



DIGITAL TRANSFORMATION  
OF ASIAN HIGHER EDUCATION

# R 2.1

## TRAINING PLAN FOR SPECIFIC TARGET GROUPS

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## RESULT OVERVIEW

<b>Title:</b>	Training plan for specific target groups
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<b>Author:</b>	SLTC
<b>Contributor(s):</b>	All Partners
<b>Abstract:</b>	The training contributes directly to the objectives of the DIGITAsia project by empowering Asian Higher Education Institutions through educator training to advance their digital transformation, enhancing the quality of education, and aligning courses with labour market (industry 4.0) needs. The outcomes expected through 4 self-paced training modules followed by a capstone project will be instrumental in fostering inclusive, future-ready learning environments across geographically diverse regions in Asia.
<b>Key words:</b>	Education 5.0, Universal Design for Learning (UDL), Learning Analytics, Digital Tools, Balanced Design Planning (BDP), Digital Transformation.

## EXECUTIVE SUMMARY

The DIGITAsia Training of Trainers (ToT) programme is designed to equip educators with the necessary skills to integrate Education 5.0 principles, Universal Design for Learning (UDL), Learning Analytics, and Digital Tools into their course design and teaching practices. This training aims to support the digital transformation in Asian higher education institutions by enhancing educator competencies in learner-centred teaching, data-driven decision-making, and inclusive education strategies. Training will consist of four self-paced modules equivalent to 1 ECTS, namely: (1) Introduction to Education 5.0; (2) Universal Design for Learning in Digital Education; (3) Leveraging LMS and Learning Analytics for Data-Driven Teaching; (4). Course Quality Enhancement, followed by a capstone project and collaborative workshop, where participants will apply their knowledge to redesign their existing courses using the Balanced Design Planning (BDP) tool. The expected key outcomes include: developed digital teaching skills among educators, incorporating interactive and adaptive learning activities and resources; redesigned courses by integrating Education 5.0, UDL, and learning analytics; conscious adoption of hybrid digital learning as part of an institutional approach to teaching transformation; and a group of pioneering educators equipped to mentor peers and drive institutional change, ensuring long-term impact on higher education modernisation and digital transformation.

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## 1. INTRODUCTION

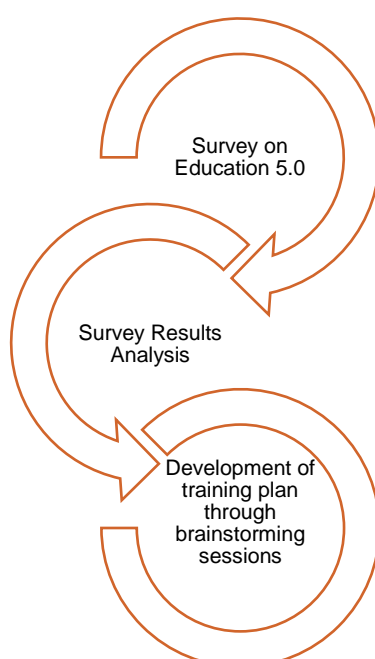
The DIGITAsia project is based on the principles of the Global Gateway in the Middle East, Asia, and Pacific. This project aimed to assist Maldives, Malaysian, and Sri Lankan partners to enhance digital education and transform their education systems through capacity building. As part of this initiative, the first task in this phase builds upon the needs analysis conducted during the project proposal preparation stage. The DIGITAsia Training Plan aimed at equipping educators with the skills and knowledge required to implement Education 5.0 principles, leverage digital tools, and apply learning analytics to enhance teaching and learning experiences at participating universities. In the rapidly evolving digital education landscape, it is essential for educators to adapt to new pedagogical models that enhance personalised, data-driven, and inclusive learning environments.

During the kick-off meeting held in Sri Lanka, a collaborative training plan co-creation activity was conducted to gather information and insights from team members and participants. Sessions led by EU partners facilitated an exchange of perspectives on essential digital competencies, training priorities, and institutional requirements. The feedback collected during brainstorming sessions was instrumental in shaping the structure and content of the training plan (D2.1), ensuring its alignment with the specific needs of the target groups.

The DIGITAsia ToT program ultimately aims to support the digital transformation of HE institutions by enhancing faculty competencies, improving course design quality, and fostering sustainable innovation in teaching and learning practices. This report outlines the training plan, key learning objectives, training topics, and expected outcomes.

## 2. TRAINING PLAN CO-CREATION

The process of Training Plan creation is summarised below.



The DIGITAsia project kick-off meeting held in Sri Lanka between 12–14 February 2025 served as a platform for collaboration, where members from partner universities engaged in brainstorming

sessions to co-create the training plan. These sessions led by EU partners fostered teamwork, knowledge and experience sharing, and alignment of goals to ensure the training plan effectively addresses the digital competency needs of target groups across Asian partner universities.

AIMS: The aims of the brainstorming sessions are to:

- Refine the training plan structure based on the survey results and preliminary needs analysis.
- Identify key training themes essential for the capacity building of trainers.
- Promote active collaboration and teamwork among partners to integrate diverse perspectives.

PARTICIPANTS: The kick-off meeting brought together a diverse group of stakeholders, including:

- Academic representatives/team members from partner universities.
- Project coordinator, manager, and institutional team leaders.
- EU educators and trainers who will be involved in course delivery.

### 3. SURVEY RESULTS

#### 3.1. Survey Instrument

The EU partners developed a survey questionnaire based on feedback received from the beneficiary Asian partner institutions during the pre-proposal phase. The primary objective was to assess the current state and practices at the targeted institutions in key areas such as academic levels, course types, pedagogical approaches, educator competencies, educational technologies, inclusivity and accessibility, as well as quality assurance and continuous improvement. The survey was distributed via Google Forms and completed online by the partners before the kick-off meeting in Sri Lanka.

#### 3.2. Responses

A total of 295 responses were recorded. The level of responses and type of module delivery at each institution are shown in Table 1.

**TABLE 1: PARTNER RESPONSES**

PARTNER	NUMBER OF RESPONSES	TYPE OF DELIVERY		
		FACE TO FACE	BLENDED	ONLINE
SLTC	39	31	8	0
UoP	34	16	14	4
MNU	67	58	9	0
VCM	46	17	13	16
IUM	36	22	9	5
UKM	29	6	20	3
UTM	44	14	27	3

[SLTC: Sri Lanka Technology Campus; UoP: University of Peradeniya; MNU: Maldives National University; VCM: Villa College Maldives; IUM: Islamic University of Maldives; UKM: Universiti Kebangsaan Malaysia; UTM: Universiti Teknologi Malaysia]

### 3.3. Results Analysis

#### 3.3.1. Academic Level

The survey results show responses of academics across different levels of study, signifying the training needs across different academic levels. The highest responses (70%) are observed at the bachelor's level, followed by the postgraduate level teaching (25%). These findings underscore the necessity of tailoring training content to address the specific needs of academic groups teaching at different levels, ensuring an inclusive and effective digital education framework.

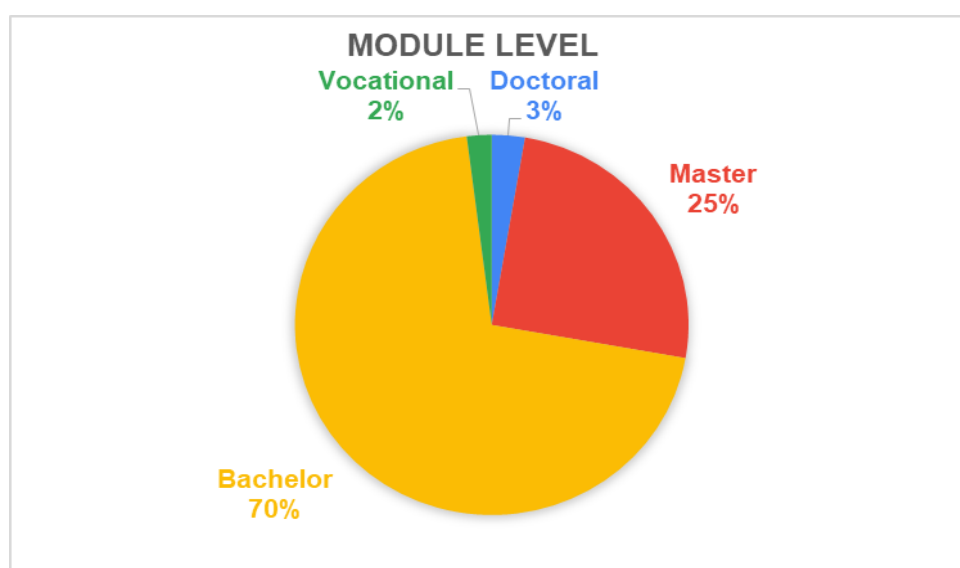


Figure 3.1. Academic level of modules

#### 3.3.2. Type of Subjects/Modules

The majority of subjects consist of both theoretical and practical components, as shown in Figure 3.2. Of these modules, more than 50% are taught face-to-face.

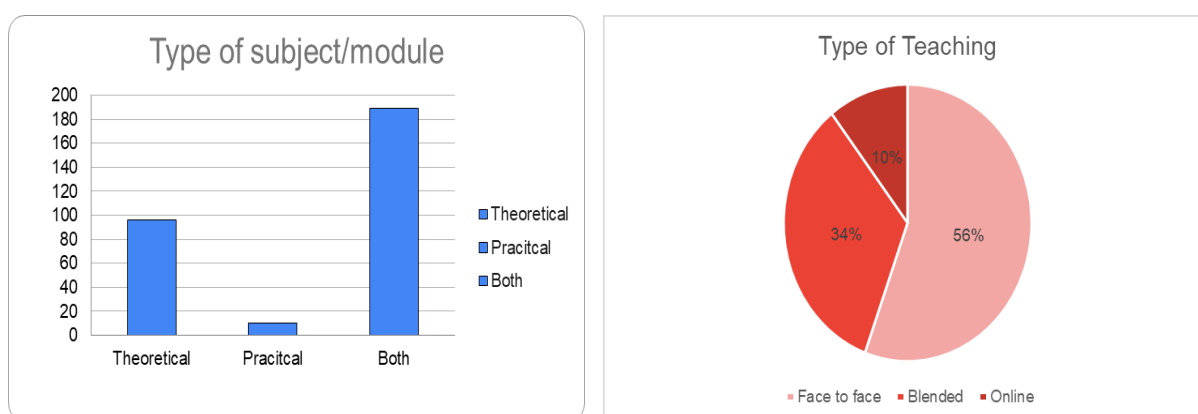


Figure 3.2. Type of subject and mode of delivery

### 3.3.3. Pedagogical Approaches

#### Prerequisites Information

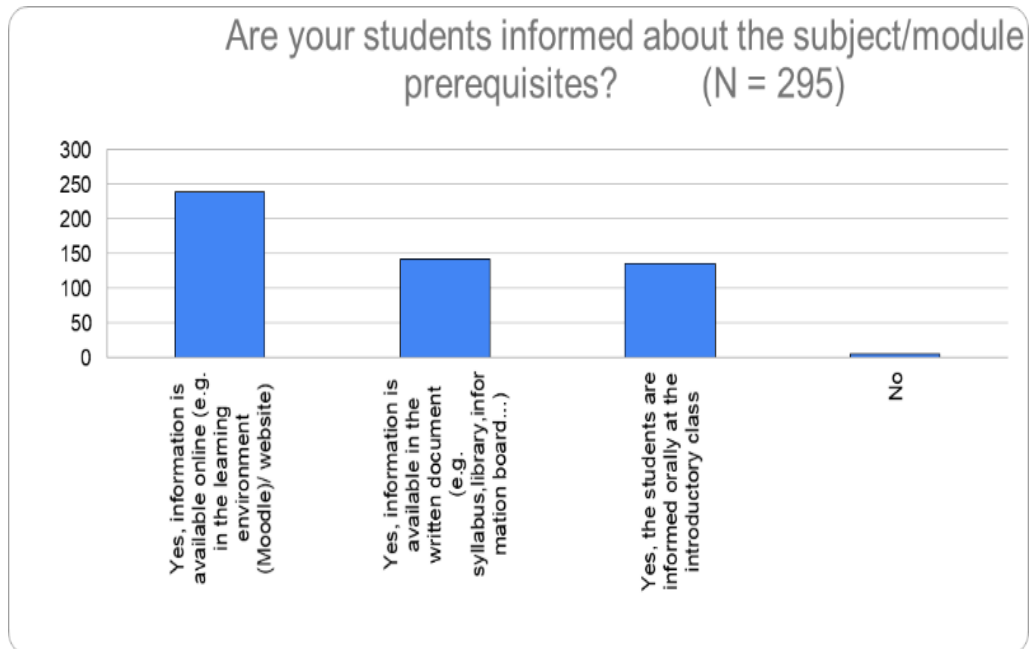


Figure 3.3.3.1 Availability of prerequisite information

Data shows that prerequisite information is available either online or in printed form for the majority of modules, while in a few modules prerequisite information was not provided to students.

