DIGITAL TRANSFORMATION
OF ASIAN HIGHER EDUCATION

R.2.2

Training Modules

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RESULT OVERVIEW

Title:	Training Module
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Contributor(s):	All Partners
Abstract:	This report presents the development of the DIGITAsia Training Programme, designed to empower higher education educators in Asia to advance digital transformation in line with Education 5.0. Guided by survey findings, a workshop in Sri Lanka, and iterative online revisions, the programme comprises four self-paced modules and a capstone project. Modules cover Education 5.0, Universal Design for Learning (UDL), learning analytics, and course quality enhancement, all structured through the Balanced Design Planning (BDP) framework. Delivered via Moodle at *learn.foi.hr*, the programme equips educators with inclusive, data-driven, and future-ready teaching strategies, fostering sustainable capacity building across partner institutions
Key words:	Education 5.0, Digital Transformation, Universal Design for Learning (UDL), Balanced Design Planning (BDP) & Future-Ready Educators

EXECUTIVE SUMMARY

The DIGITAsia Training Programme was created to build the capacity of higher education institutions in Asia to embrace digital transformation and inclusive teaching aligned with Education 5.0 and the UN 2030 Sustainable Development Agenda. It directly responds to gaps identified through a regional survey of universities in Sri Lanka, the Maldives, and Malaysia, followed by a co-creation workshop in Sri Lanka and subsequent online refinements. The final programme consists of four structured modules and a capstone project. The modules address: (1) Education 5.0, highlighting learner-centred pedagogy, digital tools, and learning analytics; (2) Universal Design for Learning (UDL), promoting accessibility and inclusivity; (3) Leveraging LMS and Learning Analytics, enabling data-driven decision-making; and (4) Course Quality Enhancement, focusing on evaluation and continuous improvement. The Capstone Project requires educators to redesign an existing course using the Balanced Design Planning (BDP) framework, ensuring constructive alignment between outcomes, activities, and assessments.

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TABLE OF CONTENTS

Project DIGITAsia (101178803) is co-funded by the Erasmus+ Programme of the European Union.

1. INTRODUCTION

DIGITAsia is a project rooted in the Global Gateway principles, aiming to transform education systems and enhance resilience in the educational sectors of the Middle East, Asia, and the Pacific. It addresses challenges highlighted in UNESCO's 2022 Policy Brief on Digital Transformation in Education, particularly those exposed by the COVID-19 pandemic, such as learning losses and the need for digital integration in education. The project focuses on expanding access to quality digital and blended learning to complement school-based education, aligning with the UN's 2030 Agenda for Sustainable Development.

Key priorities include supporting educators in technology-enabled teaching, providing accessible and contextualised learning content, and fostering systemic digital transformation. DIGITAsia aligns with the RewirEd Global Declaration on Connectivity for Education, emphasising support for marginalised communities, investment in high-quality digital content, and pedagogical innovation. To achieve this, the project prioritises innovative teaching methods, capacity development for educators, a digital transformation framework, and reliable data for effective learning outcomes.

Grounded in the Industry 5.0 concept, DIGITAsia prepares students for future jobs by equipping them with essential digital skills. It promotes Education 5.0, emphasising dynamic, learner-centric, and technology-enhanced experiences to foster active participation and lifelong learning. The project empowers higher education institutions in geographically diverse Asian countries to embrace digital transformation through hybrid learning designs, driven by learning analytics and student needs, to create inclusive, accessible, and high-quality courses tailored for 21st-century learners.

This report highlights the innovative Training Modules developed under the DIGITAsia project, which are designed to empower educators in higher education institutions across Asia with the skills and tools necessary for advancing digital transformation in alignment with Education 5.0 principles. Central to these modules is the enhancement of educator training and continuous professional development, focusing on integrating emerging educational technologies into Learning Management Systems to improve long-term education quality. Educators are equipped with techniques in machine learning, learning analytics, and data from LMS platforms to detect and address students' needs, fostering personalised and inclusive learning experiences.

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2. TRAINING PROGRAM CO-CREATION

The development of the DIGITAsia Training Programme followed a structured, participatory process designed to ensure relevance and impact.

2.1. METHODOLOGY

It began with a comprehensive survey that identified the digital competency gaps and training needs of partner institutions. Building on these findings, a co-creation workshop was held in Sri Lanka, where draft modules were collaboratively designed. This initial work was then refined through a series of online meetings with project members, leading to the finalised training programme tailored to support the digital transformation of higher education across Asia.

2.1.1. DIGITAsia Survey

The DIGITAsia survey was conducted to assess the current state of digital education practices, identify gaps, and determine training requirements across partner universities in Sri Lanka, the Maldives, and Malaysia. Its main purpose was to inform the design of a Training of Trainers (ToT) programme that supports the integration of Education 5.0, promotes inclusivity through Universal Design for Learning (UDL), and enhances the digital transformation of Asian Higher Education Institutions (HEIs).

A total of 295 responses were collected from academic staff across partner universities, including Sri Lanka Technology Campus (SLTC), University of Peradeniya (UoP), Maldives National University (MNU), Villa College Maldives (VCM), Islamic University of Maldives (IUM), Universiti Kebangsaan Malaysia (UKM), and Universiti Teknologi Malaysia (UTM). The majority of responses came from staff engaged in bachelor's level teaching (70%), followed by postgraduate teaching (25%). This broad representation reflects the training needs across different levels of higher education.

The Aims and Objectives of the survey were important. The survey outcomes guided the development of a training plan with the following objectives: to equip educators with competencies in Education 5.0, UDL, and learning analytics; to strengthen course design quality through inclusive and learner-centred approaches; and to enhance digital and pedagogical skills for creating flexible and personalised learning experiences. The overarching aim is to develop a sustainable framework for digital transformation across Asian HEIs.

The survey highlighted several important findings. With regard to pedagogical approaches, most modules are constructively aligned, but some educators lack awareness of this principle. Traditional assessments such as quizzes and assignments dominate, with limited adoption of digital or AI-based

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assessments. Moreover, structured module design frameworks are not widely used, reducing alignment between outcomes, activities, and assessments.

Educator skills showed that while student–teacher interaction is strong, collaborative learning practices are less consistently applied. Learning outcomes are communicated to students, though not always at the lesson level. The use of educational technologies is uneven: learning management systems (LMS) are widely employed for attendance, feedback, and progress monitoring, yet the use of personalised learning paths and AI tools remains limited. Course documentation continues to rely heavily on traditional tools such as Word and Excel.

