is placed in a medium that can be distributed or copied (even if the medium is simply an unpublished manuscript).

Many works already have a copyright notice attached, but copyright law also protects those that don't.

Many web authors, but not all, consider their website or materials published on the web to be in the public domain and are willing to share the information or work published freely.

Nevertheless, when using/copying materials and works produced by others, everyone should pay attention to copyright notices and follow Fair Use Guidelines. Under the “fair use” rule of copyright law, a person may make limited use of another person's work without asking permission.

Uses that are generally fair uses

Subject to some general limitations, the following types of uses are usually deemed fair uses:

- Criticism and comment - for example, quoting or excerpting a work in a review or criticism for purposes of illustration or comment.
- News reporting – for example, summarising an address or article, with brief quotations, in a news report.
- Research and scholarship – for example, quoting a short passage in a scholarly, scientific, or technical work for illustration or clarification of the author's observations.
- Non-profit educational uses – for example, photocopying or sharing of limited portions of works, by teachers, for course use.
- Parody – that is, a work that ridicules another, usually well-known, work by imitating it in a comic way.
- In most other situations, copying is not legally a fair use. Without an author's permission, such a use violates the author's copyright.

To respect copyright law, all participants must be aware that, whenever they wish to quote, share or use the work of another person they should follow these basic principles:

- Be clear concerning the purpose and character of use – non-profit educational use.
- Take into account the nature of the copyrighted work – is it fact-based or more imaginative, creative? Is it published/public or private?

- The amount of and significance of the portion of work cited/used must be proportional to the length of the work.
- The effect of your use in the potential market or value of the work must be seriously considered.

↪ **FOR MORE INFORMATION ON CREATIVE COMMONS, PLEASE READ MORE ON CC WEBSITE &**

↪ **THE 'FAIR USE' RULE: WHEN USE OF COPYRIGHTED MATERIAL IS ACCEPTABLE**

(Rodgers, O. & Waterhouse, S., 2004).

ACTIVITY

Reflect by yourself on:

- *How to guide eLearners to set aside time in their calendars to study every week.*
- *How to ensure eLearners' interest by encouraging them to share their ideas and create content in different ways.*
- *How to ensure eLearners' interest by learning together with other students?*
- *How to ensure eLearners commit to continuing the eLearning course until the end?*
- *How to support eLearners with technical tools for studying online?*

Guidelines for Delivering ERYICA eLearning Courses

To support capacity development in the ERYICA network, we have developed a coherent training system over the years. Five of the courses (Digital YIntro, JIMMY and YoMIM, DesYIgn and ALTYO) are also available in eLearning format.

↔ [MORE INFORMATION ON ERYICA TRAINING COURSES](#)

In order to maintain the quality and consistency of our course delivery, everyone involved in the process must respect certain ground guidelines.

↔ [INSTRUCTIONS](#)

Before organising any ERYICA eLearning activity, please bear in mind that:

- The ERYICA eLearning courses are not massive open online courses (MOOCs) but are designed for a group of participants similar to face-to-face training groups.
- The courses do not only rely on self-learning and individual assignments. The role of eTrainers is as important as it is in face-to-face courses.
- Only ERYICA accredited eTrainers can run ERYICA eLearning courses.
- Any ERYICA eLearning course must cover the hours foreseen in the curriculum as a minimum.
- An ERYICA eLearning course shall be run by 2 eTrainers. If the eTrainers agree, they can have two different roles: lead trainer and support trainer. The two trainers share the course delivery equally in either case. They can however decide that the lead trainer undertakes all the communication with participants, the management of the course and the DOYIT eLearning platform. A third trainer shall be contracted for larger groups of over 30 participants, to share the workload and the assessment of individual assignments.
- The recommended minimum remuneration of trainers for a regular 5-week (approx. 27-hour) course is 1000 EUR/eTrainer, or 1200 EUR for the lead trainer and 800 EUR for the support trainer. In certain cases, it may be that the fee is negotiated locally.

