



DIGITAL TRANSFORMATION
OF ASIAN HIGHER EDUCATION

D3.2 Piloting Guide for Educators

Date: 28.01.2026



Co-funded by
the European Union

*This document was created within the project
DIGITAsia
financed by the Erasmus+ Programme Capacity
Building: 101178803 — DIGITAsia —
ERASMUS-EDU-2024-CBHE*

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Overview

Title:	Piloting Guide for Educators
Deliverable No.:	D3.2
Date of Issue:	January 2026
Author:	Villa College
Contributor(s):	All project partners
Abstract:	<p>The Piloting Guide for Educators (D3.2) provides a practical framework for designing, delivering, and evaluating Moodle-based hybrid courses within the DIGITAsia project. Grounded in Education 5.0 and Universal Design for Learning (UDL), the guide supports educators in redesigning courses, embedding inclusive and human-centred pedagogies, and leveraging digital tools such as the Balanced Design Planning (BDP) tool and Moodle learning analytics. It outlines educator roles, digital environments, support structures, and a four-phase piloting process encompassing preparation, course redesign, pilot delivery, and reflection. The guide also establishes common standards for data collection, ethics, quality monitoring, and reflective practice to ensure consistency across diverse institutional and cultural contexts. Serving both as a training resource and a quality assurance instrument, D3.2 enables educators to implement data-informed, inclusive hybrid learning at scale while contributing evidence to institutional and project-level evaluation across Asian higher education contexts.</p>
Key words:	Piloting, Guide, Digit Asia

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Executive Summary

The Piloting Guide for Educators (D3.2) provides practical guidance for designing, delivering, and evaluating Moodle-based hybrid courses in the DIGITAsia project. Aligned with Education 5.0 and UDL, it outlines standards for course redesign, onboarding, inclusive practices, and the use of tools like BDP and Moodle analytics. The guide sets common checkpoints for surveys, feedback, and reflection while supporting continuous professional learning. It serves as both a training aid and a quality assurance framework, helping educators implement consistent, inclusive hybrid learning across diverse Asian contexts.

1. Introduction

1.1 Purpose and Scope

This guide operationalises the Piloting Methodology and Plan (D3.1), serving as a hands-on reference for educators implementing the DIGITAsia pilot. It supports the planning, execution, monitoring, and reflection of the DIGITAsia pilot. The scope covers training participation, course redesign, use of digital platforms, data ethics, and reflection practices. The primary goal is to build capacity in inclusive hybrid teaching practices that embody Universal Design for Learning (UDL) and Education 5.0 principles.

It supports educators to:

- Redesign courses using UDL and Education 5.0 principles.
- Pilot a minimum of 130 courses across different higher education levels according to the new learning design and educators' skills.
- Indirectly engage at least 1,000 students in the pilots to test the efficiency and applicability of the new teaching approaches.
- Create data-informed student profiles for learning personalisation and inclusion, and describe their characteristics.
- Embed digital tools for engagement, accessibility, and adaptability.
- Use data analytics to inform teaching decisions.
- Contribute feedback and evidence to institutional and project-level evaluation.
- Organise the DIGITAsia Meeting 3 in Spain as a follow-up workshop on piloting and the transformation framework.
- Produce one piloting report.

1.2 Education 5.0 + UDL

The DIGITAsia pilot is grounded in the principles of Education 5.0 and Universal Design for Learning (UDL), two frameworks that place learners at the centre and emphasise adaptability, inclusivity, and purposeful use of digital technologies. Both promote emotionally intelligent, flexible learning environments suited to a rapidly evolving world.

Education 5.0 extends beyond digitalisation to prioritise human-centred, value-driven education. It blends Fourth Industrial Revolution competencies—digital skills, innovation, collaboration—with human qualities such as empathy and ethical responsibility. For DIGITAsia, this means designing hybrid courses that support problem-solving, teamwork, and self-directed learning, using technology to enhance human potential.