Accessibility and inclusivity also emerged as a concern, with only 30% of courses reported as fully accessible to diverse learners. Assistive technologies and supportive tools are underutilised, and most educators do not create student profiles or actively involve students in course design. Quality assurance practices are inconsistent: while many educators collect student feedback, not all integrate it into course improvements, and only 65% reported use external data such as institutional or labour market insights in their redesign efforts.

The findings from the Training Needs Survey directly informed the development of the DIGITAsia training programme. The programme, which is equivalent to 1 ECTS, is structured around four self-paced modules, and includes a capstone project. The modules are:

- Introduction to Education 5.0, covering learner-centred teaching, digital tools, and learning analytics;
- Universal Design for Learning (UDL) in Digital Education, focusing on accessibility and inclusivity;
- Leveraging LMS and Learning Analytics for Data-Driven Teaching, aimed at using data to personalise learning and improve decision-making; and
- Course Quality Enhancement, which emphasises quality assurance frameworks and evidence-based course improvement.

The capstone project requires participants to redesign one of their existing courses using the Balanced Design Planning (BDP) tool. Through this, educators will apply Education 5.0 and UDL principles, create inclusive and flexible learning experiences, and receive peer and expert feedback to refine their designs.

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In conclusion, the DIGITAsia survey revealed critical gaps in pedagogy, accessibility, AI integration, and quality assurance across Asian partner universities. The training programme developed in response aims to address these gaps systematically, equipping educators with modern digital skills, fostering inclusive and adaptable course design, and embedding data-driven, student-centred approaches in higher education. The inclusion of the capstone project ensures that theoretical knowledge is applied in practice, enabling educators to drive meaningful and sustainable digital transformation within their institutions. At the end of this process of co-creation, the programme ended up with 4 modules and a capstone project.

2.1.2. Workshop at SLTC, Sri Lanka

Based on the findings of the survey, a co-creation workshop was organised at the Sri Lanka Technology Campus (SLTC). Using a station-rotation format, participants worked on themes such as Innovative Pedagogies for Education 5.0, Technology and Skills Empowerment, Integration of Emerging Technologies in LMS, Accessibility and Inclusivity in Digital Education, and Quality Assurance and Continuous Improvement.

This collaborative activity produced the first draft of training modules, consisting of five proposals: Innovative Pedagogies for Education 5.0, Technology-Enhanced Teaching and Adaptive Learning, Integrating Digital Tools into LMS for Personalised Learning, Accessibility and Inclusivity in Digital Education, and Quality Assurance and Continuous Improvement. While this draft provided a strong foundation, it also revealed overlaps and highlighted the need for a more structured design.

During the onsite workshop, a short survey on each institution's current quality assurance processes was distributed, along with a collaborative document detailing course quality practices. Both were used to inform the development of the Course Quality Scorecard (CQS). The CQS is intended for implementation as both a learning material and an activity within the training modules.

2.1.3. Online Revisions and Refinement

Following the SLTC workshop, partners held a series of online meetings to refine the draft. With active participation from the Universitat Oberta de Catalunya (UOC) and other members, overlapping content was consolidated, and clearer distinctions were established between pedagogical design, technical aspects, and quality assurance.

As a result, the original five modules were streamlined into four well-structured modules, ensuring coherence and balance between theory and practice:

1. Introduction to Education 5.0 – learner-centred teaching, digital tools, and data-driven decision-making.
2. Universal Design for Learning (UDL) in Digital Education – inclusivity, accessibility, and flexible learning design.
3. Leveraging LMS and Learning Analytics for Data-Driven Teaching – using LMS data and analytics to personalise learning.
4. Course Quality Enhancement – feedback mechanisms, quality assurance, and continuous improvement.

In addition, a Capstone Project was introduced, requiring participants to redesign their own courses using the Balanced Design Planning (BDP) tool. This ensured that theoretical learning was transformed into practical application.

2.2. LEARNING OUTCOMES OF THE COMPLETE PROGRAMME

DigitAsia Training Program, part of the Erasmus+ project, aimed at empowering educators for the future of digital education. This self-paced online course is designed to help you grow as a Future-Ready Educator, with a special focus on Education 5.0, Universal Design for Learning (UDL), data-driven decision-making, and quality course evaluation.

Programme learning outcomes are

- Explore modern, learner-centered approaches under the Education 5.0 framework.
- Learn how to design inclusive digital courses using Universal Design for Learning (UDL) principles.
- Use data and analytics to personalize learning and make informed instructional decisions.
- Discover practical ways to evaluate and improve course quality in digital and hybrid settings.

The Training of Trainers (ToT) program is delivered through four expertly designed modules hosted on the Moodle learning platform, enabling self-directed and adaptable learning. This thoughtfully structured course empowers educators to progress at their own pace, reflect deeply on their teaching practices, and cultivate practical skills ready for immediate application in their classrooms.

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This unique programme concludes with a Capstone Project, where ToTs will work collaboratively with facilitators to redesign one of their existing subjects/modules using the Balanced Design Planning (BDP) tool. This is a hands-on opportunity to apply everything they have learned and receive feedback from peers and experts.

Upon ToT's completion of the entire course, it will be refined to be used by university lecturers, school teachers, and educators who are dedicated to enhancing their teaching practices for more inclusive, engaging, and evidence-informed learning environments.

3. MODULE OVERVIEW

The DIGITAsia Training Programme is structured around a set of carefully designed modules that address the key gaps identified through the survey and subsequent co-creation activities. Each module is allocated a defined workload to ensure balanced engagement, combining guided learning, self-study, and practical application. The programme focuses on equipping educators with the knowledge, skills, and tools needed to integrate Education 5.0 principles, Universal Design for Learning (UDL), digital technologies, and learning analytics into their teaching practice.

- Module 1: Digital Pedagogy Foundations
- Module 2: Collaborative and Project-Based Learning –
- Module 3: Flipped and Blended Learning
- Module 4: Game-Based and Emerging Digital Approaches –
- Finally, the programme culminates in a Capstone Project requiring approximately *20 hours*, where participants apply the knowledge and skills gained from all modules to redesign or develop a course/learning unit. This project emphasizes inclusive, data-driven, and future-ready approaches, ensuring that participants demonstrate competence in integrating digital pedagogy into their own teaching context.

The subsequent section provides a brief description of each module, highlighting its focus, intended learning outcomes, and the principal content units addressed.

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Module 1: Introduction to Education 5.0,

This module introduces the principles of Education 5.0, focusing on learner-centered teaching, digital tools, and data-driven decision-making. Educators will explore key pedagogical approaches and the role of technology in modern education.