3.1 ERYICA ELEARNING COURSES ORGANISED BY ERYICA MEMBERS

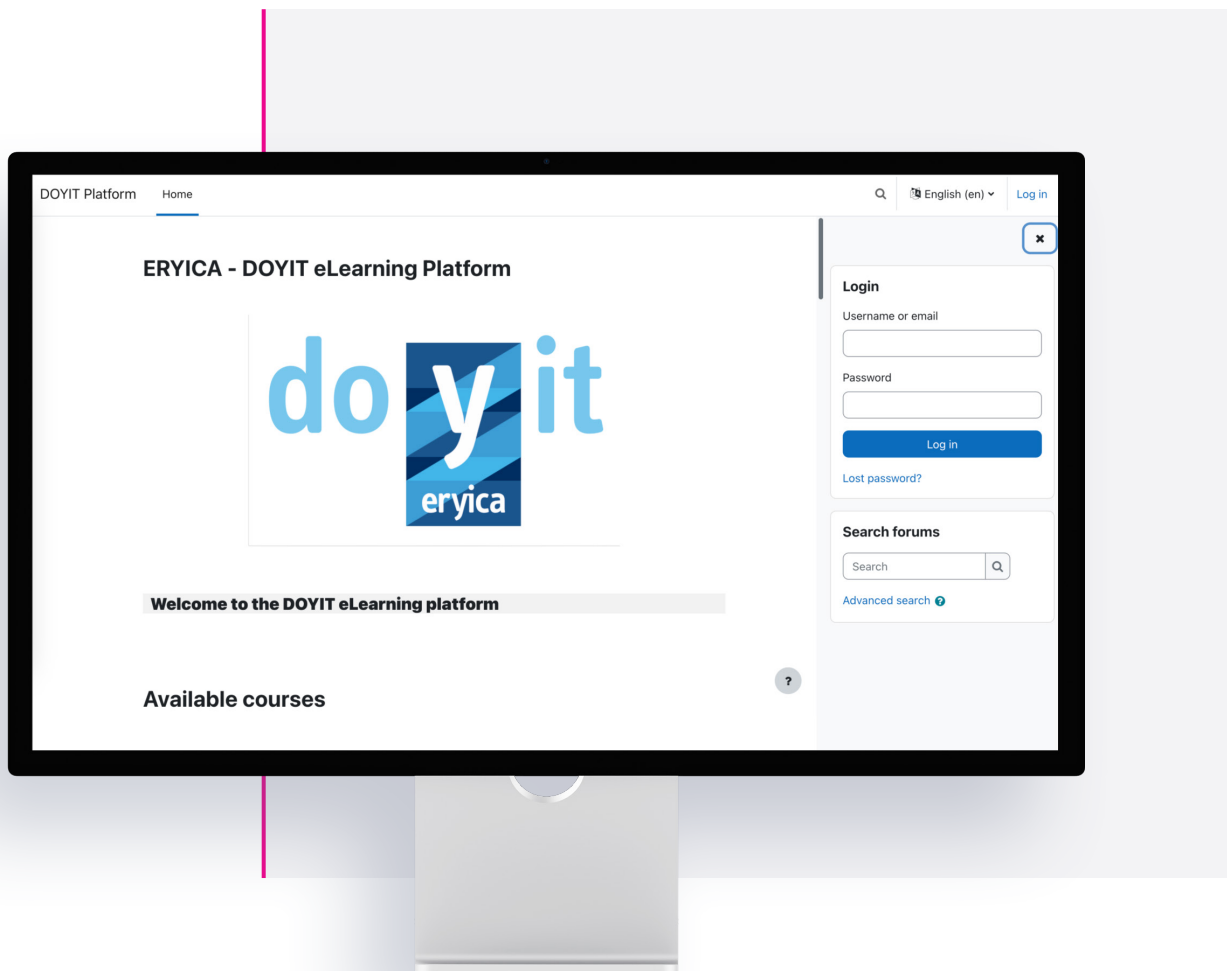
- If you wish to organise an ERYICA eLearning course, please contact the ERYICA Secretariat at secretariat@eryica.org two months before the planned dates.
- Before you launch the course, ask for the approval of ERYICA.
- Any ERYICA member or group of ERYICA members (organising member) can take the lead in organising an ERYICA eLearning activity with qualified ERYICA eTrainers, using the ERYICA eLearning material.
- The ERYICA Training System is a service reserved for ERYICA Members, Affiliated and Co-operating Organisations, therefore only these organisations can initiate ERYICA courses. Training of trainers is reserved for Members and Affiliated Organisations.
- The ERYICA eLearning activity can be organised at local, national, regional or international level, depending on the organisation(s) involved and on the origin of the participants.
- The organising member can choose the language used for the eLearning activity, and if needed, translate the online training material. Read more about this in the Platform section below.
- The organising member commits to not to disclose any of this material to third parties by signing an agreement. Read more in section D below.
- ERYICA will provide the user accounts for the DOYIT Platform and the online course area (read more in the Platform section below), free of charge. The organising member will bear the costs of the trainer fees.
- Conditions of collaboration (duties, rights and obligations of each partner) are detailed in an agreement of the three parties (ERYICA, organiser and eTrainer). This document shall be signed by all parties in the preparation phase and before the eLearning activity starts.
- If there is no certified eTrainer in your country, you are invited to contact the ERYICA Secretariat at secretariat@eryica.org for support to find eTrainers.

3.2 ERYICA TRAINING COURSES ORGANISED BY ERYICA

Certain international eLearning courses will be organised by ERYICA. In this case, the trainer fee is covered by ERYICA and participation is free of charge for representatives of Members, Affiliated and Co-operating Organisations.