UDL provides the pedagogical structure to enact this vision. Grounded in cognitive neuroscience, it recognises diverse learner needs and promotes proactive, inclusive course design. Its three core principles guide educators to anticipate differences from the start rather than make adjustments after barriers appear.

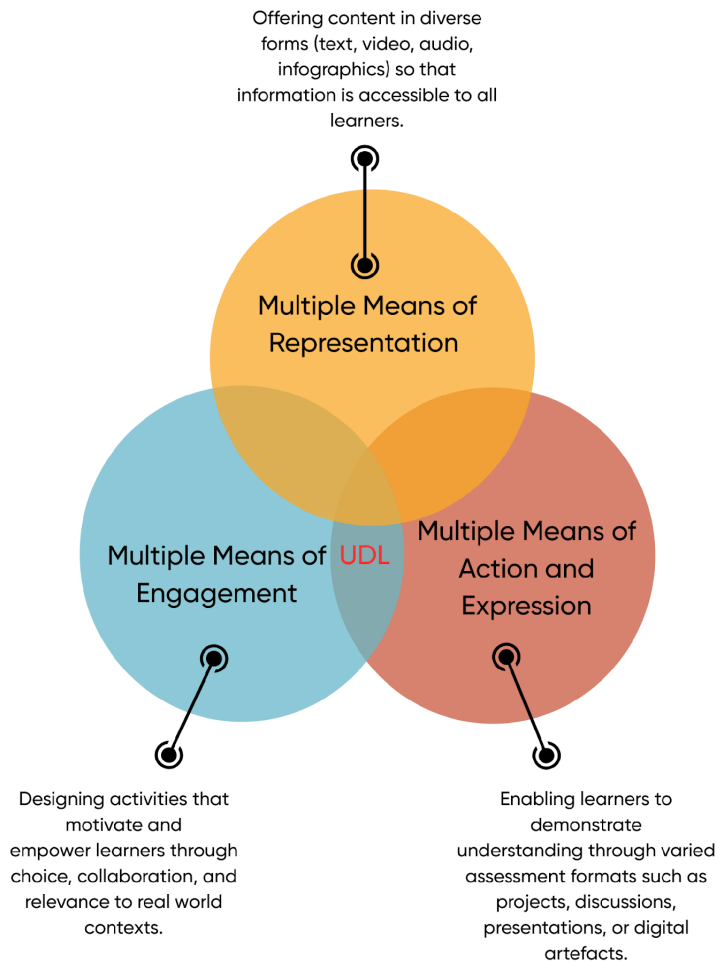


Figure 1: UDL Principles

2. Educator Role in the Pilot

Educators are central to the DIGITAsia pilot. Your creativity and reflective engagement shape both your course’s success and the wider learning transformation envisioned by the consortium. Through your participation, you help build a model of inclusive, future-ready, data-informed education.

In this pilot, educators act as both designers and researchers of their own practice, using experimentation, collaboration, and reflection to enhance the quality of hybrid learning across Asia.

Your responsibilities span three stages: pre-pilot preparation, implementation and monitoring, and post-pilot reflection and reporting—ensuring a continuous,

evidence-based approach to designing, delivering, and evaluating learning. Specific educator roles include:

- **Active Learners & Trainees:** Prior to the pilot, educators will be trained (via WP2), acting as active learners in innovative pedagogies, active hybrid learning design, personalization, generative AI, and the use of learning analytics.
- **Course Designers & Innovators:** Educators will become course designers, actively redesigning their selected courses (min. 130) using the "Piloting methodology and plan" (D3.1) and the "Piloting guide for educators" (D3.2). They will be guided to create new learning designs based on project principles.
- **Facilitators of Learning:** During the pilot phase (WP4), educators will act as facilitators, implementing and teaching their newly redesigned courses to their students (min. 1000 total).
- **Data-Informed Practitioners:** A key role will be as data-informed practitioners, applying their new skills to use learning analytics and other data sources to create data-informed student profiles (Activity 4.3), enabling learning personalization and inclusion.
- **Reflective Practitioners & Reviewers:** Educators will serve as reflective practitioners, providing essential feedback on the pilot process. This feedback will be used to revise and finalize the course designs (D4.3).