#### Learning Outcomes

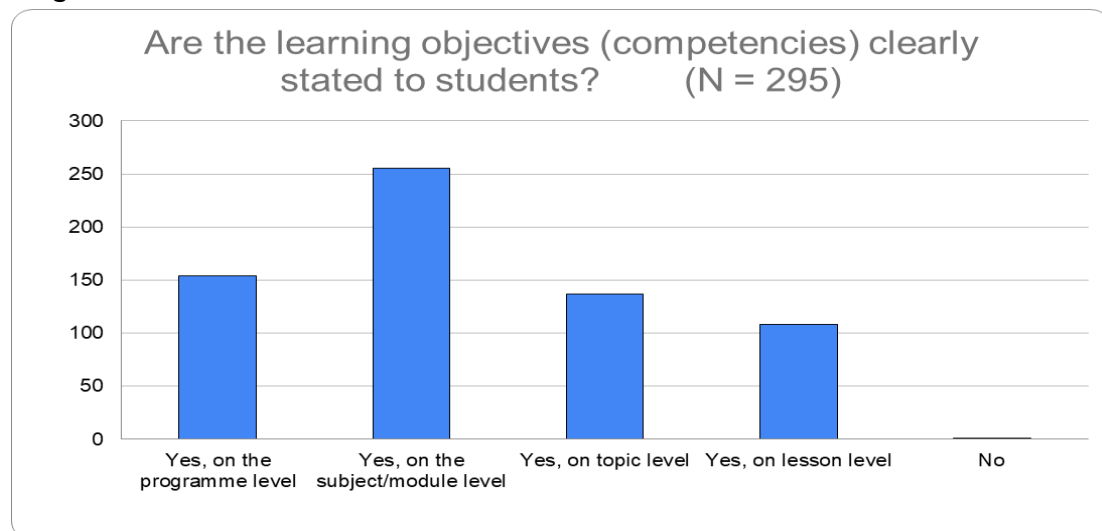


Figure 3.3.3.2 Availability of subject-level learning outcomes

Subject-level learning outcomes are stated to students. However, responses revealed that lesson learning outcomes are not clearly stated to students.



### Constructive Alignment

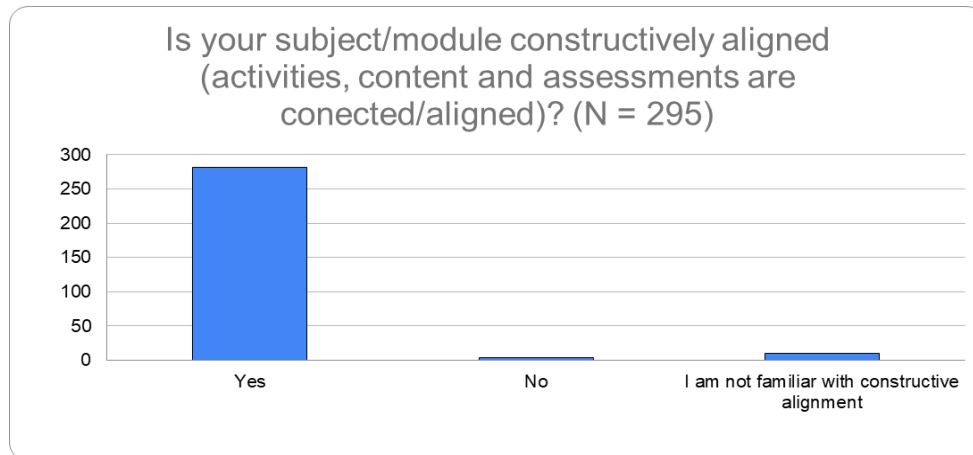


Figure 3.3.3.3 Constructive alignment of courses

The majority of educators stated that the module is constructively aligned, meaning that activities, content, and assessments are well aligned. However, there are educators in partner universities with lack of understanding about constructive alignment in education. This suggests a possible need for awareness or training on this educational concept.

### Assessment Strategies

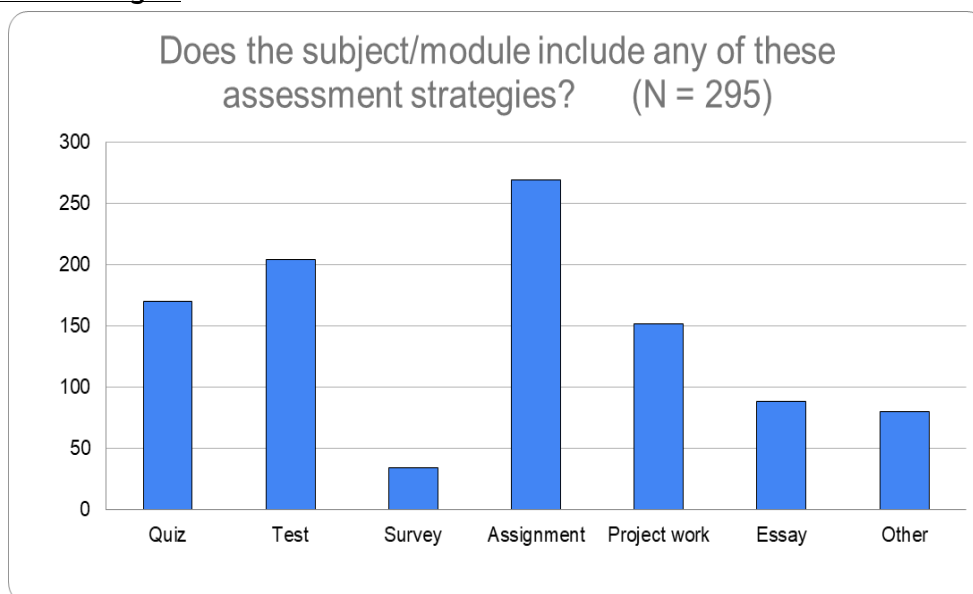


Figure 3.3.3.4 Assessment Strategies

Survey results indicate that different types of assessment strategies are used by teachers. It shows that tests and quizzes are widely used, indicating a preference for traditional evaluation methods. Assignments are the commonly used method, suggesting a focus on individual work and applications. Project work shows that applied and collaborative learning is involved. The methods applied at partner universities align well with digital learning platforms, but they may not fully support competency-based learning or interactive digital assessments. Educators may benefit from training in

using digitalised assessments using LMS, automated grading, and AI-driven assessments to improve efficiency and engagement.

#### Students' understanding on Module Assessment Criteria

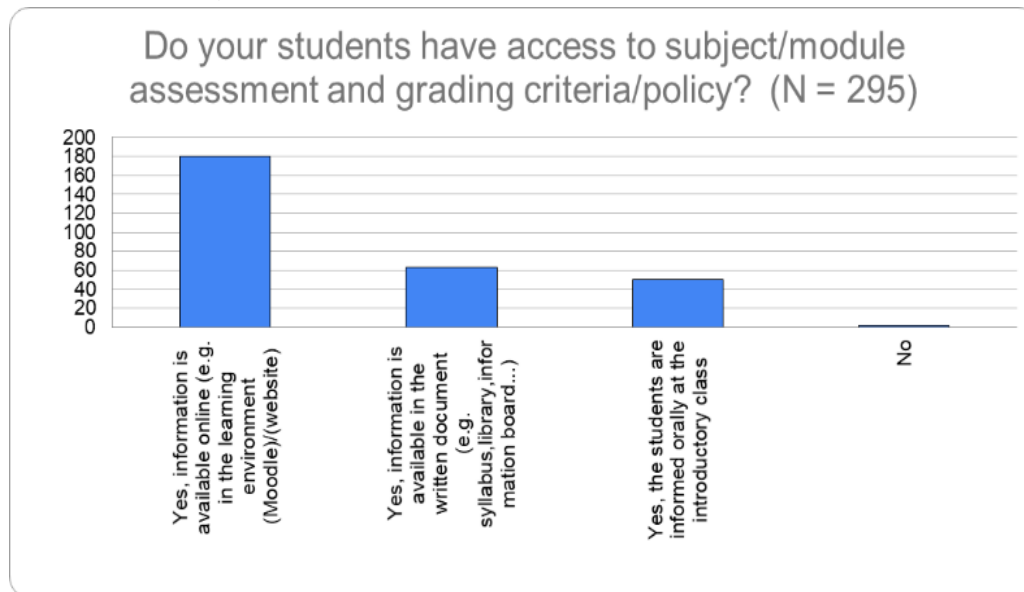


Figure 3.3.3.5 Students' understanding on Module Assessment Criteria

The responses indicate that the majority of students have access to assessment and grading criteria through various means. Most of the students receive assessment-related information through an online learning platform or website. According to the responses, a significant portion of students receive this information through written documents. It is shown that assessment criteria are given through verbal explanation as well. A small percentage of teachers indicate that assessment criteria are not available for students by any means. Results reveal good accessibility to assessment policy, primarily through digital platforms. This shows that, standardisation, clarity, and student awareness could be further enhanced.

#### Module Planning/design

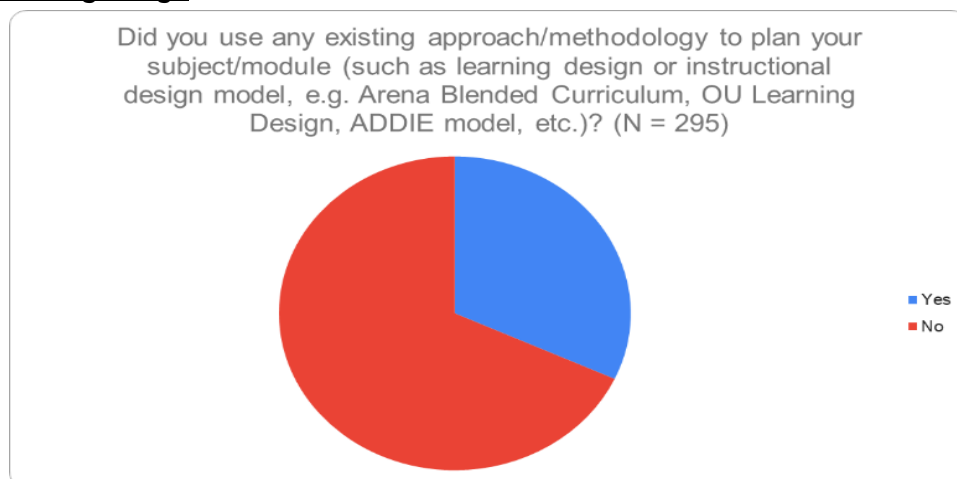


Figure 3.3.3.6 Use of module planning/design models

The results show that the majority of educators in Asian partner universities do not use structured module design models when planning their modules. Less than 1/3 of educators use formal learning design frameworks. It suggests that while some educators follow structured methodologies, they are not widely adopted across Asian universities. The lack of structured design may impact alignment between learning outcomes, activities, and assessments. These results suggest a significant need for training in module design learning/instructional design methodologies.

### Learning Diversity and Active Engagement

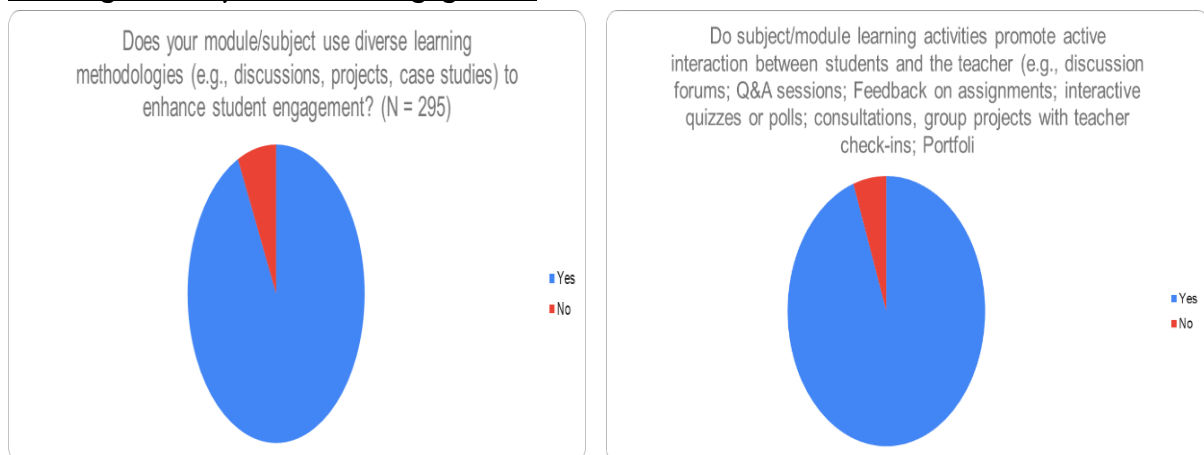


Figure 3.3.3.7 Learning diversity and active engagement status

Diverse learning methodologies and active engagement are adopted across the participating Asian universities. However, responses indicate it is not a common practice.