3.3 THE ELEARING PLATFORM DOYIT

- The DOYIT platform can be accessed at [↪ HTTPS://DOYIT.ERYICA.ORG](https://doyit.eryica.org)
- The DOYIT eLearning platform is based on the Moodle online learning platform.
- ERYICA hosts the courses on the DOYIT platform and covers its operational costs.
- The ERYICA Secretariat provides the user accounts for participants upon request from the organising member or eTrainer.
- Only ERYICA certified trainers receive “teacher” rights on the DOYIT platform and can deliver eLearning courses.
- The ERYICA Secretariat prepares the course area for each eLearning course upon request from the organising member or eTrainer.
- ERYICA encourages the translation of the eLearning course materials and provides hosting for them free of charge.



The Basic Guidelines for ERYICA eLearning Course Implementation

There are basic guidelines for eTrainers, participants (learners), certification, eLearning materials and copyright. In this chapter, you will find more detailed information e.g. about the eTrainers, participants, certification and eLearning materials and copyright.

4.1 ETRAINERS

ERYICA eTrainers shall undertake to:

- inform the participants on how to complete the course in order to be certified;
- communicate transparently whether the participants have reached the envisaged learning outcomes for obtaining an ERYICA certificate; and
- not deliver ERYICA eLearning courses or part of an eLearning course for participants in a non-ERYICA-member country (see point B below for exceptions).

4.2 PARTICIPANTS

- Participants of the eLearning course have to comply beforehand with the participant profile requirements of each course, which is detailed in the beginning of each training manual (these are uploaded to the given course areas on the DOYIT platform). The ERYICA Secretariat can also be contacted for further details. The list of participants and their compliance with the participant profile has to be submitted to ERYICA prior to the training.
- It is obligatory to complete all the activities of the eLearning course in order to receive the certificate.
- It is possible that for an ERYICA eLearning course, organisers invite a few participants from countries that are not ERYICA Members but this must be clarified beforehand and the permission and support must be provided by ERYICA.

4.3 CERTIFICATION

- Certificates are issued by the ERYICA Secretariat. They are numbered and registered in the list of certificates.
- In order to qualify for certification, eLearning courses have to cover all areas of the course and last for the minimum time set by the course description.
- The certificates are issued upon completion of the course, based on the criteria described in the Activity completion menu on the DOYIT platform.
- The certificates must be signed by an ERYICA representative and the eTrainers of that training course. In addition and upon request, the representative of the host organisation (ERYICA Member organisation) can also sign.
- Additional details (e.g. ID number, social security number) can be included on the certificate upon request of the organisers, who provide the data. Data will be treated in compliance with ERYICA's privacy policy, which conforms to the amended law of 25 May 2018 of Regulation (UE) 2016/679 of the European Parliament and of the Council, relating to the protection of individuals with regard to the processing of personal data – GDPR.
- The certificate cannot be issued if a participant did not acquire the skills and knowledge set out in the learning outcomes, remained unfamiliar with the content of the course or did not complete all the activities on the DOYIT platform. In this case, ERYICA can issue a confirmation stating which sessions were completed instead.
- It is still possible for a national partner to use only part of an eLearning course, but this may not be considered an ERYICA eLearning course and therefore no certificate will be issued for the participants. Instead, ERYICA can issue a confirmation stating which sessions were completed. Just like for a regular eLearning course, all applicable ERYICA eLearning guidelines shall be followed.

4.4 ELEARNING MATERIAL AND COPYRIGHT

- The eLearning material, training courses and manuals belong to ERYICA and are meant to support the capacity development of Member Organisations and their networks. Therefore, they can only be used by ERYICA members and partners or in agreement with them.
- Copyright restrictions do not apply to support materials developed individually by an eTrainer for facilitating their own work. In order to support the ERYICA trainers' community, we encourage sharing these with other trainers and the ERYICA Secretariat, and the most useful materials will be added to the eLearning course when next updated.
- ERYICA shall be credited in the eLearning material.
- The translation of materials is allowed and encouraged. For each translation, copyright has to be respected and the ERYICA logo used. If you would like to translate a training manual, consult the ERYICA translation policy and contact the ERYICA Secretariat to sign a Translation Agreement.

4.5 MONITORING

- ERYICA eLearning courses are run by accredited ERYICA trainers.
- ERYICA eLearning courses shall obtain the approval of the ERYICA Secretariat when organised by an ERYICA Member.
- The ERYICA staff member responsible for the training follows the completion of the course with the aim to observe and monitor the quality of the training programme.

↪ [READ MORE ABOUT THE CURRENT ELEARNING GUIDELINES OF ERYICA](#)

Organising an ERYICA eLearning Course

In this chapter, you will dive deeper into the technical side of organising and implementing an eLearning course with the Moodle platform. We hope this will encourage you to explore the Moodle environment and the content of the course you will be delivering even more.

5.1 SETTING UP AN ERYICA ELEARNING COURSE

A DOYIT eLearning course template

First, contact the ERYICA Secretariat (secretariat@eryica.org) and tell them about the eLearning course you are going to deliver. Ask for a course copy for your group and teacher or manager rights for yourself.

User ID and password for your eLearning course

The ERYICA Secretariat will provide you with a template to submit the participants' data to create user IDs and passwords for them. This requires a bit of time, usually 3-5 working days.