Learning Outcomes:

LO1: Identify key principles of Education 5.0.

LO2: Select appropriate digital tools for personalized and active learning.

LO3: Match learning data concepts with their applications in teaching and student engagement.

Unit 1: Foundations of Education 5.0: Learner-centred teaching (Explore the core ideas of Education 5.0 through multimedia content and practical teaching strategies that centre around learners' needs.)

Unit 2: Overview of pedagogical approaches (Get familiar with collaborative, project-based, flipped, and game-based learning through examples and reflection on how to apply them using digital tools.)

Unit 3: Digital tools for personalised learning(Discover and evaluate digital tools that help tailor learning experiences to individual student needs using real-life examples and guided practice.)

Unit 4: Learning analytics for instructional support (Learn how to use learning data to support teaching decisions and enhance student progress through interactive exploration and applied tasks.)

The defined workload for this module is 4.5 hours.

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Module 2: Universal Design for Learning in Digital Education

This module focuses on Universal Design for Learning (UDL) as a framework for designing flexible and inclusive digital learning experiences. Learners will explore the core principles of UDL and how they support diverse learning needs. Additionally, the module introduces basic accessibility considerations and digital tools that enhance inclusive learning environments.

Learning Outcomes:

LO1: Identify the key principles of Universal Design for Learning (UDL).
LO2: Select digital strategies that align with UDL principles to enhance learning flexibility.
LO3: Recognize basic accessibility and inclusivity considerations in digital education.

Unit 1: Accessibility and inclusivity considerations in online learning

Reflect on the importance of accessibility in digital education and assess how to create more inclusive learning environments.

- Introduction to Accessibility in Digital Education
- Reflect on the previous video with this short quiz
- Basic Accessibility Guidelines for Educators
- Checklist Task: Evaluating Course Content for Accessibility
- Evaluation Checklist Quiz
- Accessibility Key Terms and Concepts

Unit 2: Foundations of Universal Design for Learning (UDL)

Understand the UDL framework and its role in supporting diverse learners through structured learning materials and practical insights.

- Introduction to UDL and Its Core Principles
- UDL Principles Explained with Examples
- Interactive Infographic: UDL in Action
- Interactive Infographic quiz
- Match UDL Principles to Examples

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Unit 3: Applying UDL principles to course design

(Practice applying UDL concepts to real course scenarios, enhancing course flexibility and student engagement)

- Applying UDL principles to course design
- Applying UDL principles to course design
- Case Analysis: What's Missing in This Lesson?
- Applying UDL principles to course design
- Interactive Task: "Fix This Lesson"
- UDL Self-Evaluation Checklist

Unit 4: Digital tools and strategies for flexible learning experiences

Explore and test digital tools and strategies that support flexible, inclusive, and engaging learning experiences.

- Tools That Support Flexible and Inclusive Learning
- Tool Comparison Activity
- Matching Tools to UDL Strategies

The defined workload for Module 2 is 10.5 hours.

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Module 3: Leveraging LMS and Learning Analytics for Data-Driven Teaching

This module explains how digital learning systems use data to support structured and personalized learning. Learners will explore how Learning Management Systems (LMS) and analytics help track student progress.

Learning Outcomes:

LO1: Identify how LMS and digital tools support different aspects of learning and teaching.

LO2: Match learning analytics concepts with their role in personalized learning and informed decision making.

LO3: Select appropriate tools to track student progress and personalise their learning pathway

Unit 1: Introduction to LMS in Higher Education and its Role in Digital Learning

Learn how LMS platforms support digital teaching and explore their basic features through demonstrations and guided exploration.

- Learning Management Systems (LMS) in Higher Education and Their Role in Digital Learning
- Test your knowledge about LMS with this quiz
- The Role of LMS in Improving Online Education
- How Your LMS Supports Modern Digital Learning Needs
- Checklist Task: LMS Learning Analytics & Digital Learning

Unit 2: Learning Analytics and Data Use in LMS for Informed Decision-Making

(Learn how LMS platforms support digital teaching and explore their basic features through demonstrations and guided exploration.)

- Introduction to Learning Analytics and Data Use in LMS
- Learning Analytics in LMS: Tools, Data, and Visualisations Explained
- Leveraging LMS and Learning Analytics for Data-Driven Teaching
- Structuring LMS Log Files for Data Interpretation
- Using analytics to identify at-risk students

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- Moodle Learning Analytics for Detecting At-Risk Students: A Practical and Theoretical Guide
- Ethical considerations of usage of Learning analytics data
- Check Your Understanding: Using Learning Analytics for Teaching

Unit 3: Structured Learning Pathways in LMS

Design structured learning sequences that support different learner needs using LMS features and examples.

- Structured Learning Pathways in Moodle: A Practical and Theoretical Guide
- Video tutorial: Setting Up a Structured Learning Pathway in Moodle
- Video tutorial: Creating a Moodle Lesson
- Reading tutorial: Creating a Moodle Lesson
- Designing Your Own Structured Learning Pathway
- Download a template to design your own Structured Learning Pathway

Unit 4: Tools for Tracking Student Engagement and Progress

Try out tools that help monitor student activity and analyse engagement data to support learning progress.

- Importance of tracking in online learning environments
- Types of student engagement and related LMS tools
- Video tutorial: Tracking student activity with the Completion Progress Block
- Reading tutorial: Tracking student activity with the Completion Progress Block
- Video tutorial: How to set up Digital Badges in Moodle
- Reading tutorial: Setting up Digital Badges in Moodle
- Video tutorial: Setting up the LevelUP Plugin for Gamifying Student Progress
- Reading tutorial: Setting Up the Level-UP Plugin for Gamifying Student Progress
- Video tutorial: Creating Certificate of Completion
- Reading tutorial: Creating Certificate of Completion
- Exploring Moodle Plugins for Student Progress Tracking

The defined workload for Module 3 is 7.5 hours.

Module 4 Course Quality Enhancement

This module introduces quality assurance concepts in digital education. Learners will explore how feedback, data, and evaluation methods contribute to continuous improvement in online courses.

Learning Outcomes:

LO1: Identify key quality assurance frameworks in digital education.

LO2: Select relevant feedback and data sources for improving courses.

LO3: Match quality assurance strategies with their role in maintaining course effectiveness.

Unit 1:Quality assurance and enhancement in digital education

Examine the main quality standards for digital learning and reflect on how they apply to your own course design.

Quality Assurance & Enhancement in Higher Education - video

Overview of established QA standards and frameworks - video

Unit 2: The role of (student) feedback in course evaluation

Understand how feedback informs course evaluation and improvement, and explore strategies for collecting and using it effectively.