### 3.3.4. Educator Skills

#### Student - Teacher Interaction

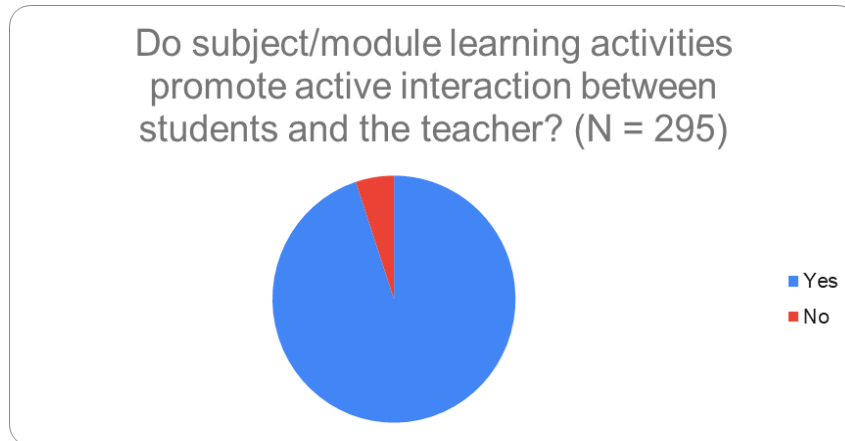


Figure 3.3.4.1 Student - teacher interaction

The majority of educators stated that their learning activities actively engage students in interaction with teachers, with 280 out of 295 respondents answering yes. This suggests that modules include discussions, Q&A sessions, collaborative activities, or other interactive activities. Further, it indicates that educators have recognized the importance of student-teacher engagement in the learning process. About 5% reported that their learning activities do not promote student-teacher interaction. This could indicate full online self-paced learning with limited opportunity for real-time engagement.

#### Expected Learning Outcomes

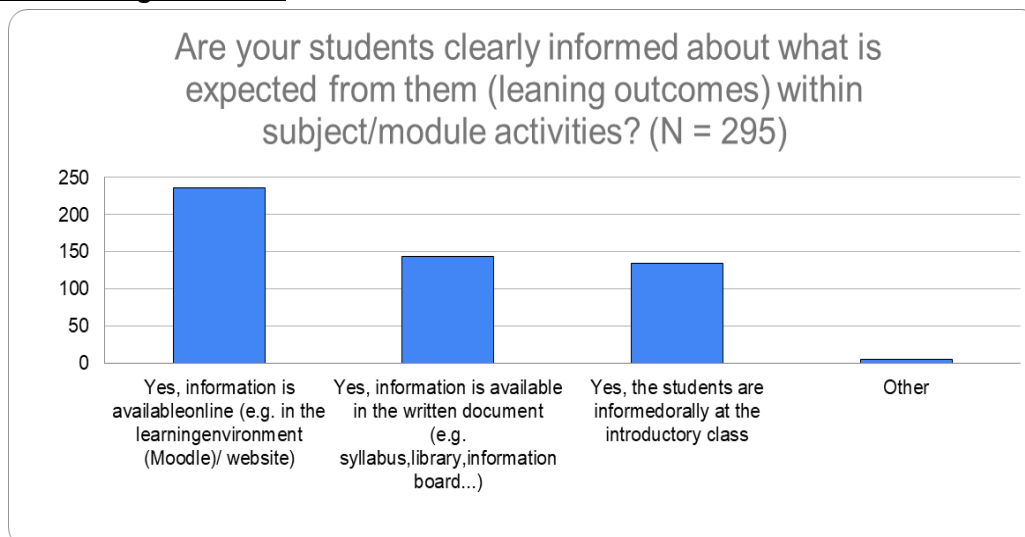


Figure 3.3.4.2 Information on expected learning outcomes

The responses indicate that most students are clearly informed about what is expected of them in their module through multiple communication channels. The majority of students receive learning outcome information through online eLearning platforms. Many students also receive this information through written documents. This reveals the use of a multi-channel approach across Asian

universities. However, DIGITAsia training could enhance the clarity and digital presentation of learning expectations, ensuring consistent and interactive communication across all modules.

### **Collaborative Learning Activities**

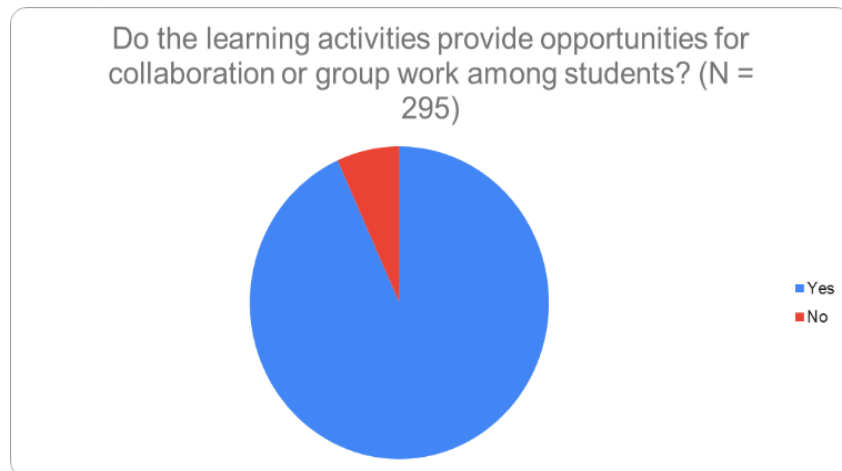


Figure 3.3.4.2 Opportunities for collaboration or group work among students

The majority of educators believe their learning activities provide opportunities for collaboration or group work among students.

### **3.3.5. Educational Technologies**

#### **LMS Data Usage in Teaching and Learning**

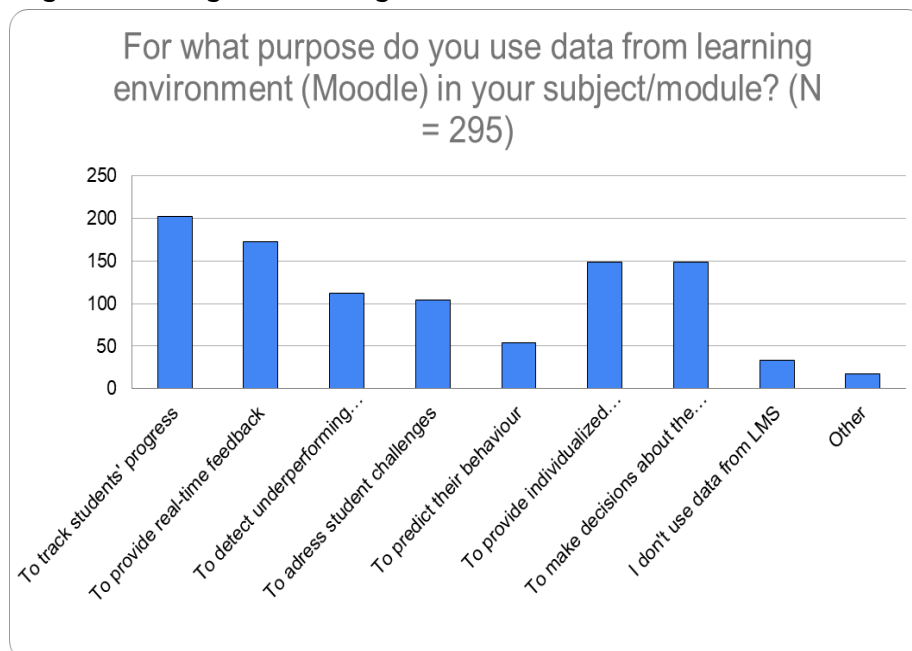


Figure 3.3.5.1 LMS data usage in teaching and learning process

The majority of educators use LMS data to monitor student progress, indicating that LMS is effectively used for attendance, activity completion, and performance tracking. Comparatively, a significant number of educators use LMS (Moodle) to provide real-time feedback, which is essential for student

engagement and learning outcomes. Many educators (about 38%) use data to identify underperforming students; fewer take active steps to address their challenges. Results indicate about 50% of educators use data to personalize feedback and make adjustments to course flow. This shows growing trends towards adaptive learning among Asian universities. Only a small group (about 18%) use LMS data to predict student behaviour, showing that learning analytics and AI-driven insights are not widely adopted yet among many partner universities. About 11% of educators do not use LMS data at all, indicating a potential gap in training or awareness.

### Use of Personalised Learning Paths

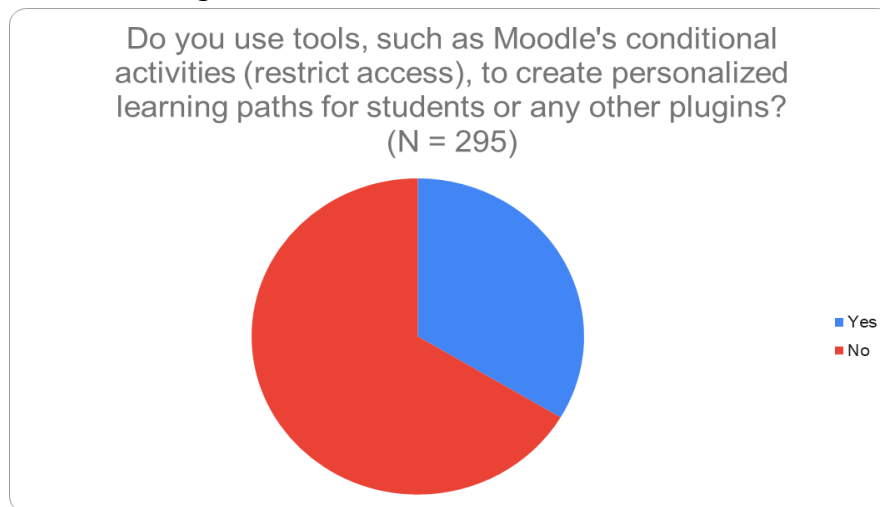


Figure 3.3.5.2 Use of personalised learning paths

The survey responses indicate that the majority of educators do not use personalised learning path tools in Moodle. Only 1/3 of educators use Moodle's conditional activities to create individualised learning experiences. This indicates widespread adoption of these learning techniques is lacking among Asian universities. The non-use of these techniques could be due to a lack of awareness, technical limitations, or preference for traditional teaching methods. This suggests that most students experience a uniform learning pathway, rather than one tailored to their progress, skills, or needs. This highlights the training gap; hence, DIGITAsia training should focus on equipping educators with the skills and tools needed to implement adaptive learning strategies effectively.

### Documentation of Course Design

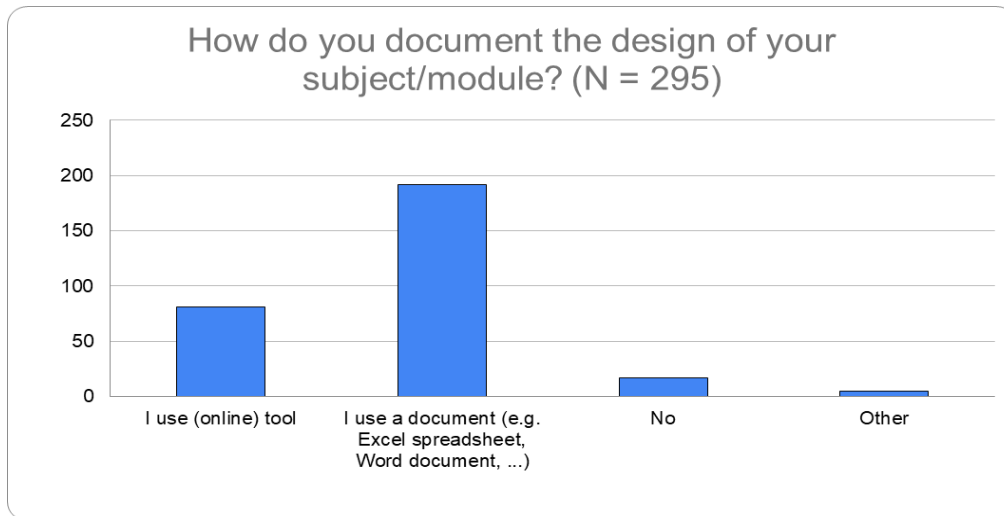


Figure 3.3.5.3 Documentation of course design

Traditional documentation is most common, as about 65% of educators use Word documents, Excel spreadsheets, or similar formats for documenting their course design. About 27% of educators utilize online tools, indicating a move towards digital adoption, but not equally adopted across Asian universities. A small percentage of educators do not document their course design at all, which could lead to inconsistencies in curriculum delivery and QA gaps.

### Use of AI Tools

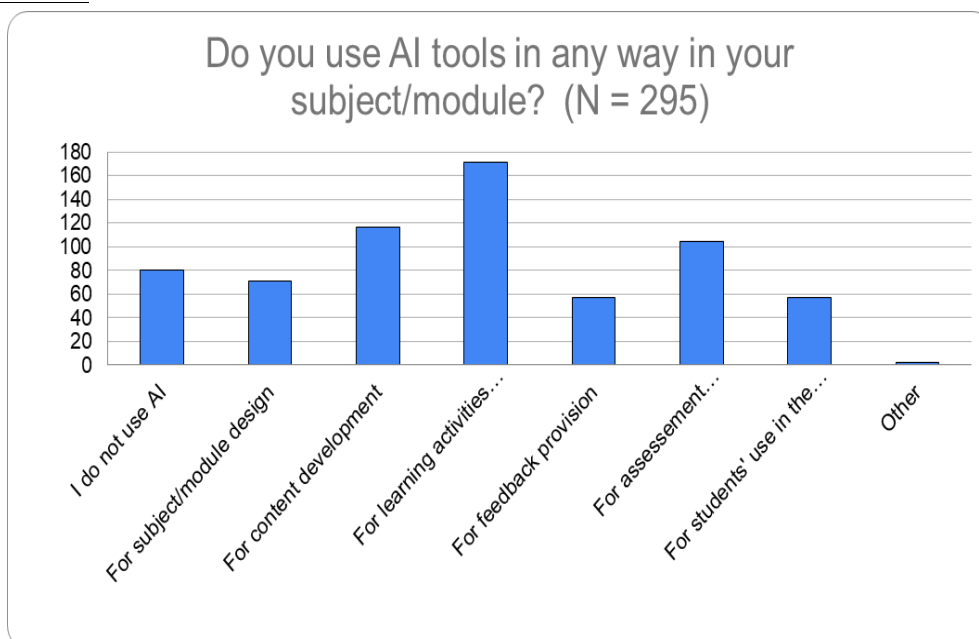


Figure 3.3.5.4 Use of AI tools

The response data shows that AI is being used in various aspects of module development, but adoption levels vary across different teaching activities. While the majority use AI in their teaching, about 27% still do not integrate AI at all in their Teaching and Learning activities. The most common

application is in developing learning activities. The content development is another key use of AI with about 39% score. Many educators use AI to generate course materials, summarise, or provide explanations. In addition, AI is being applied to create quizzes, tests, and assessments, showing a growing interest in using AI for efficiency in assessment design. But this raises questions about quality of assessment and quality assurance. According to survey responses, fewer educators use AI for automated or personalised feedback, suggesting that grading is still performed manually. Some educators allow or encourage students to use AI in assignment development, indicating a shift towards integrating AI in learning. However, a significant number of educators—about 27%—do not use AI in teaching and learning. Finally, it can be stated that AI is widely used for learning activity development, content creation, and assessments, but its role in feedback provision and personalized learning is still limited. This shows the gap, and the project DIGITAsia should focus on expanding AI literacy, ethical usage, and advanced AI integration strategies.