Once the accounts are created, participants will receive information about them by email. You can also ask for the list of participants' user IDs so that you can inform them. Please leave enough time for this process in your planning.

eTrainers of the course will need to inform participants about any course-related information, access details etc. You can do this at the course news area on the DOYIT platform. All information written to the course news area will be sent to participants' emails.

Before starting the eLearning course

1. Before you open the eLearning course to the participants (learners) you will need to look through the course materials and activities and make any necessary changes, according to the group size, specific aims and objectives, and your creativity. In some cases, the same objective will have several methodological options - make sure you choose one that aligns well with the whole flow of the course.
2. If you are working in a team of eTrainers – discuss how you will share your roles and responsibilities. Prepare the timeline of deadlines for each module, following the requirements of each course.
3. Set up a kick-off webinar date and time (task: Collaborative webinar).
4. Inform participants about the flow of the course in advance. Collect the necessary information to connect the participants to your course.

5.2 TECHNICAL ASPECTS OF MOODLE

The DOYIT eLearning platform operates on the Moodle online learning platform. There are plenty of tutorials and guidelines on how to use it. Here are some that will be a good starting point.

Moodle Instructions

↪ [GENERAL INFORMATION ON MOODLE](#)

↪ [DOCUMENTATION TO MANAGE YOUR ELEARNING COURSE](#)

↪ [MOODLE ACTIVITIES](#)

(AN ACTIVITY IS A GENERAL NAME FOR A GROUP OF FEATURES IN A MOODLE COURSE)

If you have any technical challenges with the DOYIT eLearning platform that you cannot solve yourself, please contact the ERYICA Secretariat for further consultation.

Adding videos to your eLearning course and activities

A video saved on YouTube or Vimeo can be linked to your tasks in the following cases:

- The video is public;
- The video can be seen by a shared link and those with access to the link can see the video (e.g. 'unlisted' option on YouTube);
- Only private use (it can be used for example for drafts, when expecting comments from the DOYIT team etc.) and published later on;
- Remember that when a video is uploaded to YouTube or Vimeo, course creators need to add the video links to the DOYIT Moodle environment.

Organising a webinar during the eLearning course

Organising a webinar during an eLearning course is a good possibility to increase participation and communication among the participants (learners). On the DOYIT platform, for a webinar you can use for example the activity type 'Big Blue Button' (which is a webinar broadcasting service). You can also negotiate if there are any other platforms to be used, e.g. the ERYICA Secretariat may provide you with a Zoom webinar room. In this case, you will have to add the link to the webinar room to the DOYIT platform manually, as a 'URL' activity.

When organising webinars, the starting point is to think beforehand:

- What kind of information shall be included in each session?
- What kind of tasks shall be used during the webinar?

Pedagogically, webinars can include:

- Lectures;
- Videos; and
- Other kinds of material...

Pedagogically, the idea of webinars is not only that the course leader talks: some kind of participatory methodology is also needed. The chat option makes the webinar-session more interactive. The possibilities for interaction are linked to the number of participants. You can also have very interactive web discussions with a large group when it is divided into smaller groups.

Webinars can include different kinds of assignments. People can be asked to read something beforehand and the task can be to discuss certain questions during the webinar. Or, people can be asked to comment on certain aspects during the session.

Pedagogically, the best part of the webinars is that they link online and offline reality.

5.3 ASSESSMENT AND FEEDBACK DURING THE COURSE

Coaching pedagogy changes assessment. It becomes more multifaceted as the learning process becomes more diverse too. The assessment addresses the learning process as a whole and the learning outputs related to it. The aim is to evaluate larger modules instead of small individual tasks, and to recognise and support students' personal development by making it visible.

Assessment is largely carried out in line with similar principles applied to performance in the workplace. The assessment focuses on concrete work performance; the kind of actions that show how successfully the work tasks or the different phases of the project have been carried out. The elements of assessment include the success and functionality of the final result; management and organisation of the work process; the ability to use methods and tools as well as work-related knowledge. Assessment also addresses the knowledge gained during the activities,

reflection on it, and possible ideas for further development, as well as how the work carried out in the group has evolved. The aim is to implement assessment continuously during the learning process, not just at the end.

You, as an eTrainer, have to make sure that the participants have reached the envisaged learning outcomes in order to obtain an ERYICA certificate, and be transparent about it:

- Participants will only get a YIntro certificate if they followed 100% of the modules. If a participant missed some of the modules and failed to meet the final deadlines, ERYICA can issue a separate paper stating which sessions the participant attended. The system automatically records the attendance of the online modules (e.g. opening of the forums, tasks, assessments, etc.).
- eTrainers have to follow up on the assessment results of each module assignment (if there are any). In some cases, the Moodle system will count it automatically, in other cases, there will be a need for a peer or eTrainer review.
- Participants have the right to know about the pre-defined criteria for evaluation of their assignments, which measure if they have reached the envisaged learning outcomes.