Unit 3: Data-driven course improvement

Use data to identify course improvement opportunities and apply strategies that enhance student learning experiences.

Unit 4: Strategies for a quality assurance action plan

Develop a practical plan to enhance course quality based on evidence, reflection, and peer input.

The defined workload for Module 4 is 7.5 hours.

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Capstone Project

The final training package, titled “Future-Ready Educators: DIGITAsia Training Series”, was agreed upon after collective revisions and feedback. Each module was designed as a self-paced unit, supported by collaborative activities and peer sharing. The Capstone Project serves as the culminating activity, guiding participants to redesign courses that integrate Education 5.0 principles, UDL strategies, digital tools, and quality assurance frameworks.

The Capstone involves two phases: an individual redesign phase, where educators integrate digital innovations and reflective tasks into their course design, and a collaborative workshop phase, where these redesigned courses are showcased, peer-reviewed, and refined with expert guidance.

In conclusion, the journey from survey to workshop, through online revisions, and finally to the adoption of the completed modules, demonstrates the participatory and collaborative spirit of DIGITAsia. The resulting training series, reinforced by the Capstone Project, equips educators to create inclusive, data-driven, and future-ready courses, thereby supporting the digital transformation of higher education across Asia.

The defined workload for the capstone project is 15 hours.

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4. LEARNING DESIGN -BALANCED DESIGN PLANNING (BDP) FRAMEWORK

The development of all the above modules in the DIGITAsia Training Programme was guided by the Balanced Design Planning (BDP) framework. This ensured that each module maintained a constructive alignment between intended learning outcomes, teaching and learning activities, and assessment strategies. By applying BDP, the programme provides a coherent and balanced structure that supports participants in achieving meaningful, inclusive, and future-ready learning experiences.

By adopting BDP, the programme maintains coherence across modules, balancing theory with practice and supporting educators in applying Education 5.0 principles, Universal Design for Learning (UDL), and digital technologies in their teaching. The design of the DIGITAsia Training Programme was guided by the Balanced Design Planning (BDP) framework, supported by the BDP online tool (available at: https://learning-design.eu/en/index).

To illustrate how Balanced Design Planning (BDP) was applied in practice, screenshots from the BDP tool are included below. These examples demonstrate the design process of Module 1: Introduction to Education 5.0, showing how learning outcomes, teaching and learning activities, and assessment strategies were systematically aligned. The use of the BDP tool provided a clear, structured way to ensure consistency and coherence in module design.

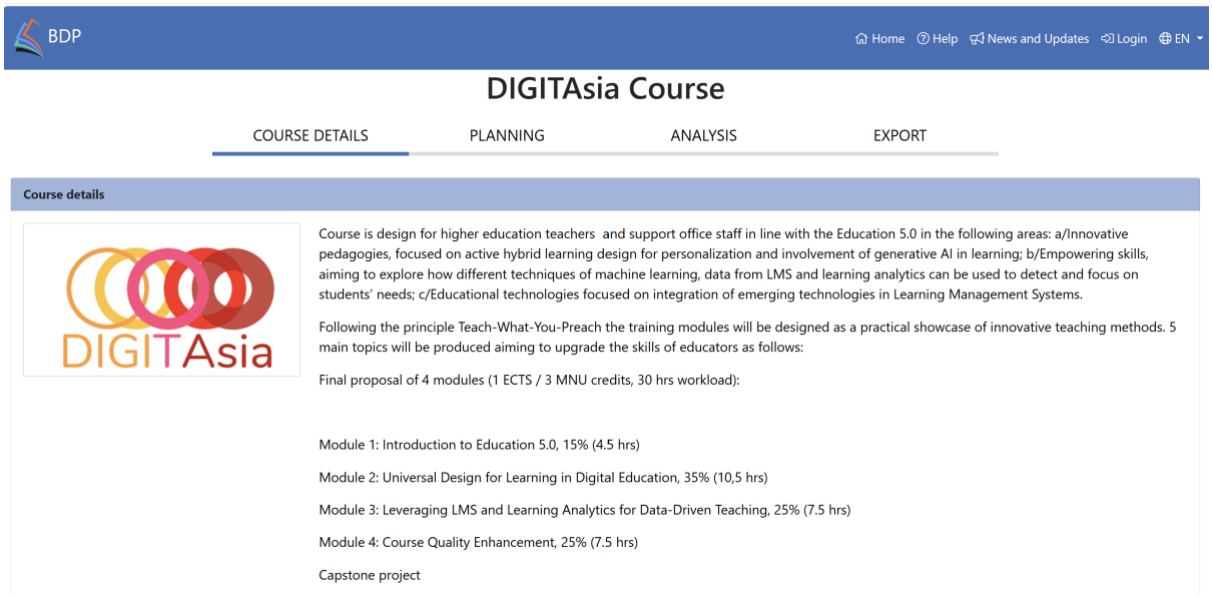


Figure 1. Screenshot from the BDP tool showing course details for Module 1: Introduction to Education 5.0.