### 3.3.6. Accessibility and Inclusivity

#### **Application of Data Privacy Standards**

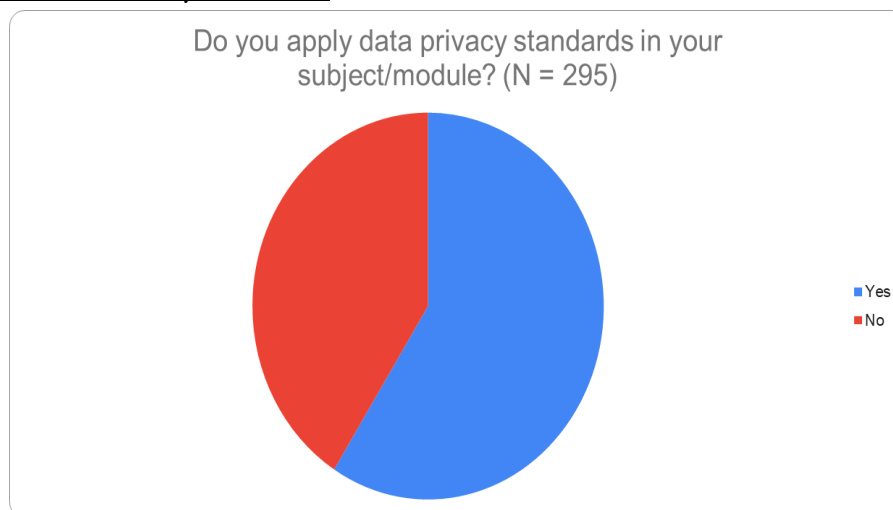


Figure 3.3.6.1 Application of data privacy standards

The majority of educators apply data privacy standards (59%) in their modules. This indicates educators' awareness of student data protection and responsible data handling practices. However, 41% of educators in participating Asian universities do not apply data privacy standards, raising concerns about student data security and ethical considerations. Results clearly indicate a gap in awareness, training, or enforcement of data protection policies.



### Accessibility to Diverse Group of Students

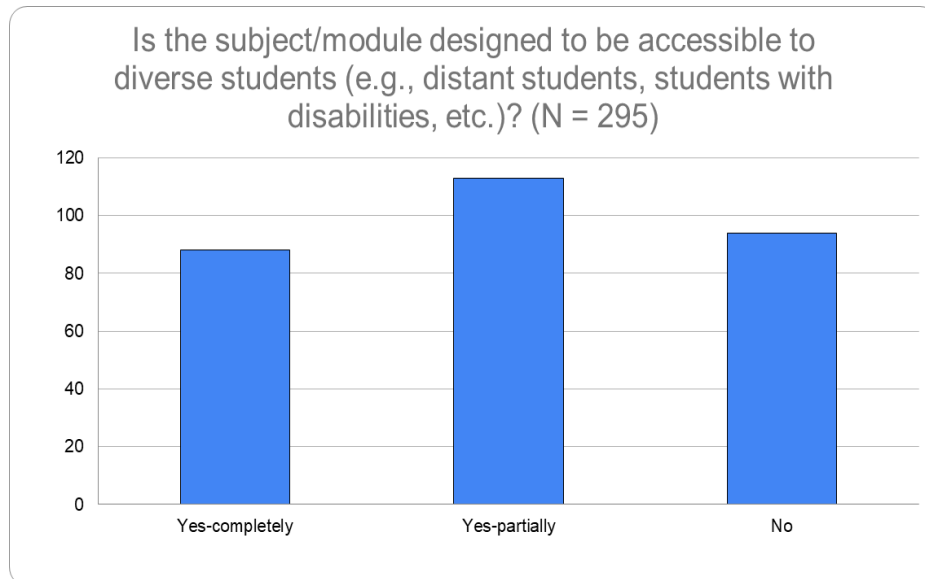


Figure 3.3.6.2 Module accessibility to diverse group of students

The survey data indicates that while some efforts are being made at Asian partner universities to ensure accessibility in module design, a significant percentage of modules are not fully accessible to diverse groups of students. Only about 30% of educators report that their modules are completely accessible to diverse groups of students, accommodating distant learners, learners with disabilities, and other diverse group of students. This indicates that only a limited number of educators actively implement inclusive design practices. The majority of educators partially address accessibility. Nearly 1/3 of educators do not design their modules with accessibility in mind. Results indicate that equipping educators with the skills and tools to design inclusive, accessible, and flexible learning environments is essential.

### Use of Supportive Tools

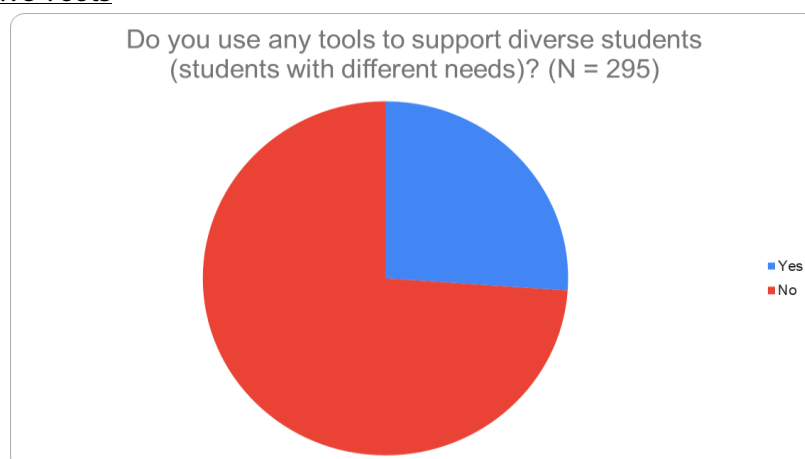


Figure 3.3.6.3 Status of use of supportive tools

It is evident that the majority of educators do not use any supportive tools to cater the needs of students with different needs.

### Materials used to Address Different Needs

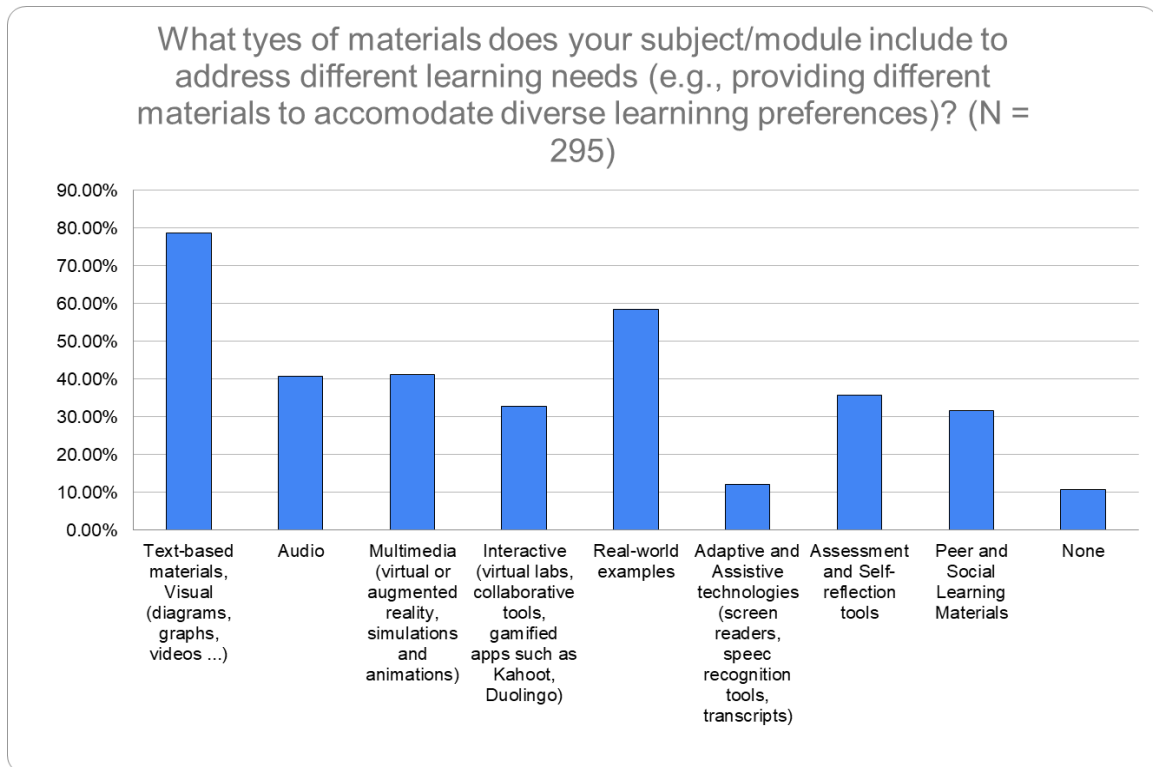


Figure 3.3.6.4 Types of materials used to address different needs

The data reveals that most educators (78.8%) incorporated text-based and visual materials for addressing diverse learning needs. Real-world examples are used and reported by 58.6% of educators, indicating an emphasis on practical applications. While audio (40.7%) and multimedia tools like VR, simulations, and animations (41.1%) are included in many modules. According to the responses, interactive tools such as virtual labs and gamified apps are less common and adopted. Data further reveals the use of peer and social learning materials and self-reflection tools; however, they are not widely adopted across the Asian universities. Adaptive and assistive technologies remain underutilized (12.1%). About 10.8% of educators do not use any diverse materials, highlighting a gap in inclusive teaching practices. Results suggest a need for the integration of interactive, adaptive, and assistive learning technologies to ensure more inclusive and engaging learning experiences.

### Creation of Student Profiles within the Module

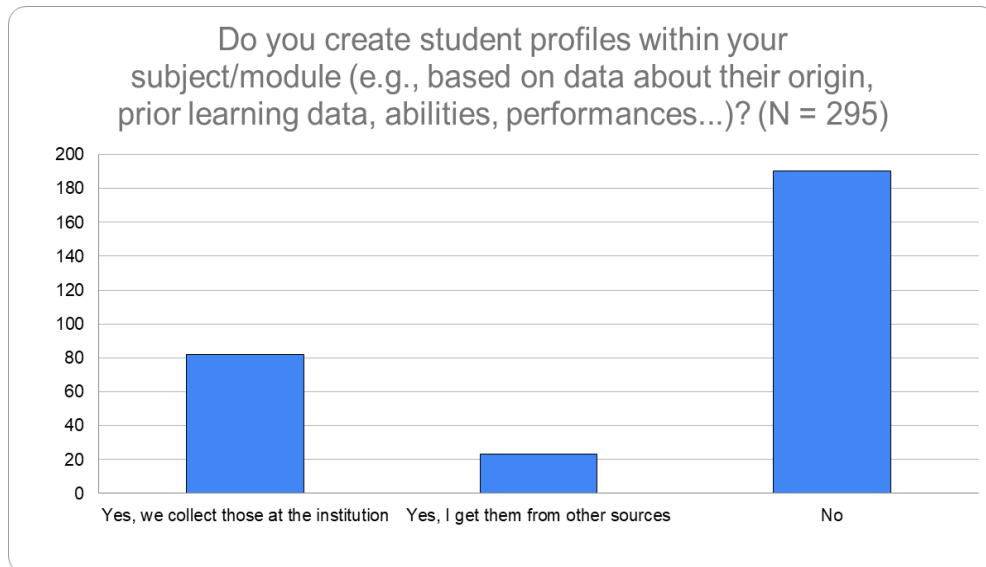


Figure 3.3.6.5 Creation of student profiles within the module

The data reveal that the majority of educators in the participating universities do not create student profiles based on factors such as origin, prior learning, abilities, or student performance. It indicates that most teaching approaches are not tailored to individual student needs, limiting personalised learning opportunities. About 28% of educators collect student data through systems adopted at particular universities, and about 8% of educators obtain it from other sources. Results clearly indicate that data-driven student profiling is not widely implemented. It is obvious that without student profiles, it may be challenging to provide target support, adaptive learning experiences, or personalised learning experiences. This highlights the critical need for training.