Assessment is based on the following aspects:

- Active interaction on the Moodle learning platform (watching tutorials, adding comments, uploading files, etc.);
- Implementing concrete tasks during the project and showing real learning outcomes (completing assignments, implementing tests, etc.); and
- Personal reflection and self-evaluation.

There are several types of evaluators:

- the Moodle platform itself;
- participant her/himself (self-assessment);
- coaching group (peer-participants); and
- eTrainer.

As an eTrainer, you will find the descriptions of the evaluation procedure next to each task. In the case of a subjective assessment (e.g. evaluation of a creative task), the eTrainer must provide a reasoned explanation to the learner, justifying your choice and evaluation decision, based on the pre-defined criteria.

Range of scores

Each assignment will have indicated criteria for successfully completing a task. This criteria will be judged against the following scale:

- **1 fail.** Meaning: the assignment fails to address the criteria or cannot be judged due to missing or incomplete information. The answer does not address the question/task, or gives very little relevant information. The participant does not pass the task. They have to resubmit the assignment before a set deadline.
- **2 satisfactory/fair.** Meaning: the assignment broadly addresses the criteria, but there are some weaknesses. The answer gives some relevant information, but there are several areas where detail is lacking, or the information is unclear. The participant will receive feedback and be invited (but not obliged) to resubmit an improved version of the assignment. The participant passes the task.

- **3 good.** Meaning: the assignment addresses the criteria well, although some small improvements could be made. The answer gives clear information on all or nearly all of the evidence needed.

The participant will receive a comment with their evaluation. The participant passes the task.

- **4 very good.** Meaning: the assignment addresses all relevant aspects of the criteria in the question convincingly and successfully. The answer provides all the information and evidence needed and there are no concerns or areas of weakness.

The participant will get a comment with his evaluation. The participant passes the task.

eTrainers are expected to give comments on each award criteria and, in their comments, refer explicitly to the elements of analysis under the relevant criteria. The comments on each award criteria have to reflect and justify the score range (fail, fair, good, very good) given for it.

At the end of the assessment, eTrainers provide overall feedback to the participant as a whole. In the comments, experts must provide a thorough analysis of the assessment, highlighting its relative strengths and weaknesses and indicating what improvements could be made.

5.4 EVALUATION OF THE ELEARNING COURSE

After the eLearning course, it is important to gather feedback from your participants, as well as evaluate the success within your team.

Here are some tools for that:

1. Within your team, go through the Quality Management Tool again and make a final evaluation. Was your eLearning course delivered in a quality way? There is an evaluation questionnaire for eTrainers and another one for participants.
2. Prepare some recommendations, tips and hints for implementing such eLearning courses in the future and share them with the ERYICA team.
3. Ask the ERYICA Secretariat to prepare an evaluation form for your group. Ask your participants to fill it.
4. Prepare the necessary information about the participants who successfully finished the course (names, surnames and the number of activities they completed). Send this data to the ERYICA representative coordinating the training activities. This is also required for the certification.

5.5 STATISTICS AND REPORTS

You can always see the progress of each participant in the report area. You can also add a Completion Progress Module to your course site, which helps you as an eTrainer, as well as eLearning course participants, to follow the course progress.

↪ [READ MORE ON MOODLE INSTRUCTIONS PAGE](#)

We really recommend giving a short overview and sending some reminders to participants from time to time - it is always easy to miss a deadline. A reminder message at least once per week would do the job.

5.6 CHECKLIST FOR ETRAINERS

Here we provide all the necessary practical information for eTrainers to prepare and launch an online course. All the points come from very practical previous experiences.

The content provides useful information and an overview for eTrainers to see exactly what needs to be done for a successful and professional course launch/management. So, make sure that:

- All participants have received their user ID and information on how to log in for the first time.
- All participants have received a 'welcome to the course' message on time, informing them about the aims, working style, timetable, starting webinar, eTrainers, certification (conditions), number of participants...
- There is a badge system set up and in place (if used).
- Starting webinar (if organised): Explains the aim and content of the course, working style, different activity types, timetable, shows the main functions of the platform. Some kind of getting to know each other activity is also good.
- Information about a starting webinar (if organised) should include that the participants should have a webcam, headphones with a microphone or another kind of audio system to be able to participate in an active way. In terms of interaction, it is better to join from a laptop rather than a mobile device.
- Record the starting webinar for those who cannot attend the live webinar. Upload the recording to YouTube or another platform (unlisted!) and share the link on the DOYIT platform. Remember that this is a private recording and should not be made public.
- One of the eTrainers should be in charge of the main communication with participants, namely messaging participants every week.
- If participants are divided into smaller study groups, each study group has to have their own eTrainer, who follows the progress of the course.
- The eTrainer should also be active in providing input for the different activities.
- Keep clear that all communication between the eTrainers and participants happens through the eLearning platform. This way you have all comments, questions and discussions in one place.
- Together with your team members, analyse the Quality Checklist for eLearning from the Quality Tool of this course and evaluate the quality before starting the course.