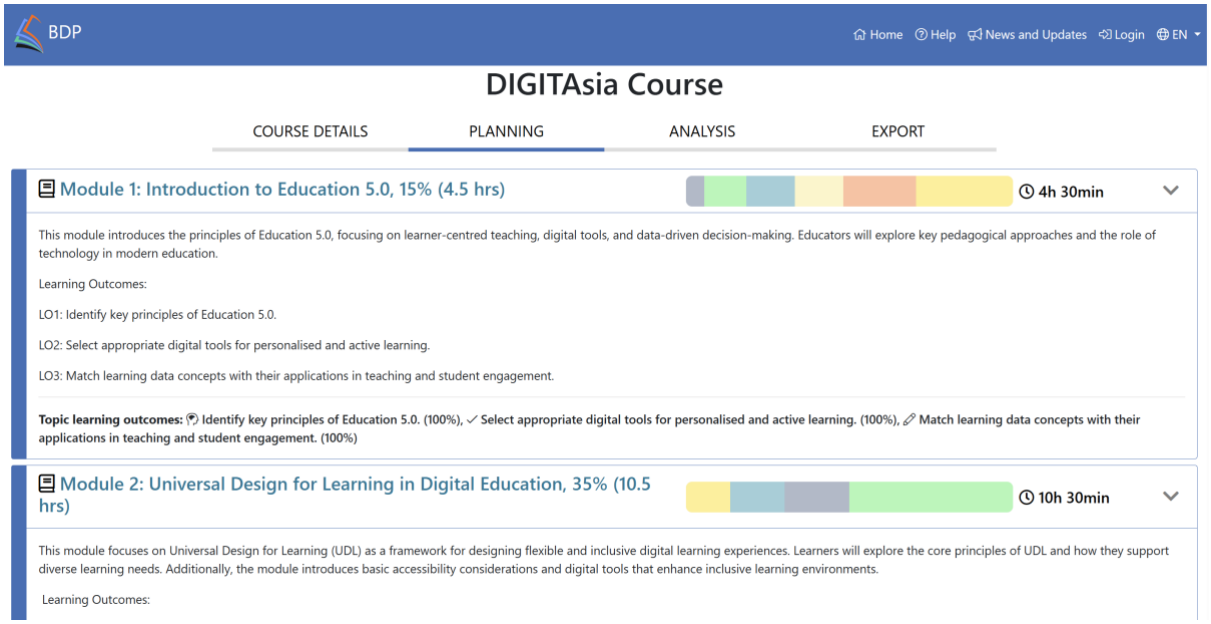
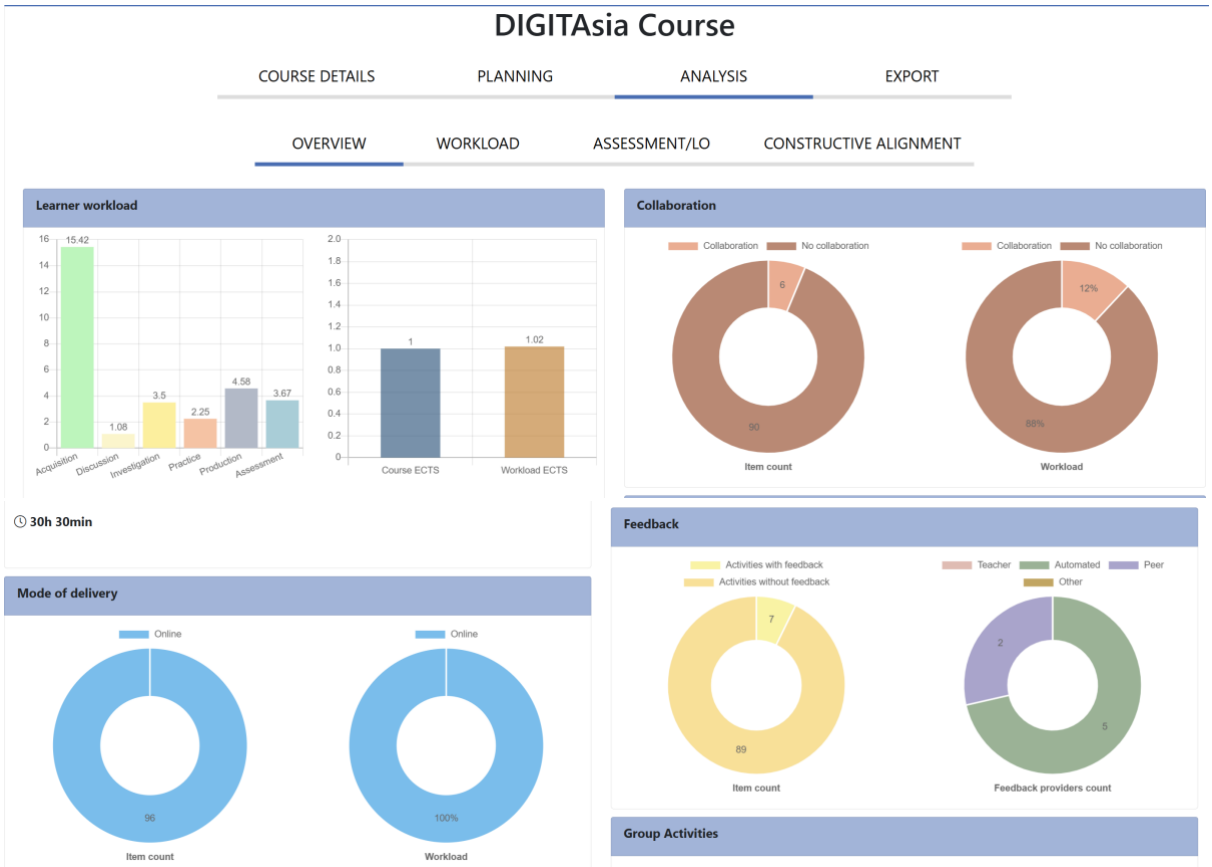
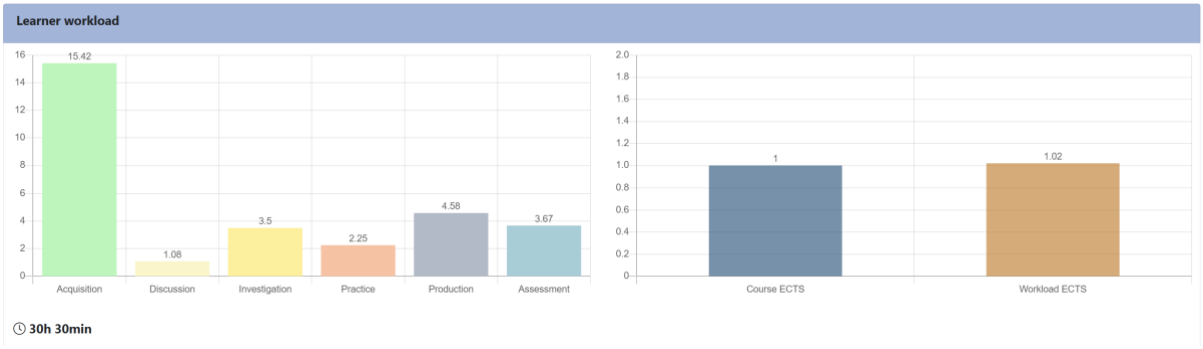


Figure 2 -BDP tool planning screen for Module 1: Introduction to Education 5.0, showing alignment between learning outcomes, teaching activities, and assessments.



(a) Overview



(b) Workload

Figure 3. BDP tool analysis output for Module 1, illustrating the constructive alignment and balance across outcomes, activities, and assessments.