### 3.3.7. Quality Assurance and Continuous Improvement

#### Involvement of Students in Module Design

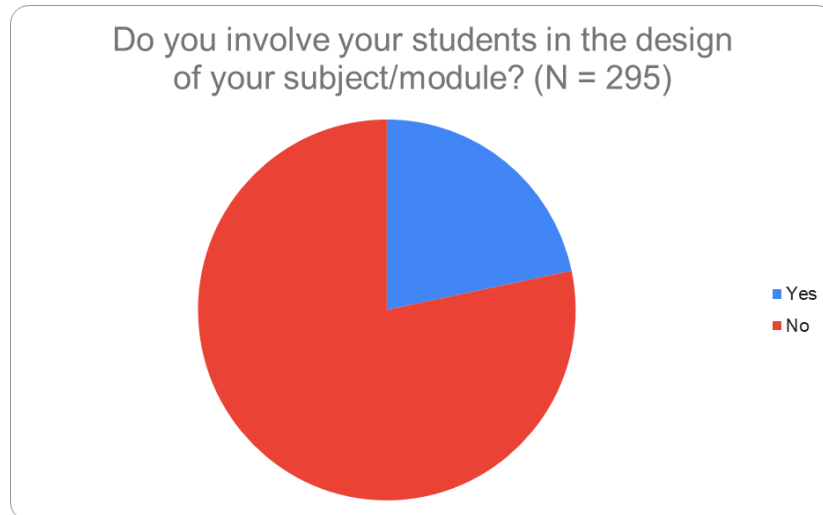


Figure 3.3.7.1 Status of involvement of students in module design

According to the data, students are not being involved in the module design. This suggests that course development and design are primarily instructor-driven. About 22% of educators actively engage students in shaping their learning experiences. This lack of student participation in course design may limit the alignment of content with learners needs, preferences, and expectations. This suggests the opportunity for training on participatory course design, encouraging educators to integrate student feedback, co-creation strategies, and flexible learning pathways.

#### Regular Updates of Course Materials

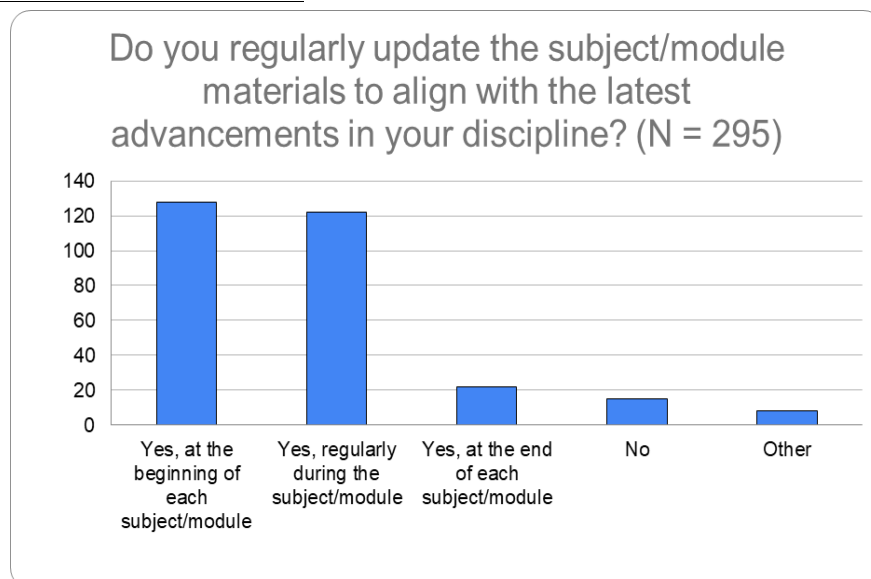


Figure 3.3.7.2 Regular updates of course materials

The data suggests that most educators actively update their module materials, either at the beginning of the semester (43%), or regularly throughout the course (41%). This reflects a dynamic, evolving approach to teaching. However, about 7% of educators update materials at the end of the course, which may delay the integration of new advancements until the next cycle of teaching. Data reflects that about 5% of educators do not update their materials. Results show a strong commitment of educators to keep course content current, but also indicate an opportunity to promote more continuous, real-time updates to better align with rapidly evolving disciplines.

### Student Feedback on the Module and Module Design

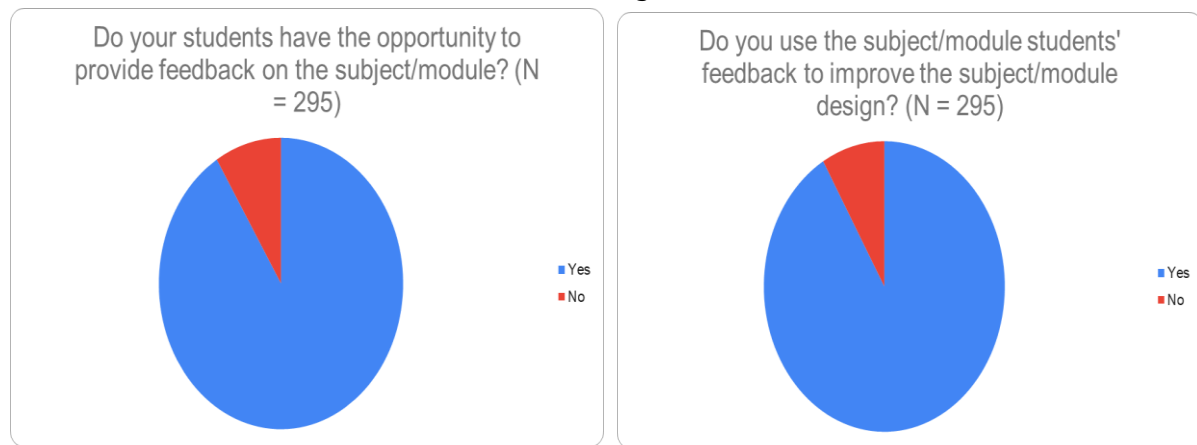


Figure 3.3.7.3 Opportunity for student feedback on the module and module design

The results show that student feedback is collected and utilised in module design. The majority of educators (91%) provide students with opportunities to give feedback on their modules, and about 92% actively use them to improve the module design. This suggests the availability of student feedback mechanisms at participating universities and an emphasis on gathering student input to improve course content, teaching methods, and the overall learning experience. However, about 9% of educators do not collect student feedback, and about 8% do not use them for module design or improvement, suggesting potential missed opportunities for student-centred enhancements. Regular feedback helps educators identify challenges, adapt teaching strategies, and enhance student satisfaction. Therefore, DIGITAsia could focus on how to effectively analyse and implement student feedback to foster a more responsive and student-centred learning environment at participating universities.

### Use of Additional Data

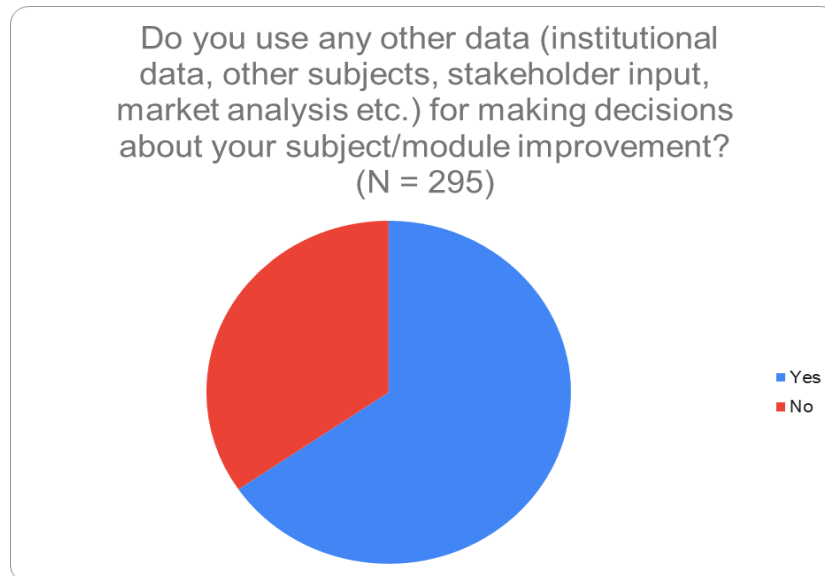


Figure 3.3.7.4 Opportunity for student feedback on the module and module design

According to the survey data, about 65% of educators use additional data sources such as institutional data, stakeholder inputs, or market analysis data to make informed decisions about module improvements. However, about 35% of educators do not incorporate such external data, which may limit their ability to adapt to evolving academic and professional demands. This gap clearly shows the need for training under the DIGITAsia to promote evidence-based course design.

## 4. PURPOSE OF TRAINING

The main objective of the DIGITAsia project is to empower HE institutions in highly geographically dispersed countries to engage with their digital transformation by boosting the skills of educators to be able to apply Education 5.0 through hybrid learning design principles driven by learning analytics and student characteristics in order to develop effective, inclusive, accessible, and quality courses. The project aims to contribute as follows:

1. Improve the training of educators and continuous professional development in order to impact the longer term quality of the education system.
2. Empowering skills, aiming to explore how different techniques of machine learning, data from LMS and learning analytics can be used to detect and focus on students' needs; and 3. Educational technologies focused on the integration of emerging technologies in Learning Management Systems.
3. Improve the quality of HE and enhance its relevance for the labour market and society, and improve the level of competencies, skills, and employability potential of students in HEIs by developing new, relevant, and innovative education programmes.
4. Enhance the teaching, assessment mechanisms for HEI staff and students, quality assurance, management, governance, inclusion, innovation, knowledge base, digital and entrepreneurial capacities, as well as the internationalisation of HEIs. Improve the quality of HE and enhance its relevance for the labour market and society and Increase the capacities of HEIs, bodies in charge of HE and competent authorities to modernise their higher education systems, particularly in terms of governance and financing, by supporting the definition, implementation, and monitoring of reform processes.
5. Stimulate cooperation of institutions, capacity building, and exchange of good practices, and foster cooperation across different regions of the world through joint initiatives.

The DIGITAsia training programme of Training of Trainers, aimed to empower educators in participating HEIs to drive digital transformation through Education 5.0 and hybrid learning design principles. Based on the initial need analysis and survey data, key gaps have been identified in areas such as:

- Personalised learning
- Accessibility
- Student engagement
- Data-driven decision making.

The gaps identified align with the stated project objectives.

Currently, only 30% of courses are fully accessible, and about 78% of educators do not involve students in course design. This indicates a need for inclusive, student-centred learning approaches. While about 91% collect student feedback, only about 65% utilize broader institutional and market data for course design, highlighting the need for learning analytics and machine learning techniques to tailor education to meet student needs. Educators show efforts to update course materials; the practices vary among the HEIs. It seems a real-time integration of advancements remains a challenge.

Among 259 respondents, only 22% create student profiles, showing limited opportunities for adaptive learning experiences.

To address these challenges, the training will:

- Train educators on Education 5.0 principles focusing on learner-centred teaching, digital tools, and data-driven decision-making to develop effective, inclusive, and quality courses.
- Enhance the skills of educators in course design using Universal Design for Learning (UDL) as a framework for designing flexible and inclusive digital learning experiences.
- Promote the integration of LMS and Learning Analytics for Data-Driven Teaching.
- Strengthen governance, quality assurance, and digital capacities by equipping educators with modern assessment mechanisms and international best practices.
- Foster international cooperation through knowledge exchange and capacity-building initiatives, reinforcing global collaboration in higher education modernization.

Therefore, DIGITAsia ToT training programme will contribute to improve digital education ecosystems of main beneficiaries and will reinforce the digital skills and competences of educators and academic staff, ensuring educators are equipped to create and train student centered, technology enhanced, and data driven learning environments.



## 5. TRAINING TOPICS

DIGITAsia Training comprised four training modules equivalent to 1 ECTS/ 3 MNU credits (30 hrs of workload), developed based on the identified gaps and a capstone project.

### 5.1. Training curriculum

TABLE 2: TRAINING CURRICULUM (1 ECTS/3 MNU credits, 30 hrs workload)

MODULE	LEARNING OUTCOMES	MODULE CONTENT	DURATION
Module 1: Introduction to Education 5.0	LO1: Identify key principles of Education 5.0. LO2: Select appropriate digital tools for personalised and active learning. LO3: Match learning data concepts with their applications in teaching and student engagement	U1: Foundations of Education 5.0: Learner-centred teaching (LO1) U2: Overview of pedagogical approaches (collaborative, project-based, flipped, game-based) (LO1, LO2) U3: Digital tools for personalised learning (LO2) U4: Learning analytics for instructional support (LO3)	4.5 hrs
Module 2: Universal Design for Learning in Digital Education	LO1: Recognise basic accessibility and inclusivity considerations in digital education. LO2: Identify the key principles of Universal Design for Learning (UDL). LO3: Select digital strategies that align with UDL principles to enhance learning flexibility.	U1: Accessibility and inclusivity considerations in online learning (LO1) U2: Foundations of Universal Design for Learning (UDL) (LO2) U3: Applying UDL principles to course design (LO2, LO3) U4: Digital tools and strategies for flexible learning experiences (LO4)	10.5 hrs
Module 3: Leveraging LMS and Learning Analytics for Data-Driven Teaching	LO1: Identify how LMS and digital tools support different aspects of learning and teaching. LO2: Match learning analytics concepts with their role in personalised learning and informed decision-making. LO3: Select appropriate tools to track student progress and personalise their learning pathway	U1: Introduction to LMS in higher education and its role in digital learning (LO1) U2: Learning analytics and data use in LMS for informed decision-making (LO2) U3: Structured learning pathways in LMS (LO2, LO3) U4: Tools for tracking student engagement and progress (LO3)	7.5 hrs
Module 4: Course Quality Enhancement	LO1: Identify key quality course standards and criteria	U1: Quality assurance and enhancement in digital education (LO1)	7.5 hrs

	<p>for digital and hybrid education.</p> <p>LO2: Select relevant feedback and data sources for evaluating and improving courses.</p> <p>LO3: Outline course improvement actions based on evidence and quality criteria.</p>	<p>U2: The role of (student) feedback in course evaluation (LO2)</p> <p>U3: Data-driven course improvement (LO2, LO3)</p> <p>U4: Strategies for a quality assurance action plan (LO3)</p>	
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## 5.2. Capstone Project

The project is designed to ensure that educators can create inclusive, learner-centered courses that leverage digital tools, data-driven decision-making, and flexible instructional strategies. The total workload for the project is 10 hrs (1 MNU credit).