Quality Checklist for ERYICA eLearning Courses

The Quality Checklist for ERYICA's online courses is a tool to enable, support and ensure a minimum level of quality in ERYICA eLearning training programmes: Digital YIntro, YoMIM, ALTYO, JIMMY and future trainings.

Quality in eLearning comprehensively brings together the fields of education, technology and economy to contribute to social development, to innovate formal, non-formal and informal learning opportunities, and to empower learners as citizens to take part in the building of a shared European knowledge and learning space. Quality in eLearning has become a leitmotiv for educational policies, a slogan for practitioners and is in huge demand from learners. ELearning quality – or educational quality in a wider context - is a diverse concept; it is not an absolute and fixed category, but rather depends on the situation in which it is used. The definition of quality always takes place as a normative act, referring to a specific context. Consequently, situations and interests always influence its definition. This applies specially to the sector of social and educational services (Ehlers, 2006).

In the sector of youth information work, defining quality must be a negotiated process between different stakeholders, for example: participants, eTrainers, developers, ERYICA members, ERYICA staff and national and international youth work agencies and organisations.

Training programmes designed by ERYICA use the coaching approach, which implies making different forms of assessments: self-assessment, group assessment, assessment by the eTrainer, assessment by professional parties and continuous development. “Coaching pedagogy therefore entails continuous development in which not only teachers but also students and representatives from the professional sphere are involved.” (Principles of eLearning -book, 2017)

↪ ERYICA QUALITY CHECKLIST FOR ELEARNING COURSE

TO WHOM IS THIS TOOL ADDRESSED?

The Quality Checklist for ERYICA eLearning courses is addressed to all ERYICA members who are interested in organising ERYICA online courses, especially for youth information (YI) eLearning organisers in various roles: course developers, trainers, eTrainers, youth information workers or those responsible for YI networks, concerned with the design, development, teaching assessment and support of eLearning programmes. All these actors should see the Quality Checklist for eLearning as a useful development and improvement tool for incorporating in their own institutional systems of monitoring, evaluation and enhancement.

The intention of this tool is not to interfere in any way with existing systems of quality assurance (QA), and this tool is not a comprehensive guide to QA procedures, even in the context of “pure” eLearning provision. This document offers a supplementary tool, which may be used with these QA processes, to consider eLearning developments as a specific feature.

THE QUALITY CHECKLIST FOR ERYICA ELEARNING COURSES

We have created a Quality Checklist for ERYICA eLearning courses inspired by the E-xcellence methodology. We have adapted their Quick Scan (E-xcellence label EADTU). The E-xcellence approach is based on the use of benchmarks and collaborative quality assurance workshops, supported by a comprehensive set of resources and quality assurance workshops, which have been carried out at several European higher education institutions.

The checklist is composed of 35 questions distributed in three parts related to the three key areas of an eLearning experience: Learning Sources, Learning Context and Learning Process.

HOW TO USE IT?

The Quality Checklist for ERYICA eLearning courses aims to offer a first look at the strengths of

your eLearning performance and potential for improvement. The Quality Checklist should ideally be completed by a team that includes different stakeholders in your organisation: management, course designers, eTrainers and participants. We therefore recommend that you build a small team, which includes members of each stakeholder group.

In the checklist, you have three sections entitled Learning Sources, Learning Context and Learning Process. Each section contains three columns: the factor that influences the quality in eLearning, the question and the binary response: yes or no.

The result of the Quality Checklist for ERYICA eLearning courses should be an agreed self-assessment against the benchmarks that fit your organisation. This will reveal where your organisation is already strong in terms of eLearning and where there are opportunities for improvement.

FEEDBACK AND OTHER TOOLS FOR ELEARNING

ERYICA welcomes feedback from and dialogue with any organisation that can contribute to the usefulness of the Quality Checklist. We also invite you to consult the Tools for Learning Strategy of SALTO ([↪ THE TOOLS FOR LEARNING STRATEGY OF SALTO](#)). Moreover, we suggest using the glossary of SALTO youth work (Glossary Training & Youth in Europe) and the vocabulary of the glossary of the E-xcellence label project (Glossary of the European quality benchmark for online, open and flexible education).

QUALITY OF ELEARNING: COMPONENTS AND EXCELLENCE FRAMEWORK

The key focus of quality in eLearning is the learning experience. Many factors affect the learning experience, including some that do not seem to be directly relevant. At European level, research looking into eLearning quality identifies the three key areas of an eLearning experience as: Learning Sources, Learning Context and Learning Process. The quality of a learning experience is related to the quality of the individual learning process that makes up the experience. In turn, the quality of each learning process is related to the environment in which the process takes place, and the sources used in the process (Dondi, 2006).