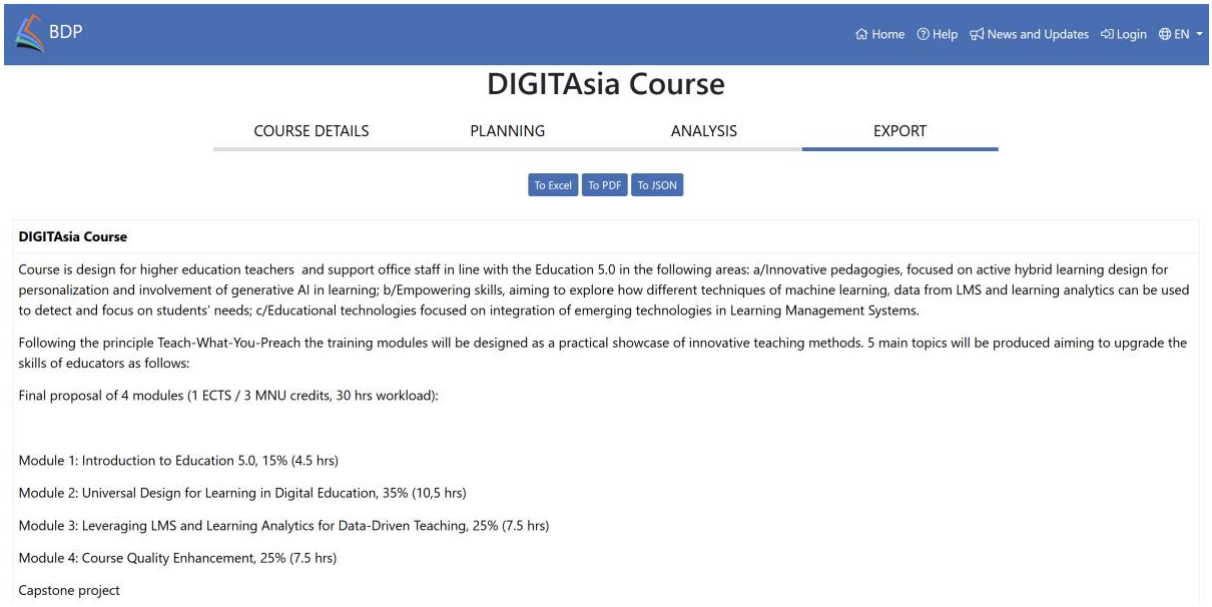


Figure 4. Exported summary of Module 1 from the BDP tool, providing a structured overview of course design elements.

5. TRAINING PROGRAM IMPLEMENTATION

The modules developed under the DIGITAsia Training Programme are accessible through the Moodle Learning Management System hosted at learn.foi.hr. The course is titled “Future-Ready Educators: DIGITAsia Training Series.” To access the course, please use the link: learn.foi.hr. You will be taken to the courses page created by the University of Zagreb, titled "Faculty of Organization and Informatics (FOI)," as shown in Figure 5.

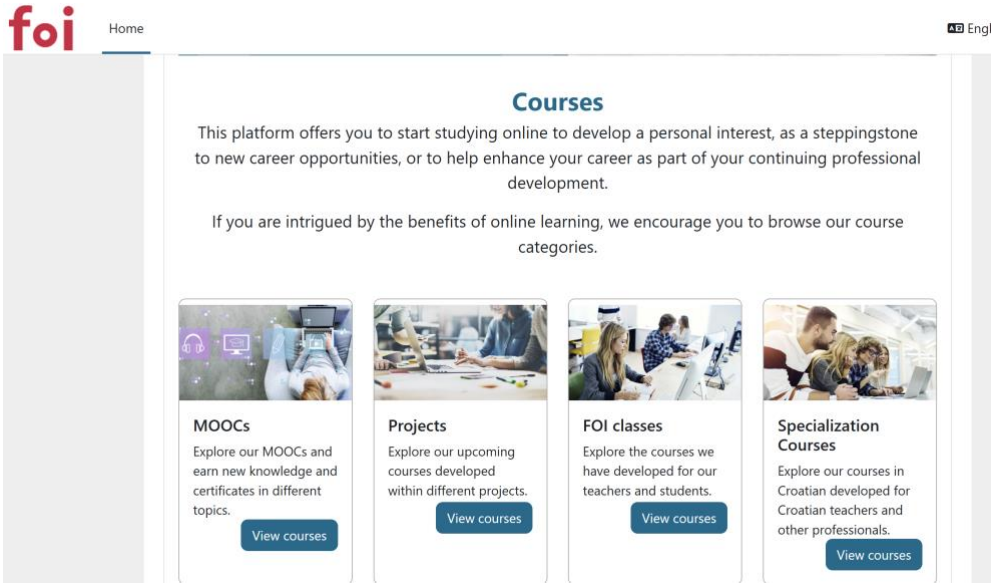


Figure 5. Faculty of Organization and Informatics screen on the University of Zagreb

Under MOOCs, select View courses, and the menu shown in Figure 6 will appear.