By completing this capstone project, educators will:

- Have a fully redesigned course aligned with Education 5.0 and UDL principles.
- Gain hands-on experience with the BDP tool for structured course planning.
- Enhance their ability to create inclusive, flexible, and technology-enhanced learning experiences.
- Receive peer and expert feedback to further refine their course design.

### Project Phases

Phase 1: Theoretical Foundations (Self-paced Learning)

Phase 2: Course Redesign in the BDP Tool

Phase 3: Collaborative Workshop & Showcase

## 6. MODE OF DELIVERY

The training is conducted as follows:

1. Self-paced (asynchronous) online (Modules 1-4)
2. Face-to-face or online workshop (for the CP)

The online part of delivery will be hosted at learn.foi.hr, an open space Learning Management System hosted by FOI. Such implementation will ensure central administration and tracking of participant progress and completion. Awarding certificates will also be centralized and managed by FOI.

## TARGET GROUPS

### 1. Future Trainers

A representative group of educators and/or instructional designers from each Asian institution that will provide support, facilitation, and guidance for teachers in every beneficiary institution. This corresponds to the first round of training: train the trainers.

### 2. Teaching Staff

Teachers and educators who will redesign their existing courses using the Education 5.0 principles and pilot them in their own settings.

## 7. RESOURCES NEEDED

During the kick-off meeting, participating universities identified the following resource requirements specific to their institution:

TABLE 3: RESOURCE REQUIREMENTS AT INDIVIDUAL INSTITUTION

PARTICIPANT	RESOURCES
IUM	<ul style="list-style-type: none"> <li>• LMS used for all partners in DIGITAsia project. ie. moodle</li> <li>• Standardized features/plugin used</li> <li>• Hardware: computers, laptops, tablets, interactive whiteboards, projectors.</li> <li>• Software &amp; Tools: Learning Management Systems (LMS) (e.g., Moodle, Blackboard),</li> </ul>
UKM	
UTM	
MNU	<ul style="list-style-type: none"> <li>• Their own module/program in LMS</li> <li>• Mic/camera for online training</li> <li>• Sample data from LMS</li> </ul>
SLTC	<ul style="list-style-type: none"> <li>• Learning platform</li> <li>• Space to work</li> <li>• Uninterrupted Network</li> <li>• Learning materials</li> </ul>
UoP	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Fast-internet connection</li> </ul>
VCM	<ul style="list-style-type: none"> <li>• LMS (already there)</li> <li>• Devices (already there)</li> <li>• Tools</li> </ul>

## 8. TRAINING DATES

### 1. Future Trainers:

The training program will start on June 1st, 2025, and will finish with the face-to-face workshop between October 28-30, 2025, in the Maldives.

### 2. Teaching Staff:

The training program will start once the trainers are trained. Teaching staff will be trained between November 1st 2025, and March 15th, 2026.

## 9. EXPECTED OUTCOMES

The DIGITAsia Training of Trainers (ToT) programme is designed to equip educators in participating universities (HEIs) with the necessary skills to integrate Education 5.0 principles, Universal Design for Learning (UDL), Learning Analytics, and digital tools into course design and delivery. By completing the training programme, participants are expected to earn a microcredential by achieving the following outcomes:

1. **Enhanced Digital and Pedagogical Competence:** Educators will understand and apply the principles of Education 5.0, ensuring learner-centred, technology enabled instruction. They will be proficient in selecting and integrating appropriate digital tools to support personalized, active learning experiences.
2. **Inclusive and Flexible Course Design:** Educators will be able to design courses using Universal Design for Learning (UDL) principles, making them accessible to a diverse group of learners.
3. **Effective Use of Learning Analytics and LMS:** Participants will leverage LMS and Learning Analytics to track student progress, provide data-driven feedback, and create personalized learning paths by learning to use data to identify student challenges, improve engagement, and enhance teaching effectiveness.
4. **Quality Assurance and Continuous Course Improvement:** Educators will develop skills to collect and analyse student feedback and be able to apply QA frameworks to ensure their courses meet high academic standards
5. **Practical Application through Course Redesign:** Participants redesign their courses using the Balanced Design Planning (BDP) tool, ensuring the alignment of Education 5.0 and UDL principles. Participants will share and present redesign courses for expert feedback and refine their designs for implementation.

The training will foster a community of practice where educators share knowledge, collaborate, and exchange best practices in digital education. At the end, educators across Asian Higher Education Institutions will be well equipped to create future ready, inclusive, and data-driven courses, supporting digital transformation in higher education across the region.

## 10. APPENDICES

Appendix 1: Brainstorming session notes and tables

Appendix 2- Modules co-creation activity\_ Sri Lanka Stations

## Appendix 1: Brainstorming session notes and tables

### Discussion to Prepare the Training Plan - Template

Key Participant	What specific skills or knowledge will participants gain?	Strategies for active participation	How can we support participants in adapting to digital transformation?	Schedule for training delivery (duration, frequency, phases, etc.)	Mode of delivery and justification [Online, in-person, hybrid, other (specify)]	Resources required	Expected outcomes
Trainers							
University educators							
Technical staff							
Other, specify							

### Discussion to Prepare the Training Plan-UTM &IUM

Key Participant	What specific skills or knowledge will participants gain?	Strategies for active participation	How can we support participants in adapting to digital transformation?	Schedule for training delivery (duration, frequency, phases, etc.)	Mode of delivery and justification [Online, in-person, hybrid, other (specify)]	Resources required	Expected outcomes
Trainers	<p>Awareness concerning digital tools</p> <p>Enhance learners experience</p> <p>Quality Standard of Digital Education Standards or elearning. Facilitation skills</p>	<p>Set targets of faculty members.</p> <p>Opting for group work while working on educational technology.</p> <p>Obtaining support from technical support staff.</p> <p>Embedding training to staff performance appraisal.</p> <p>DIGITAsia certified EU Trainer</p>	<p>Encourage peer learning and mentorship programs for continuous skill-building.</p> <p>Develop guidelines and best practices for integrating technology into teaching.</p> <p>Foster a growth mindset through leadership support and a collaborative digital community.</p>	Series of Training : 10 hrs per training Once a semester based on the development	Hybrid (combination of F2F & online sessions)	<p>LMS used for all partners in DIGITAsia project. ie. moodle</p> <p>Standardized features/plugin used</p> <p>Hardware: Computers, laptops, tablets, interactive whiteboards, projectors.</p> <p>Software &amp; Tools: Learning Management Systems (LMS) (e.g., Moodle, Blackboard), video conferencing</p>	<p>Community of Digital Trainers</p> <p>Use of Data Analytics</p> <p>Creation of Digital Learning Content</p> <p>Strengthened Collaboration</p>

						platforms (Zoom, MS Teams), content creation tools (Canva, Camtasia).  Specialists in digital pedagogy, IT support, and online course design.  Assessment & Feedback Tools Guidelines & Handbooks	
University educators	intermediate skills in using LMS and educational tools  Inclusive and personalised learning in a blended (synchronous and asynchronous ) learning environment.	Set targets of faculty members. Opting for group work while working on educational technology.  Obtaining support from technical support staff.  Embedding training to staff	Recognize and reward educators who adopt and innovate with technology  Allocate funding for digital once a infrastructure and professional development.	2 hrs per training Twice a semester	Hybrid (combination of F2F & online sessions)	Hardware: Computers, laptops, tablets, interactive whiteboards, projectors.  Software & Tools: Learning Management Systems (LMS) (e.g., Moodle, Blackboard), video conferencing platforms (Zoom, MS	Community of Digital literate educators  Enhanced Digital Pedagogy Skills  Innovative Assessment Techniques  Increased Student Engagement



	<p>How to manage hybrid learning ( physical and online learners ) at the same time.</p> <p>Quality Standard of Digital Education Standards or elearning.</p> <p>Learning Analytic Knowledge</p>	<p>performance appraisal.</p> <p>Recognition - Blended Learning certificates .</p>				<p>Teams), content creation tools (Canva, Camtasia).</p> <p>Specialists in digital pedagogy, IT support, and online course design.</p> <p>Assessment &amp; Feedback Tools</p> <p>Guidelines &amp; Handbooks</p>	<p>Adaptability to Technological Changes</p>
<p>Technical staff</p> <p>-non academic staff</p> <p>-technicians</p> <p>-Lab assistant</p>	<p>Awareness on the potential education technology tools.</p> <p>Digital literacy</p> <p>Digital learning</p>	<p>Embedding training to staff performance appraisal and promotion.</p>		<p>2 hrs per training</p> <p>Twice a semester</p>	<p>Hybrid (combination of F2F &amp; online sessions)</p>	<p>LMS used for all partners in DIGITAsia project. ie. moodle</p> <p>Standardized features/plugin used</p>	<p>Community of Digital Literate Technical staff</p> <p>Enhanced Troubleshooting Skills</p> <p>Support for</p>

	<p>challenges faced by teachers and students.</p> <p>Adaptability &amp; problem solving skills (to facilitate the learning process using the digital tools)</p>					<p>Hardware: Computers, laptops, tablets, interactive whiteboards, projectors.</p> <p>Software &amp; Tools: Learning Management Systems (LMS) (e.g., Moodle, Blackboard), video conferencing platforms (Zoom, MS Teams), content creation tools (Canva, Camtasia).</p> <p>Specialists in digital pedagogy, IT support, and online course</p>	<p>Digital Innovations</p> <p>Development of IT Training Programs</p>
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						design.  Assessment & Feedback Tools  Guidelines & Handbooks	
Other, specify							

### Discussion to Prepare the Training Plan-MNU

Key Participant	What specific skills or knowledge will participants gain?	Strategies for active participation	How can we support participants in adapting to digital transformation?	Schedule for training delivery (duration, frequency, phases, etc.)	Mode of delivery and justification [Online, in-person, hybrid, other (specify)]	Resources required	Expected outcomes
Trainers	<p>Awareness concerning digital tools</p> <p>Enhance learners experience</p> <p>Quality Standard of Digital Education Standards or elearning.</p> <p>Facilitation skills</p>	<p>Set targets of faculty members.</p> <p>Opting for group work while working on educational technology.</p> <p>Obtaining support from technical support staff.</p> <p>Embedding training to staff performance appraisal.</p> <p>DIGITAsia certified EU Trainer (international</p>	<p>Encourage peer learning and mentorship programs for continuous skill-building.</p> <p>Develop guidelines and best practices for integrating technology into teaching.</p> <p>Foster a growth mindset through leadership support and a collaborative digital community.</p>	<p>Series of Training : 10 hrs per training</p> <p>Once a semester based on the development</p>	<p>Hybrid (combination of F2F &amp; online sessions)</p>	<p>LMS used for all partners in DIGITAsia project. ie. moodle</p> <p>Standardized features/plugin used</p> <p>Hardware: Computers, laptops, tablets, interactive whiteboards, projectors.</p> <p>Software &amp; Tools: Learning Management Systems (LMS) (e.g., Moodle,</p>	<p>Community of Digital Trainers</p> <p>Use of Data Analytics</p> <p>Creation of Digital Learning Content</p> <p>Strengthened Collaboration</p>

		recognition)				Blackboard), video conferencing platforms (Zoom, MS Teams), content creation tools (Canva, Camtasia).	
University educators	<p>intermediate skills in using LMS and educational tools</p> <p>Inclusive and personalised learning in a blended (synchronous and asynchronous ) learning environment.</p> <p>How to manage hybrid learning ( physical and online learners ) at the same time.</p> <p>Quality Standard of Digital</p>	<p>Set targets of faculty members.</p> <p>Opting for group work while working on educational technology.</p> <p>Obtaining support from technical support staff.</p> <p>Embedding training to staff performance appraisal.</p> <p>Recognition - Blended Learning certificates</p>	<p>Recognize and reward educators who adopt and innovate with technology</p> <p>Allocate funding for digital once a infrastructure and professional development</p>	2 hrs per training Twice a semester	Hybrid (combination of F2F & online sessions)	<p>LMS used for all partners in DIGITAsia project. ie. moodle</p> <p>Standardized features/plugin used</p>	<p>Community of Digital literate educators</p> <p>Enhanced Digital Pedagogy Skills</p> <p>Innovative Assessment Techniques</p>