- **The Learning Sources** encompass all the sources from which the learning takes place. It comprises not only the technical infrastructure and the learning material but also the human resources in their functions of teaching and supporting learning. Supporting sources also include peer group and single learners.
- **The Learning Processes:** any learning experience consists of a series of processes. There are two main types of processes. Firstly, there are those that occur during the actual learning experience. Secondly, there are a series of processes set up around a given learning experience. These support processes underpin any learning experience but are separate from the learning experience itself – for example the recruitment of teachers, training needs analysis, guidance, recruitment, design, delivery and assessment/evaluation.
- **The Learning Context** is the environment in which learning takes place. It is viewed in a double perspective: intrinsic and relative. The quality of a learning experience depends both on the quality of the context itself and on the relationship of the designed and implemented experience to the context in which it occurs. The learning context is very important in terms of quality, as all learning takes place within a specific setting and the details strongly influence the suitability and quality of the learning.

Learning Sources	Core Learning Process	Learning Context
<ul style="list-style-type: none"> • Teacher and supporting staff • Learning materials • Infrastructure • Learner/s 	<ul style="list-style-type: none"> • Guidance • Recruitment • Planning • Design • Delivery • Evaluation/Assessment 	<ul style="list-style-type: none"> • Institutional setting • Centralised/Decentralised curriculum • Culture • Environments • Legislation • Value

Table 1: ELearning experiences. (Dondi, 2006)

In this model, participants are at the centre of the system. It is an approach based on the subjectivity and legitimacy of different viewpoints and on the common dialogue used to define the vision of the different stakeholders. The quality concept conceives eLearning as a system in which the three areas are interdependent.

↪ **THE E-XCELLENCE MANUAL** (Williams K, 2016) is a resource freely available. The manual uses a six-item framework for focusing on quality in key areas of eLearning (see Table 1.) It includes a set of 35 benchmarks, grouped into the six areas of the framework that correspond to the processes mentioned above.

LEARNING CONTEXT	Strategic Management	A high-level view of how the organisation plans its eLearning.
	Curriculum Design	How eLearning is used across a whole programme of study.
CORE LEARNING PROCESSES	Course Design	How eLearning is used in the design of individual courses.
	Course Delivery	The technical and practical aspects of eLearning delivery.
LEARNING SOURCES	Staff Support	The support and training provided to staff.
	Participant Support	The support, information and guidance provided to participants.

Table 2: E-xcellence framework

PROCESS	DIMENSION	DESCRIPTION	QUALITY CHECKLIST FOR ELEARNING	YES	NO
LEARNING CONTEXT	Strategic Management	How the organisation plans its eLearning and what role eLearning has in the overall development of the organisation.	<ol style="list-style-type: none"> 1. Does the organisation have an eLearning strategy? 2. Does the organisation have agreements with eLearning institutions? 		
	Curriculum Design	How eLearning is designed based on the needs of the youth information workers and how it promotes the acquisition of transferable skills in their job.	<ol style="list-style-type: none"> 3. Has the curriculum been designed to acquire transferable skills? 4. Does the curriculum promote opportunities for collaborative learning? 5. Does the organisation offer an e-portfolio service to assist participants in recording their knowledge and skills development? 		
CORE LEARNING PROCESSES	Course Design	How eLearning provides a rational progression. Each course should include a clear statement of the learning outcomes, which are specified in terms of knowledge, skills, professional competencies, and personal development.	<ol style="list-style-type: none"> 6. Is there coherence between learning goals, the training, learning activities, the learning materials and the assessment methods? 7. Does the eTrainer collect the needs and expectations of participants at the beginning of the course? 8. Are evaluation questionnaires for eTrainers and participants used? 9. Do the eLearning activities have sufficient interaction (participant – to content, participant-to participant and participant –to eTrainer) to encourage active engagement and enable participants to test their knowledge, understanding and skills. 10. Do the eTrainers promote a good, creative atmosphere and critical thinking? 		
	Course Delivery	The technical and practical aspects of eLearning delivery.	<ol style="list-style-type: none"> 11. Does the course accomplish the standards of information accessibility of the Web Accessibility Initiative? (World Wide Web Consortium) 		
LEARNING SOURCES	Staff Support	The support and training provided to staff.	<ol style="list-style-type: none"> 12. Are there adequate support and resources available to eTrainers and developers? 13. Does the organisation conduct a pre-assessment for eTrainers to guarantee they have the necessary skills for online learning? 		
	Participant Support	The support, information and guidance provided to participants.	<ol style="list-style-type: none"> 14. Are the participants provided with clear and up-to-date information about their courses, including learning and assessment methods? 15. Do participants have access to advisors to increase or reinforce their learning skills? 		