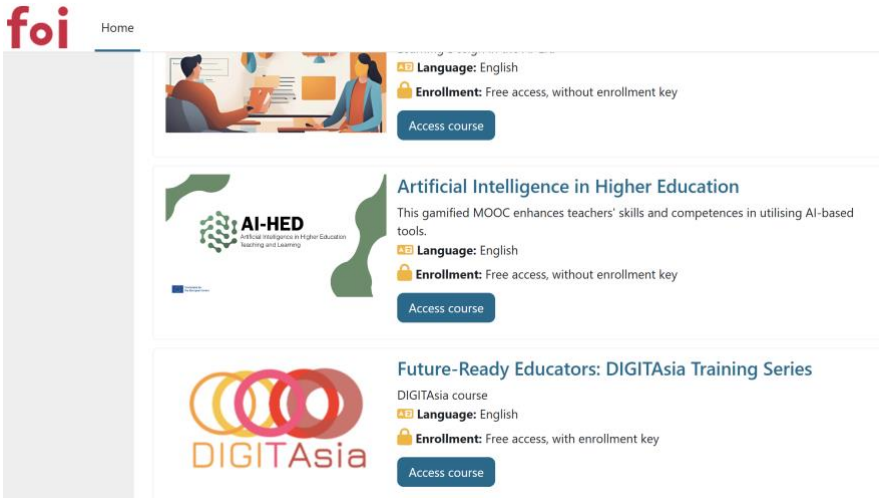
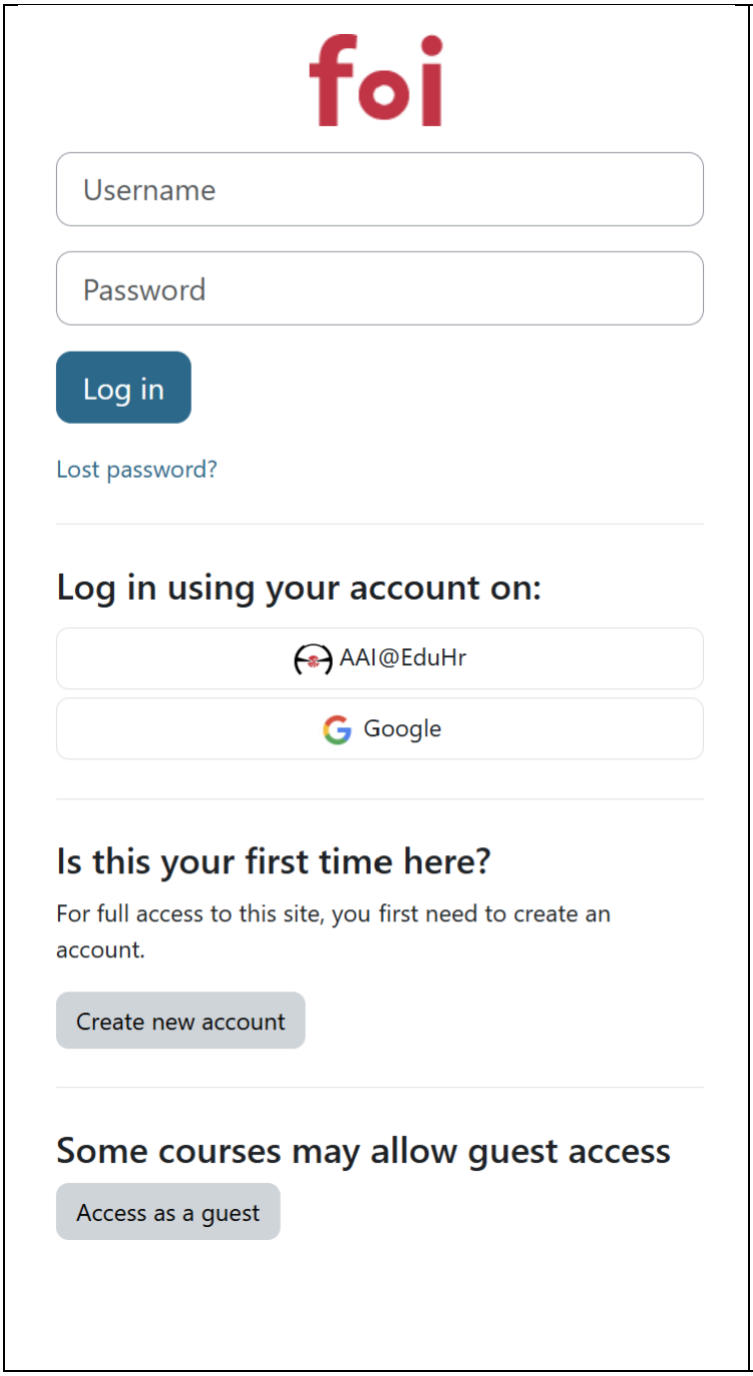


Figure 6. Different MOOCs available in foi screen

From Figure 6, access the DigitAsia MOOC. This will lead to the login page given in Figure 7. The course can be accessed using the user data created to overview the course content with the following credentials:

Username: lms_foi_user
Password: JohnnyGoesToKMart#25

By using the above-mentioned credentials, the assigned course role is „Non-editing teacher“ which is the user who can view all the content but does not have edit rights.



Enter the above mentioned credentials into the Username and Password fields to login and access the DIGITAsia training programe as the Non-editing teacher.

Figure 7. Login page

It is also possible to access the DigitAsia Training Programme using the link https://learn.foi.hr/course/view.php?id=79. This will also lead to the login page. Upon login, the future-ready course page could be accessed. The DIGITAsia course is offered in English and is free of charge with an enrolment key. Figures 8, 9, 10, 11, and 12 show the welcome page, Module 1: Digital Pedagogy Foundations, Module 2: Collaborative and Project-Based Learning, Module 3: Flipped and Blended Learning, and Module 4: Game-Based and Emerging Digital Approaches. As can be seen from Figures 9 -12, the participants are awarded badges for each module. Further, they will be awarded a final certificate upon completion of the program. Further, the program is self-paced across all modules and finishes with a capstone project, which is monitored by the facilitator. However, the end of each Module is awarded with a badge, so the program itself is modular, enabling participants to finish 4 modules theoretically and get certificate via exportable badge.