	Education Standards or elearning.  Learning Analytic Knowledge						
Technical staff -non academic staff -technicians -Lab assistant	Awareness on the potential education technology tools.  Digital literacy  Digital learning challenges faced by teachers and students.  Adaptability & problem solving skills (to facilitate the learning process using the digital tools)	Embedding training to staff performance appraisal and promotion.		2 hrs per training Twice a semester	Hybrid (combination of F2F & online sessions)	LMS used for all partners in DIGITAsia project. ie. moodle  Standardized features/plugin used  Hardware: Computers, laptops, tablets, interactive whiteboards, projectors.  Software & Tools: Learning Management Systems (LMS) (e.g., Moodle, Blackboard), video conferencing	Community of Digital Literate Technical staff  Enhanced Troubleshooting Skills  Support for Digital Innovations  Development of IT Training Programs

						platforms (Zoom, MS Teams), content creation tools (Canva, Camtasia).  Specialists in digital pedagogy, IT support, and online course design.  Assessment & Feedback Tools  Guidelines & Handbooks	
Other, specify							

### Discussion to Prepare the Training Plan-SLTC

Key Participant	What specific skills or knowledge will participants gain?	Strategies for active participation	How can we support participants in adapting to digital transformation?	Schedule for training delivery (duration, frequency, phases, etc.)	Mode of delivery and justification [Online, in-person, hybrid, other (specify)]	Resources required	Expected outcomes
Trainers	<ul style="list-style-type: none"> <li>• Technological skills (computer literacy)</li> <li>• Analysis and interpretation of data</li> <li>• Education 5.0 concepts</li> <li>• Soft skills Learning design</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Group/individual</li> <li>• Recognition</li> <li>• Game based activities</li> <li>• Incentives</li> </ul>	<ul style="list-style-type: none"> <li>• Providing more resources</li> <li>• Training</li> </ul>	<ul style="list-style-type: none"> <li>• 90 hrs</li> <li>• 30 weeks</li> </ul>	Hybrid	<ul style="list-style-type: none"> <li>• Learning platform</li> <li>• Space to work</li> <li>• Uninterrupted Network</li> <li>• Learning materials</li> </ul>	<ul style="list-style-type: none"> <li>• Skilled Pool of Trainers</li> <li>• Institutional capacity</li> </ul>
University educators	<ul style="list-style-type: none"> <li>• Technological skills (computer literacy)</li> <li>• Analysis and interpretation of data</li> <li>• Education 5.0 concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition</li> <li>• Groups from similar disciplines</li> <li>• Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Providing resources for both students and staff</li> <li>• Make a certificate course through staff development</li> </ul>	<ul style="list-style-type: none"> <li>• 45 hrs</li> <li>• 15 weeks</li> </ul>	Hybrid	<ul style="list-style-type: none"> <li>• Learning platform</li> <li>• Space to work</li> <li>• Uninterrupted Network</li> </ul>	<ul style="list-style-type: none"> <li>• Improved educational outcomes</li> </ul>



	<ul style="list-style-type: none"> <li>• Soft skills</li> </ul>		t center				
Technical staff	<ul style="list-style-type: none"> <li>• Specific skills (programming etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition</li> <li>• TOR</li> </ul>	<ul style="list-style-type: none"> <li>• Future engagement</li> </ul>	<ul style="list-style-type: none"> <li>• 45 hrs</li> <li>• 15 weeks</li> </ul>	Hybrid	<ul style="list-style-type: none"> <li>• Learning platform</li> <li>• Space to work</li> <li>• Uninterrupted Network</li> </ul>	<ul style="list-style-type: none"> <li>• Platforms available</li> </ul>
Other, specify							

### Discussion to Prepare the Training Plan-UoP

Key Participant	What specific skills or knowledge will participants gain?	Strategies for active participation	How can we support participants in adapting to digital transformation?	Schedule for training delivery (duration, frequency, phases, etc.)	Mode of delivery and justification [Online, in-person, hybrid, other (specify)]	Resources required	Expected outcomes
Trainers	<p>knowledge to gather learning analytics</p> <p>Educational 5.o concepts</p> <p>Need to know fully utilize the LMS</p> <p>Learning design</p> <p>Quality of courses</p>	<p>Funds allocated through the project</p> <p>Institutional recognition (Incentive)</p> <p>Engaging knowledgeable persons</p>	Training and demonstration	<p>span in 5 hrs per day starting @ 1 pm</p> <p>Delivered by EU partners</p> <p>Number of training programme</p>	<p>Either synchronous online or in person with specific starting time and schedule</p> <p>After each session can follow some homework before the next session</p>	computer and fast-internet connection	<p>Training schedule and workshop agenda</p> <p>Pool of trainers</p>
University educators		<p>Offered through SDC &amp; Faculty QA centre</p> <p>Nominated by the DEANs</p>					

		Funds allocated through the project (Incentive)					
		Certificate of participation					
Technical staff	Upgrading LMS						
Other, specify							



### Discussion to Prepare the Training Plan (VCM)

Key Participant	What specific skills or knowledge will participants gain?	Strategies for active participation	How can we support participants in adapting to digital transformation?	Schedule for training delivery (duration, frequency, phases, etc.)	Mode of delivery and justification [Online, in-person, hybrid, other (specify)]	Resources required	Expected outcomes
Trainers	<ul style="list-style-type: none"> <li>- The concept of Education 5.0</li> <li>- concept of innovative pedagogies</li> <li>- Integration of digital tools and AI driven learning environment/activities</li> <li>- how to support personalized learning</li> <li>- how to create a learning design (LD) in the tool</li> <li>how to improve engagement of online students</li> </ul>	<ul style="list-style-type: none"> <li>- integrate into existing training programmes</li> <li>- performance and training development plan</li> <li>- mandatory training</li> <li>integrate into action plans on department level</li> </ul>	<ul style="list-style-type: none"> <li>- trainers can act as buddies</li> <li>- collect best-practice cases</li> </ul>	Training schedule to be aligned with WPs	ALL	LMS (already there) Devices (already there) Tools	Train at least 4 staff from each faculty

University educators	<ul style="list-style-type: none"> <li>- The concept of Education 5.0</li> <li>- concept of innovative pedagogies</li> <li>- how to support personalized learning</li> <li>- how to implement LD</li> <li>- how to improve engagement of online students</li> </ul>	<ul style="list-style-type: none"> <li>- integrate into existing training programmes</li> <li>- performance and training development plan</li> <li>- integrate into action plans on department level</li> <li>-</li> <li>- Certificates/micro-credentials</li> </ul>	<ul style="list-style-type: none"> <li>- proper technical support</li> <li>- user friendly system</li> </ul>		ALL		
Technical staff	<ul style="list-style-type: none"> <li>- how to implement LA</li> <li>- how to enable personalized learning options in LMS</li> <li>- tool for LD</li> </ul>	<ul style="list-style-type: none"> <li>- integrate into existing training programmes</li> <li>- performance and training development plan</li> <li>- integrate into action plans on department level</li> </ul>	-		ALL		
Other, specify	-	-	-				

### Discussion to Prepare the Training Plan (UKM-UNZ-UoC)

Key Participant	What specific skills or knowledge will participants gain?	Strategies for active participation	How can we support participants in adapting to digital transformation?	Schedule for training delivery (duration, frequency, phases, etc.)	Mode of delivery and justification [Online, in-person, hybrid, other (specify)]	Resources required	Expected outcomes
Trainers	<ol style="list-style-type: none"> <li>Learning modalities (blended learning, hybrid learning)</li> <li>Learning design (models/Universal Design Learning, active pedagogies, assessment strategies)</li> <li>Student profiling (according to</li> </ol>	<ol style="list-style-type: none"> <li>Allow them to become co-creators</li> <li>Incentives and recognition</li> <li>Informed participations</li> <li>AI helpers</li> </ol>	<ol style="list-style-type: none"> <li>ToT session</li> <li>Share best practices and success stories</li> <li>Allow them to share</li> <li>Mutual course for all</li> <li>AI teachers</li> </ol>	<ol style="list-style-type: none"> <li>Quarterly/semester basis</li> <li>In-demand Clinics</li> <li>modules / year before semester start</li> </ol>	All modes: <ol style="list-style-type: none"> <li>Online (synchronous / asynchronous)</li> <li>In-person</li> <li>Hybrid</li> <li>Blended learning</li> </ol>	<ol style="list-style-type: none"> <li>Digital contents in different formats</li> <li>Tools</li> <li>Templates</li> <li>Examples/ Good practices</li> <li>Student &amp; educator learning analytics</li> <li>AI tools/ features</li> </ol>	<ol style="list-style-type: none"> <li>Share tangible outcomes</li> <li>Increase satisfaction studies</li> <li>Evaluation (student feedback)</li> <li>Quality assurance</li> </ol>

	study level) 4. Educator profiling (according to fields, ed tech competency) 5. Learning analytics and AI literacy						
University educators	1. Learning modalities (blended learning, hybrid learning) 2. Learning design 3. Student profiling 4. Educator profiling 5. Learning analytics and AI literacy -	1. Learning modalities (blended learning, hybrid learning) 2. Learning design 3. Student profiling 4. Educator profiling 5. Learning analytics and AI literacy -	1. ToT session 2. Share best practices and success stories 3. Allow them to share 4. Mutual course for all 5. AI teachers -	1. Quarterly/semester basis 2. In-demand Clinics 3. 2 modules / year before semester start	1. Online, 2. In-person 3. Hybrid 4. Blended learning	1. Digital contents in different formats 2. Tools 3. Templates 4. Examples/ Good practices 5. Student & educator learning analytics 6. AI tools/ features	1. Share tangible outcomes 2. Satisfaction studies 3. Evaluation (student feedback)

Technical staff	1. Support all above with technical issues and support 2. Technology maintenance -	1. Support all above with technical issues and support 2. Technology maintenance -	1. Support all above with technical issues and support 2. Technology maintenance -	1. Support all above with technical issues and support 2. Technology maintenance	1. Support all above with technical issues and support 2. Technology maintenance	1. Support all above with technical issues and support 2. Technology maintenance	1. Support all above with technical issues and support 2. Technology maintenance
Other, specify	-	-	-				





Appendix 2- Modules co-creation activity\_ Sri Lanka Stations

# Session 3

## WP2 Training Modules Co-creation

### Station rotations

[tinyurl.com/DigitAsia-Session3](https://tinyurl.com/DigitAsia-Session3)

List of stations:

**Innovative Pedagogies for Education 5.0 (Shiyama)**

**Empowering Skills through TECHNOLOGY (Goran)**

**Integration of Emerging Technologies in LMS (Bojan)**

Accessibility and Inclusivity in Digital Education (Lourdes)

**Quality Assurance and Continuous Improvement with Education 5.0 (Nati)**

**Revised modules (v1):**

Module 1: Innovative Pedagogies for Education 5.0

Module 2: Technology-Enhanced Teaching and Adaptive Learning

Module 3: Integrating Digital Tools into LMS for Personalized Learning

Module 4: Accessibility and Inclusivity in Digital Education

Module 5: Quality Assurance and Continuous Improvement in Digital Education

## Innovative Pedagogies for Education 5.0 (Shiyama)

**Description:** This topic explores the integration of Education 5.0 technologies, such as Artificial Intelligence, learning design, and analytics, into classrooms and curriculums. Participants will learn to personalize learning using AI and make courses more inclusive, support collaborative and project-based learning, and engage learners actively in hybrid environments.

Q1: What are the **learning outcomes** for this topic?

By the end of the learning module participants will be able to:

- LO1: Explain the role of innovative pedagogies in the context of the concept of Education 5.0
- LO2: Appraise the use of technologies for innovative pedagogies as aligned with Education 5.0
- LO3: Apply personalized learning using Education 5.0 technologies to make courses more inclusive, support collaborative and project-based learning, and engage learners actively in hybrid environments
- LO4: Apply learning analytics for personalised learning and pedagogical innovations.

Q2: What **units (content)** should be included in this topic?

*Mind the connection between units and learning outcomes (one or more).*

Unit	LO#
U1: Education 5.0 - features, how to use Education 5.0 Introduction to terminologies such as modes of learning (blended, online, hybrid, face-to-face), (synchronous, asynchronous).	1
U2: Innovative pedagogies as aligned with Education 5.0 (collaborative learning, project-based learning, problem-based learning, flipped classroom, game-based learning, AI-based learning)  Constructive alignment - what and how and application in personalised learning	2
U3: Personalised learning - how, why, features and applications, with and without Education 5.0 such as AI	3
U4: Learning Analytics - what, how to use and apply in learning design	4
U5:	

**Q3: What activities should be used to deliver the units (content)?**

*Mind the connection between activities, units (only one!) and learning outcomes (one or more).*

Activity types: **Acquisition** (ie. reading books, papers, listening to teacher presentations face-to-face, lectures, watching animations, videos,...), **Discussion** (ie. discussion groups, class discussions, chat, discussion forums, seminars, webinar discussions,...), **Investigation** (ie. comparing texts, searching and evaluating information and ideas, using digital tools to collect and analyse data, using conventional methods to collect and analyse data,...), **Practice** (practising exercises, labs and virtual labs, field trips, simulations, using models, doing practice-based projects,...), **Production** (ie. Essays, reports, designs, artefacts, presentations, e-portfolios, blogs,...) or **Assessment** (ie. quizzes, tests, written assignments, peer assessment activities,...)