		How much do you agree with the following statements?	Options	What should be changed in future courses?
LEARNING CONTEXT	Strategic Management	I have been well informed about the course	Absolutely disagree Disagree a little Neutral Agree a little Absolutely agree	
	Curriculum Design	I think the course suited my needs. I think I have developed transferable skills in my job.	Absolutely disagree Disagree a little Neutral Agree a little Absolutely agree	
CORE LEARNING PROCESSES	Course Design	I think the activities and learning materials have been appropriate. I think the eTrainers have promoted a good, creative atmosphere and critical thinking.	Absolutely disagree Disagree a little Neutral Agree a little Absolutely agree	
	Course Delivery	I think that the web was accessible, usable and reliable.	Absolutely disagree Disagree a little Neutral Agree a little Absolutely agree	
LEARNING SOURCES	Staff Support	I am satisfied with the information and guidance provided.	Absolutely disagree Disagree a little Neutral Agree a little Absolutely agree	

¹SALTO-YOUTH has developed a system where the evaluation of specific activities is implemented at one point in time – after the activity itself – using an evaluation questionnaire for participants. In this questionnaire, participants are asked about their perceptions on given topics before the activity (retrospectively) and after the activity. A follow-up questionnaire is completed by participants three to six months after the activity to measure any longer-term impact that may have occurred. SALTO has also created questionnaires for specific activities using the pre- and post evaluation and processes the statistical results from these. This template, in which evaluators can input the data collated through questionnaires automatically, creates graphs, which statistically and visually show the results. The template can easily be amended to reflect the objectives, intended outcomes and reporting requirements of specific activities.

↪ FOR MORE INFORMATION VISIT THE SALTO WEBSITE

		How much do you agree with the following statements?	Options	Comments and suggestions for future courses
LEARNING CONTEXT	Strategic Management	1. You have been informed about the eLearning strategy of the organisation and the eLearning tools to use as an ETrainer.	Absolutely disagree Disagree a little Neutral Agree a little Absolutely agree	
	Curriculum Design	2. The planned activities help participants develop transferable skills in their job.	Absolutely disagree Disagree a little Neutral Agree a little Absolutely agree	
CORE LEARNING PROCESSES	Course Design	3. The activities and learning materials have been appropriate. 4. The evaluation system is appropriate.	Absolutely disagree Disagree a little Neutral Agree a little Absolutely agree	
	Course Delivery	5. The web was accessible, usable and reliable.	Absolutely disagree Disagree a little Neutral Agree a little Absolutely agree	
LEARNING SOURCES	Staff Support	6. You had adequate support and resources available for your role.	Absolutely disagree Disagree a little Neutral Agree a little Absolutely agree	
	Participant Support	7. Do you think the organisation has provided guidance to the participants?	Absolutely disagree Disagree a little Neutral Agree a little Absolutely agree	

(n.d.). Retrieved 2017, from The Tools for Learning Strategy of SALTO:

↪ <http://www.salto-youth.net/rc/euomed/>

(n.d.). Retrieved from Glossary of the European quality benchmark for online, open and flexible education:

↪ <http://e-xcellencelabel.eadtu.eu/>

Ames, C. (1992). Achievement goals and the classroom motivational climate. In D. H. Schunk & J. L. Meece (Eds.), *Student perceptions in the classroom* (pp. 327–348). Lawrence Erlbaum Associates, Inc.

Bryant-Jefferies, R. & Joseph, S. (2007). Person-centred coaching psychology. In *Handbook of Coaching Psychology: A Guide for Practitioners* (pp.211-228). Routledge.

Deci, E. & Ryan, R. (1985). *The general causality orientations scale: Self-determination in personality*. University of Rochester USA.

Dondi, C. e. (2006). Quality of eLearning: Negotiating a strategy, implementing a policy. In Ehlers, *Handbook on Quality and Standardisation in ELearning*. Heidelberg: Springer.

Ehlers, P. (2006). Quality in European eLearning: An introduction. In P. Ehlers, *Handbook on Quality and Standardisation in ELearning* (p. 573). Heidelberg: Springer.

Excel spreadsheet template to support evaluators. (n.d.):

↪ <https://www.salto-youth.net/downloads/4-17-2820/EvaluationMadeEasybySALTOv1.xlsx>E-xcellencelabel EADTU

Finger, G., Sun, P. & Jamieson-Proctor, R. (2008). *Emerging Frontiers of Learning Online: Digital Ecosystems, Blended Learning and Implications for Adult Learning*.

Principles of eLearning -book. (2017). Retrieved 19/07/2017, from Moodle Humak:

↪ <https://doyit.eryica.org/course/view.php?id=10>

Rodgers, R. O. & Waterhouse, S. (2004). The Importance of Policies in ELearning Instruction. *EDUCAUSE QUARTERLY*.

“The ‘Fair Use’ Rule: When Use of Copyrighted Material Is Acceptable”:

↪ <http://www.nolo.com/legal-encyclopedia/fair-use-rule-copyright-material-30100.html>

SALTO YOUTH Evaluation Template. (n.d.):

↪ <https://www.salto-youth.net/tools/evaluation/thesaltoway/>

Trainers ‘s competences within Euro Mediterranean Youth Work. (n.d.):

↪ <https://www.salto-youth.net/downloads/4-17-3008/05-Trainers%27%20Competencies-1.pdf>

Williams K, K. &. (2016). *Quality Assessment for ELearning: A benchmarking Approach* (3rd ed):

↪ http://e-xcellencelabel.eadtu.eu/images/E-xcellence_manual_2016_third_edition.pdf

ISBN 978-2-919810-57-4



9 782919 810574



Erasmus+

This publication was made with the support of the Erasmus+ programme of the European Union. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.