3. Digital Environment and Support Structure

3.1 Digital Environment

The digital environment is an enhanced ecosystem, not just a single platform.

- **Core Platform (Moodle LMS):** The foundational environment for hosting all redesigned courses will be the Moodle LMS, which the application (WP3, T3.1) confirms is already in use by all partner institutions.
- **Design Tool (BDP):** Educators will use the "Balanced Design Planning (BDP) tool" (Sec 1.3) to create, map, and visualize their new active hybrid learning designs before implementation in Moodle.
- **Data & Analytics Engine:** The Moodle environment will be enhanced with a "Learning Analytics engine" (WP4, T4.2). This engine will use LMS data to allow educators to monitor student progress, create "data-informed student profiles" (SO3, Activity 3), and employ machine learning techniques (from WP2 training) to identify student clusters.
- **Integrated Technologies:** The environment will also include the specific "emerging technologies" from the WP2 training (T2.2), such as generative AI tools, data analytics plugins, and other tools that enable personalization and active learning.

3.2 Support Structure

This is a multi-layered human and documentary framework designed to guide educators from training to successful implementation.

- **Institutional Support (Local "Core Team"):** The project will conduct a "Training the trainers & supporting team" (WP2, T2.3) to establish a dedicated "core team" at each of the 7 Asian HEIs. This team, building on existing IT and e-learning offices (Sec 1.2), will provide the primary, hands-on, and immediate support to the 150 educators at their institution.
- **Expert Support (EU Partners):** Educators will receive higher-level guided support from EU partners (FOI and UOC) (WP3, T3.3) for more complex challenges related to learning design, data analysis, and pedagogical transformation.

- **Documentary Support (The "How-To" Guides):** To ensure consistency across all 130 pilots, educators will be provided with two key documents (WP3, T3.1):
 - **"Piloting methodology and plan" (D3.1):** The formal, strategic document outlining procedures, data collection methods, and timelines.
 - **"Piloting guide for educators" (D3.2):** The practical, user-friendly handbook for educators to follow during implementation.

3.3 Support Structure - Roles Overview

Role	Key Contributions
ToTs (facilitators)	Onboarding teachers, creates and updates list of subject/modules with basic information, ensuring the data collection process runs smoothly, checking whether the required data have been collected in each phase/stage, updating piloting checklist (containing subject information, surveys filled-in by students/teachers, interviews held, etc.)
Technical Support	Moodle configuration, plugin support, analytics extraction
Institutional Coordinator	Milestones, compliance, reports, communication
Admin/Research Staff	Consent tracking, documentation, workshop logistics

Table 1: Support structure roles

4. Phases of Piloting

The pilot unfolds across four interlinked phases. Each phase builds on the previous one, ensuring that learning design, delivery, and reflection are integrated systematically.

Phase 1: Preparation & Training

Educators undergo capacity-building through structured workshops and online training led by ToTs. This phase establishes foundational knowledge in hybrid pedagogy, digital literacy, and inclusive design.

The training will be implemented in two cohorts (rounds). The first cohort must be completed by March 2026, ensuring timely evaluation and refinement. The second cohort can be scheduled later in 2026, with exact timing to be decided by each partner institution based on their academic calendars and capacity.