Figure 8. Welcome page

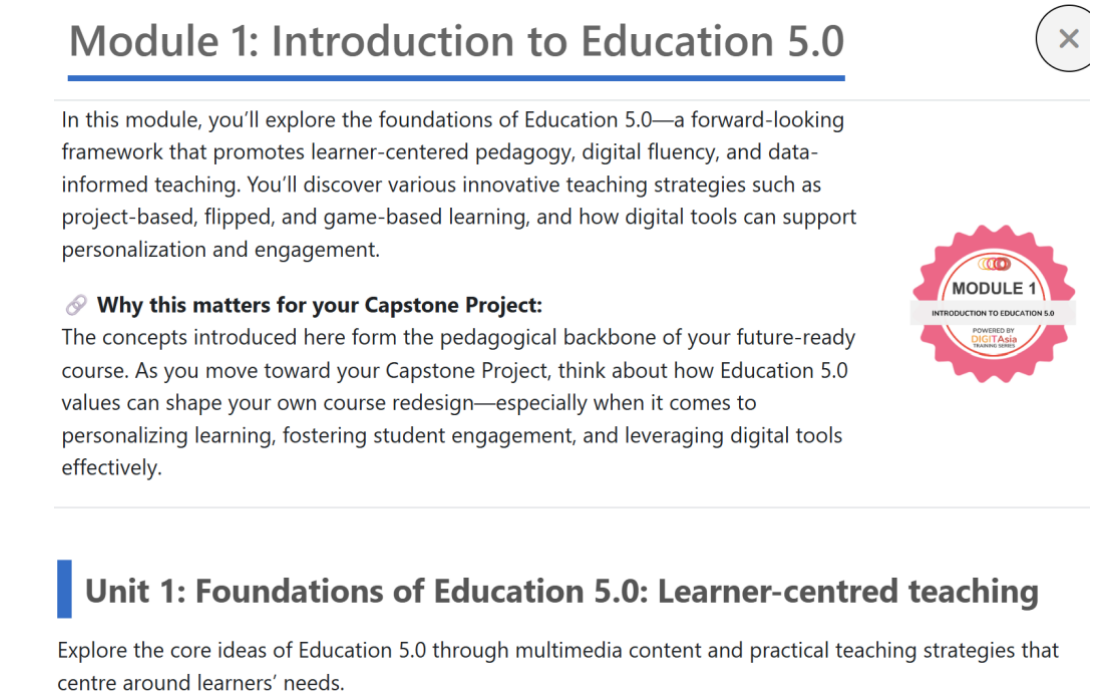


Figure 9. First page of Module 1

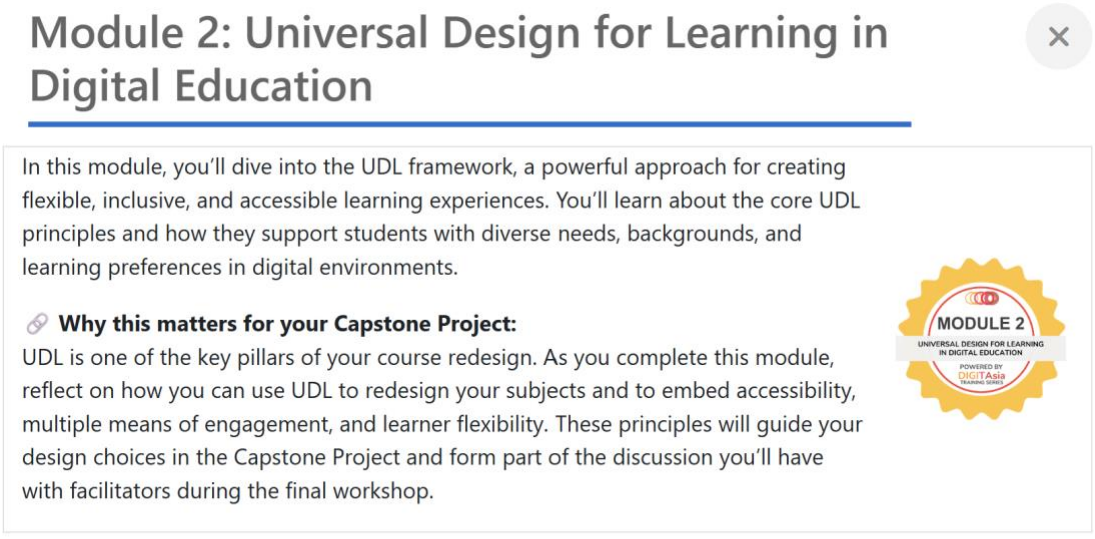


Figure 10. First page of Module 2

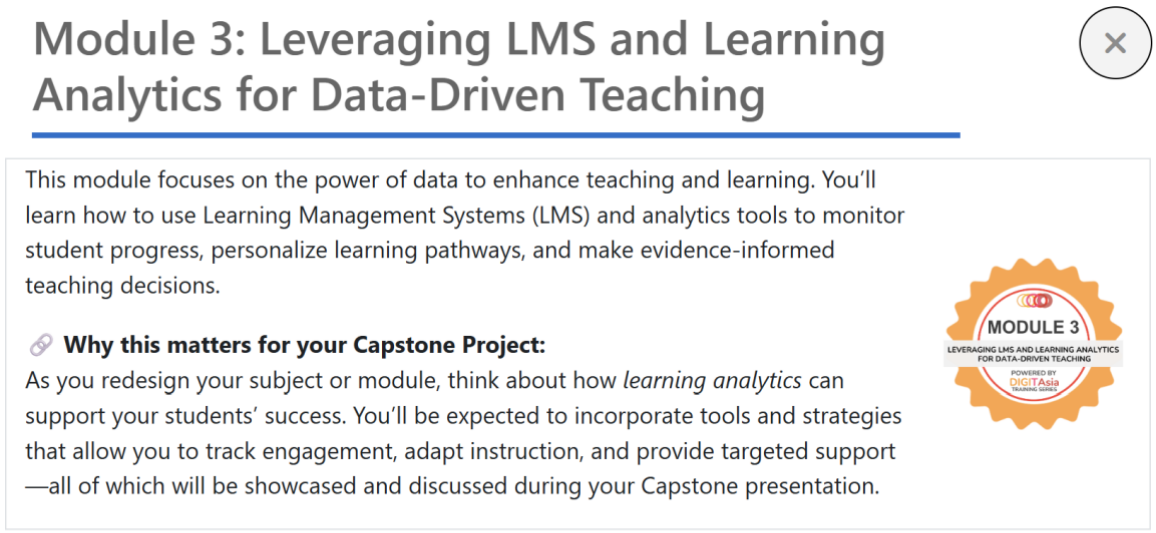


Figure 11. First page of Module 3

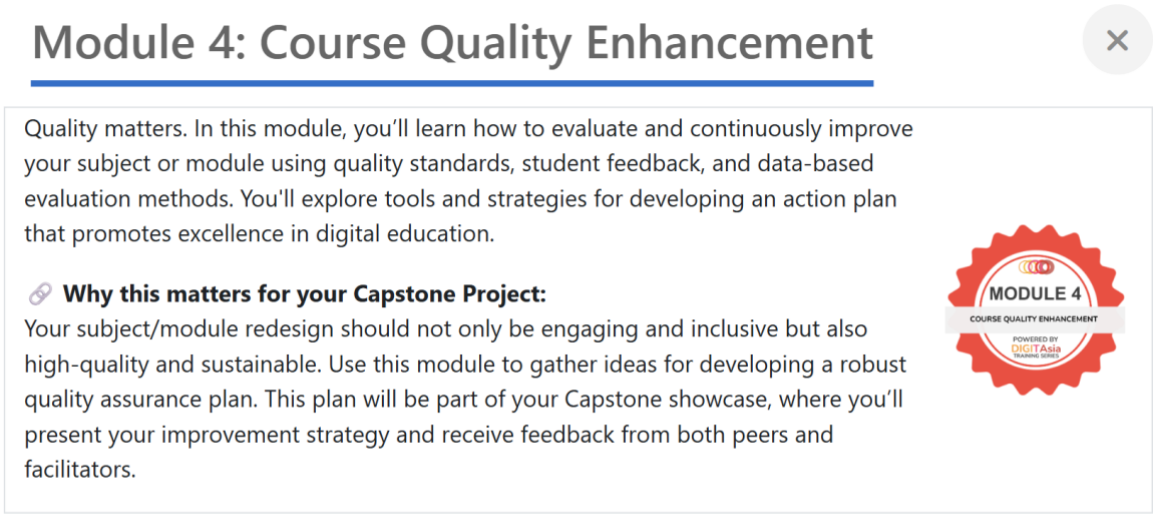


Figure 12. First page of Module 4

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