Activity	Type	U#	LO#
A1: Introduction to the concepts of Education 5.0 and Discussion - Evolution of Education 4.0 to Education 5.0	Acquisition	1	1
A2: Reading on Education 5.0  A short video on the application of different pedagogical approaches such as collaborative learning, project-based learning, problem-based learning, flipped classroom, game-based learning	Acquisition	1,2	1,2
A3: Investigation of principles of Education 5.0 in the current learning context	Investigation	1	1
A4: Presentation of principles of Education 5.0 in the current learning context using pedagogical approaches such as collaborative learning, project-based learning, problem-based learning, flipped classroom, game-based learning	Practice	1,2	1,2
A5: Develop blog posts in collaboration with peers reflection on the use of Education 5.0	Production	1,2	1,2
A6: Practising learning analytics using pre-set data	Practice	4	4
A7: Self-reflection through a video of audio on the use of learning analytics for personalised learning	Acquisition	3,4	3,4
A8: Designing personalised learning pathways in the courses	Production	3	4

A9: Evaluation and assessment - self-reflection with peer review on the learning in the module  ( in any of these forms audio, blog post, vlog, wiki etc)	Assessment	all	all
	Acquisition		

## Empowering Skills through TECHNOLOGY (Goran)

**Description:** Participants will explore various machine learning techniques and LMS data analytics to assess student learning and performance. This module emphasizes personalizing instruction, enhancing student skills such as empathy and emotional regulation, adapting courses for diverse learning styles, and redefining the roles of educators and students using Education 5.0 technologies.

Q1: What are the **learning outcomes** for this topic?

- LO1: Analyse and interpret LMS data using machine learning
- LO2: Apply analysis results for personalised learning
- LO3: Redefine the role of educators and learners for Edu 5.0

Q2: What **units (content)** should be included in this topic?  
*Mind the connection between units and learning outcomes (one or more).*

Unit	LO#
U1: Introduction to soft skills (socio-emotional learning, learn how to learn) related to Edu 5.0	LO2
U2: How to apply machine learning tools	LO1
U3: Data driven decision making OR How to interpret machine learning results	LO1
U4: Adapt different learning styles and student engagement	LO2
U5: Innovative and personalized instructional approaches with Edu 5.0	LO3
U6: How to adapt existing teaching to Edu 5.0	LO3

Q3: What **activities** should be used to deliver the units (content)?  
Mind the connection between activities, units (only one!) and learning outcomes (one or more).

Activity types: **Acquisition** (ie. reading books, papers, listening to teacher presentations face-to-face, lectures, watching animations, videos,...), **Discussion** (ie. discussion groups, class discussions, chat, discussion forums, seminars, webinar discussions,...), **Investigation** (ie. comparing texts, searching and evaluating information and ideas, using digital tools to collect and analyse data, using conventional methods to collect and analyse data,...), **Practice** (practising exercises, labs and virtual labs, field trips, simulations, using models, doing practice-based projects,...), **Production** (ie. Essays, reports, designs, artefacts, presentations, e-portfolios, blogs,...) or **Assessment** (ie. quizzes, tests, written assignments, peer assessment activities,...)

Activity	Type	U#	LO#
A1: Reading material (theory and case studies) related to metacognition and self-regulation	Acquisition	U1	
A2: Reflection on provided cases (formative assessment)	Assessment	U1	
A3: Simple theory and cases how to apply ML tools	Acquisition	U2	
A4: introduction to learning preferences and learning styles	Acquisition	U4	
A5: Connect activity/case with learning preference/style	Assessment	U4	
A6: Discussion about results (forum)	Discussion	U3	
A7: reading resources about Edu 5.0 + examples / cases	Acquisition	U5	
A8: basic theory and cased for personalized instruction	Acquisition	U5	
A9: short videos (related to cases)	Acquisition	U2?	
A10: How to set-up activities in the LMS to support the prediction	Acquisition	U2	

A11: Explore course planning to align with desired prediction	Investigation	U3	
A12: best practices and cases	Acquisition	U6	
A13: discuss cases / peer assessment - workshop type in Moodle?	Discussion	U6	
	Acquisition		
	Acquisition		

## Integration of Emerging Technologies in LMS (Bojan)

**Description:** This topic focuses on using Learning Management Systems to track student progress and provide personalized, real-time feedback. Educators will learn to identify best practices for personalizing instruction within LMS, create individualized learning paths, and support diverse students in creating personalized learning experiences.

Q1: What are **learning outcomes** for this topic?

- LO1: to be able to create more engaging learning materials using the LMS and AI tools
- LO2: to be able to combine other digital tools with LMS for active and personalised learning
- LO3: to use LMS data analytics to provide personalised feedback
- LO4: to use already existing materials to create (to adopt them) more engaging learning experience
- LO5: to be able to use AI in combination with LMS to provide personalized learning

Q2: What **units (content)** should be included in this topic?  
*Mind the connection between units and learning outcomes (one or more).*

Unit	LO#
U1: Introduction to Interactive Learning Design/Universal Design	LO1;LO4
U2: Exploring Interactive tools and plugins	LO1;LO4
U3: Implementation of conditional learning paths	LO2; LO4
U4: Personalize Learning with AI	LO3 LO5
U5: Raising awareness and adaptation of existing teaching materials	LO4



Q3: What **activities** should be used to deliver the units (content)?  
*Mind the connection between activities, units (only one!) and learning outcomes (one or more).*

Activity types: **Acquisition** (ie. reading books, papers, listening to teacher presentations face-to-face, lectures, watching animations, videos,...), **Discussion** (ie. discussion groups, class discussions, chat, discussion forums, seminars, webinar discussions,...), **Investigation** (ie. comparing texts, searching and evaluating information and ideas, using digital tools to collect and analyse data, using conventional methods to collect and analyse data,...), **Practice** (practising exercises, labs and virtual labs, field trips, simulations, using models, doing practice-based projects,...), **Production** (ie. Essays, reports, designs, artefacts, presentations, e-portfolios, blogs,...) or **Assessment** (ie. quizzes, tests, written assignments, peer assessment activities,...)

Activity	Type	U#	LO#
A1: Discussion on current Practices of creating interactive learning activities using LMS	Discussion	1	LO1
A2: Investigate on best practices examples	Investigation	1	LO1
A3: Share ideas on forums and peer review, comment and feedback	Assessment	1	LO1
A4: Create own interactive learning activity using LMS - peer review	Production	1	LO1
A5: Create AI-based learning materials	Production	4	LO5
A6: Using AI for students diversity	Investigation	4	LO5
A7: Explore the possibilities of use the existing technology to provide education 5.0 experiences	Investigation	2,5	LO4
A8: Investigate (in your own context) the possibility of use the existing technology to provide education 5.0 experiences	Production	2,5	LO4
A9: Explore different assessment types, tools and technology to personalize learning	Investigation	4	LO2,3,4
A10: Implementing learning path using conditional activity	Production	3	LO2,4,5
	Acquisition		

## Accessibility and Inclusivity in Digital Education (Lourdes)

**Description:** This section concentrates on developing strategies and using tools to make education more accessible and inclusive for all, particularly underrepresented groups. Participants will learn how to enhance equity in education through digital technologies and inclusive design principles.

Q1: What are the learning **outcomes** for this topic?

- LO1: Apply the Universal Design for Learning principles (Multiple Means of Representation, Action & Expression, Engagement) to design inclusive digital courses.
- LO2: Analyze and propose appropriate learning resources and tools (kind of tools, devices, etc.) to give more inclusive and accessible resources to provide more meaningful learning experiences.
- LO3: Design different assessment strategies to provide different ways to show knowledge acquisition
- LO4: Propose adaptive learning and personalize learning paths considering different students profiles
- 

Data privacy and ethics????? (see if this is addressed in another module)

Q2: What **units (content)** should be included in this topic?  
*Mind the connection between units and learning outcomes (one or more).*

Unit	LO#
U1: Introduction to UDL approach (principles)	LO1
U2: Inclusivity and accessibility concepts. Repositories of existing learning resources (if Principles are considered or not, how to transform them...). Accessible content creation. Text-to-speech, captions, alt-text, and WCAG compliance. Designing multimodal content like Videos, interactive simulations, podcasts, and text. Ensuring LMS accessibility (Canvas, Moodle, Blackboard accessibility features).	LO1,LOLO32

U3: Assistive technologies (Inclusive & Equitable Digital Learning Spaces). Affordances of the tools...	LO3
U4: Adaptive learning and personalization concepts and strategies. How to apply UDL in online and blended learning. Creating flexible learning paths to accommodate different student needs. Using adaptive learning technologies to personalize instruction.	LO4, LO1
U5: Assessment strategies (Overview of different types)	LO3

Q3: What **activities** should be used to deliver the units (content)?  
Mind the connection between activities, units (only one!) and learning outcomes (one or more).

Activity types: **Acquisition** (ie. reading books, papers, listening to teacher presentations face-to-face, lectures, watching animations, videos,...), **Discussion** (ie. discussion groups, class discussions, chat, discussion forums, seminars, webinar discussions,...), **Investigation** (ie. comparing texts, searching and evaluating information and ideas, using digital tools to collect and analyse data, using conventional methods to collect and analyse data,...), **Practice** (practising exercises, labs and virtual labs, field trips, simulations, using models, doing practice-based projects,...), **Production** (ie. Essays, reports, designs, artefacts, presentations, e-portfolios, blogs,...) or **Assessment** (ie. quizzes, tests, written assignments, peer assessment activities,...)

Activity	Type	U#	LO#
A1: Case studies analysis of application of UDL (success and not)	Discussion	1	LO1
A2: From and activity we provide, ask participants to propose what kind of engagement strategies can be considered	Practice	4	LO3
A3: Investigate practices about how inclusion and accessibility issues are addressed with the use of assistive technologies	Investigation	3,2	LO2

A4: Propose how to transform a traditional activity considering UDL principles	Production	5	LO2
A5: Evaluation of existing open educational materials and repositories for integration of UDL in a course	Investigation	2, 5	LO2, Lo3
A6: Reflect about our own experience as educators, if we are applying UDL correctly regarding inclusivity and accessibility and personalize enough the learning path	Assessment	1, 4	LO1, LO4
A7: Self-reflection & digital portfolio. Participants document how they apply UDL strategies in their teaching.	Assessment		
A8:	Acquisition		
A9:	Acquisition		
A10:	Acquisition		
	Acquisition		

## Quality Assurance and Continuous Improvement with Education 5.0 (Nati)

**Description:** This topic emphasizes the establishment of quality assurance practices for ongoing improvement of teaching strategies in line with Education 5.0 principles. Participants will learn to apply continuous improvement methods to ensure the effectiveness and sustained success of technologically enhanced education initiatives.

Q1: What are the **learning outcomes** for this topic?

- **LO1: Understand Quality Assurance Frameworks:** Participants will gain a comprehensive understanding of quality assurance frameworks and their application in educational settings.
- **LO2: Apply Continuous Improvement Methods:** Participants will learn to effectively apply methods for continuous improvement to enhance teaching strategies and educational outcomes.
- **LO3: Develop Improvement Plans Based on Quality Criteria:** Participants will be able to design and implement improvement plans that are grounded in established quality criteria.
- **LO4: Ensure Quality Sustainability with a Student-Centered Approach:** Participants will ensure the sustainability of quality assurance practices by incorporating student-centred orientations in their assessment and evaluation processes.
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Q2: What **units (content)** should be included in this topic?  
*Mind the connection between units and learning outcomes (one or more).*

Unit	LO#
U1: Introduction to Quality Assurance Frameworks	LO1
U2: Continuous improvement and monitoring methodologies (criteria, standards and methods) especially considering risk management to prevent dropout.	LO2
U3: Data quality measures for Data-driven for making decisions (quality improvement) and ethics data management.	LO2 and LO3

U4: Sustaining Quality (record keeping, evidence, etc.) and Student-centered orientation for quality assurance/assessment	LO4
U5: Data and gap analysis	LO 2 LO3

Q3: What **activities** should be used to deliver the units (content)?  
*Mind the connection between activities, units (only one!) and learning outcomes (one or more).*

Activity types: **Acquisition** (ie. reading books, papers, listening to teacher presentations face-to-face, lectures, watching animations, videos,...), **Discussion** (ie. discussion groups, class discussions, chat, discussion forums, seminars, webinar discussions,...), **Investigation** (ie. comparing texts, searching and evaluating information and ideas, using digital tools to collect and analyse data, using conventional methods to collect and analyse data,...), **Practice** (practising exercises, labs and virtual labs, field trips, simulations, using models, doing practice-based projects,...), **Production** (ie. Essays, reports, designs, artefacts, presentations, e-portfolios, blogs,...) or **Assessment** (ie. quizzes, tests, written assignments, peer assessment activities,...)

Activity	Type	U#	LO#
A1: Media resource to explain content and to start a discussion with students to ensure comprehension of each unit's content.	Acquisition	All	LO1 LO2 LO3 LO4
A2: Identifying differences and similarities between different frameworks in groups.	Discussion	U1	LO1
A3: Case studies (different situations) Students should apply the criteria, get data and make decisions about what and how to do it	Assessment		LO2

A4: Identify an aspect of your course that should be improve and set goals, and outline steps to achieve those goals.	Practice		LO3
A5: Between peers, they analyse each other Improvement plans in terms of sustainability, considering the student-centered orientation and make proposals	Assessment		LO4
A6:	Acquisition		
A7:	Acquisition		
A8:	Acquisition		
A9:	Acquisition		
A10:	Acquisition		
	Acquisition		