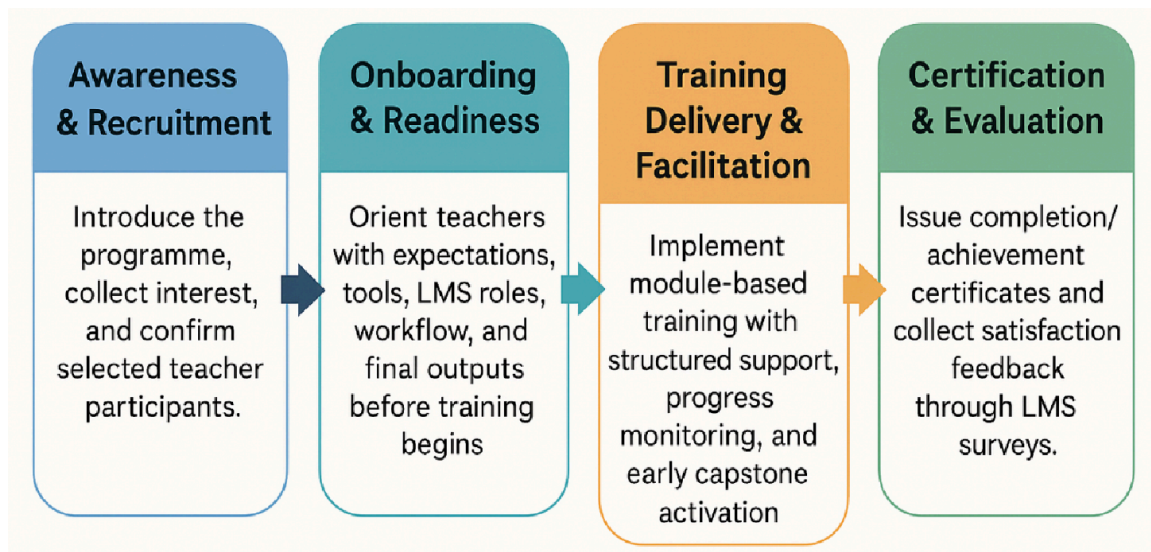


Figure 3: Operational Framework for the Teacher

Key activities:

- Attend institutional workshops led by Trainers of Trainers (ToTs).
- Complete all four training modules and the capstone assignment.
- Review UDL and Education 5.0 frameworks.
- Familiarize yourself with Moodle and the BDP tool.

Outputs:

- Training completion certificate
- Capstone course redesign draft in BDP

Phase 2: Course Redesign

Educators apply the DIGITAsia Balanced Design Planning (BDP) tool to redesign their courses. This phase emphasises the integration of Education 5.0 values, UDL guidelines, and analytics-informed design.

The BDP tool is a digital learning-design environment that helps educators plan, visualise, and evaluate their courses systematically. It ensures that every component—from learning outcomes to assessments—is coherently aligned and evidence-informed.

Through BDP, educators will:

- Map intended learning outcomes to specific activities and assessment types.
- Analyse workload balance and ensure appropriate pacing across weeks or modules.
- Integrate digital tools and analytics functions for monitoring learner engagement.
- Reflect on and document UDL and Education 5.0 elements built into the course.

4.2 Steps for Course Setup in BDP Tool

Would be completed during pre-pilot preparation phase (refer section 3.1)

4.3 Transitioning from BDP to Moodle LMS

Once your course design has been finalised and approved through BDP, it should be implemented in Moodle LMS for delivery. This transition ensures standardisation and allows data to be captured for analysis.

Core Redesign Tasks:

Task	Focus	Evidence Required
1	UDL Integration	Reflection on how multiple means of representation, engagement, and expression were implemented
2	Embedding Digital Tools	Reflection linking at least two tools to Education 5.0 values
3	Data-Informed Teaching	Description of Moodle analytics you will use to adapt teaching
4	Comprehensive Redesign	Completed BDP course plan and self-assessment using the Course Quality Scorecard
5	Peer Review	Completed peer evaluation form and post-review reflection

Table 2: Core redesign tasks

Key Checkpoints:

Week 15 of the semester prior to pilot delivery: A shareable BDP design link, reflective writings, digital tool integration evidence, and peer-review feedback documentation. Upload these elements into the institutional repository.

Phase 3: Pilot Delivery

Educators implement redesigned modules in live hybrid settings. This phase focuses on flexible delivery and real-time adaptation based on data and feedback.

Delivery structure:

- **Asynchronous:** Moodle activities, H5P content, recorded lectures.
- **Synchronous:** In-person sessions, virtual classes, peer collaborations.
- **Experiential:** Outdoor or community-based activities aligned with learning outcomes.

Tips for inclusive delivery:

- Offer materials in multiple formats (text/audio/video).
- Provide flexible pathways for assessment.
- Encourage peer interaction and feedback.
- Use Moodle analytics dashboards to track engagement.

Key Checkpoints:

- Week 1: Student pre-pilot survey + consent.
- Week 8: Mid-pilot survey + analytics review.
- Week 15: Post-pilot survey + reflection submission.

Phase 4: Reflection & Revision

After the pilot, educators collaborate with institutional teams to analyse results and revise course designs. This reflective process ensures iterative improvement and sustainability.

Reflective prompts:

- What worked well in the hybrid delivery?
- How did UDL improve inclusivity?
- What do analytics reveal about engagement or performance?
- What modifications will improve future iterations?

Outputs:

- Reflection report (template provided).
- Revised course design (for Deliverable D4.3).
- Participation in showcase or dissemination events.



5. Data Collection and Ethics

The pilot relies on a structured, sequential data collection plan that captures teacher and student perspectives at key moments in the implementation process.

- Teachers: Pre-Pilot (Week 0–1): Teachers complete the baseline UDL-ECT survey, which gathers demographic information, teaching experience, and contextual characteristics such as class size, resource availability, and institutional support. Crucially, this survey captures teachers' expectations regarding UDL—expected usefulness, practicality, accessibility, and impact on students.
- Students: Pre-Pilot (Week 1): Students complete the CoL Pre-Survey, establishing baseline indicators of engagement, learning strategies, task orientation, perceived challenges, and learning confidence.
- Students: Mid-Pilot (Week 7–8): The CoL Mid-Survey provides formative insights into how students are experiencing learning under UDL-informed instruction. This supports early identification of issues such as workload imbalance, unclear instructions, or emerging motivational challenges.
- Teachers: Implementation Period: Teachers may provide optional brief reflections or implementation notes, though this is not required for all institutions.
- Teachers: Post-Pilot (Week 14–15): Teachers complete the UDL-ECT Post-Survey, capturing confirmation of expectations, perceived usefulness, satisfaction, and continuance intention. Additional questions explore perceived competence, experienced barriers, and feasibility of integrating UDL in future teaching.
- Students: Post-Pilot (Week 14–15): Students complete the CoL Post-Survey, offering a summative view of engagement, learning

strategies, clarity, confidence, and overall satisfaction with their learning experience.

- Teacher Focus Groups: After surveys are completed, focus groups are conducted at each institution to deepen understanding of teachers' real experiences with UDL implementation. These discussions contextualise the survey findings and provide nuanced insights into what supports or hinders UDL adoption.

When	Group	Goal	Measure	Instrument
Week 0 – 1 [Pre-Pilot]	Students 	To establish baseline profiles	<ul style="list-style-type: none"> Demographics Learning context Digital readiness Motivation Initial self-regulation 	Pre - Cycle of Learning (CoL) survey
	Educators 	To establish teacher context & expectations	<ul style="list-style-type: none"> Demographics Professional background Perceived UDL, LA & AI competence Anticipated barriers Expectations 	Pre – UDL ECT survey



When	Group	Goal	Measure	Instrument
Week 14 - 15 [Post-Pilot]	Students 	To evaluate the overall experience & course impact	<ul style="list-style-type: none"> Demographics Perception of pedagogical design Learning outcomes (self-assessment) Overall satisfaction & recommendations 	Post - Cycle of Learning (CoL) survey
	Educators 	To evaluate the UDL implementation experience	<ul style="list-style-type: none"> Perceived Usefulness Satisfaction with UDL implementation Barriers & Supports Change in perceived UDL competence Reflection on feasibility in real classroom conditions 	Post – UDL ECT survey
		To deepen understanding of teachers' experiences and challenges with UDL	<ul style="list-style-type: none"> Experiences Implementing UDL Changes in Teaching Practice Use of Learning Analytics (LA) and AI Barriers, Supports, and Sustainability 	Focus Group Interviews

Figure 2: Implementation timelines

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To implement the DigitAsia project at the classroom level within your institution, all institutional ethical requirements must be fully met. These requirements may vary across institutions. The following outlines some of the key data governance essentials:

Requirements may include:	
Obtain informed consent before collecting data.	✓
Store data in secure Moodle repositories (“Pilot Data”).	✓
Anonymize identifiable data before sharing.	✓
Respect withdrawal rights and confidentiality.	✓

Table 4: Data governance essentials

6. Quality & Monitoring

The following are some of the key indicators and targets used to monitor and assess the progress of implementation:

- Teacher Response Rate: At least 80% completion of both pre- and post-pilot UDL-ECT surveys.
- Student Participation: A minimum of 70% response rate for CoL surveys at each stage (pre/mid/post).
- Focus Group Implementation: Each institution conducts at least one teacher focus group, ensuring representation across teaching levels and subjects.
- Reporting Timeliness: All institutions meet submission deadlines for pre-pilot, mid-pilot, and post-pilot datasets
- Data Quality: All submitted datasets adhere to formatting, anonymisation, and completeness requirements.

Meeting these criteria ensures a coherent and credible cross-institution dataset capable of supporting sound analysis.

7. Reflection & Continuous Improvement

Reflection is an integral component of effective implementation and continuous improvement. Educators are encouraged to systematically reflect on their practice across the following areas:

- Adjustments during delivery: Changes made to teaching strategies or pacing in response to classroom needs.
- Student feedback: Key insights from learners and how they informed practice.
- Peer review insights: Constructive feedback and shared best practices from colleagues.
- Innovations: New approaches or tools introduced to enhance learning.
- Challenges: Issues encountered and strategies used or proposed to address them.

8. Appendix: Essential Information Pack for Educators

This short guide outlines only the essential information educators need in order to successfully participate in the DIGITAsia pilot.

1. What Is Expected from You

As an educator participating in the DIGITAsia pilot, you are expected to:

- Complete the DIGITAsia training programme
- Redesign at least one course using UDL and Education 5.0 principles
- Pilot the redesigned course with your students in Moodle LMS
- Complete two required educator surveys (pre- and post-pilot)
- Encourage students to participate in a survey at the end of the pilot
- Participate in focus groups if asked by your institution coordinator

2. Digital Environment

All pilot-related activities take place in your institutions' LMS.

Both educator surveys must be completed inside the Training program LMS (after Module 4).

3. Training and Certification

You will receive your final DIGITAsia certificate only after:

- Completing the pilot delivery
- Completing both educator surveys (pre- and post-pilot)

4. Course Redesign

Redesign one selected course using the Balanced Design Planning (BDP) tool, focusing on learning outcomes, UDL, and hybrid activities.

5. Pilot Delivery

Teach your redesigned course in hybrid format using your own Moodle LMS provided by your institution.

6. Institutional Coordinator and Surveys

Each institution has a designated Institutional Coordinator who will:

- Inform educators about pilot phases
- Provide survey links for educators and students

Student surveys are completed via external links provided by the coordinator.

7. Reflection

Complete a short reflection participate in the focus group at the end of the pilot as instructed by your institutional coordinators.

Checklist:

- ✓ Complete training
- ✓ Redesign one course
- ✓ Pilot the course
- ✓ Complete both teacher surveys available in the Training program
- ✓ Encourage student participation and dissemination of student surveys at the end of the pilot
- ✓ Receive certificate