e-eupa Certification for Administration Personnel

Validation of Formal, non-formal, and informal learning for administration personnel through asynchronous electronic learning and online assessment

RESULT [1]: METHODOLOGICAL FRAMEWORK FOR THE CONVERSION OF TRAINING MATERIALS IN ASYNCHRONOUS ELECTRONIC LEARNING

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Methodological Framework for guidelines for transformation

The following work is a Methodological Framework which provides guidelines on how to transform the materials envisaged by the Erasmus + EUPA_NEXT Project, designed for the delivery of teaching in synchronous mode, into methodological tools suitable for carrying out activities in asynchronous mode. Uninettuno's work mainly focused on producing a vademecum to face the conversion of materials, an operation that is not always easy, given the particular structure of asynchronous learning. For this, a series of details will be provided on how to deal with this activity collegially. These Guidelines, therefore, follow the Analysis phase that was developed at the beginning of the project, in which was clarified what the existing Methodological Tools (MTs) were, also producing examples of conversion. This Guide, therefore, represents a preparation for a more strictly Design phase of the Tools, which will then be produced in the Development phase, to be then Implemented and Evaluated. Therefore, wanting to ascribe the work in a theoretical framework, what is suggested is to proceed in a theoretical framework that follows the ADDIE approach[1] [Analysis, Design, Development, Implementation, Evaluation], thanks to which it is possible to develop innovative materials for what is the target of reference of the Project, the administrative personnel.

A. Introduction to asynchronous learning

Asynchronous learning (derived from the Greek words *α+συν,* which means "not with", and *χρόνος,* which means "time") is a modality of online educational environments in which the interaction between teachers and students is not face to face, like in synchronous learning, and the use of educational resources (such as slides, video-lessons, bibliography, interactive exercises, etc.) is intended for autonomous use by the student. In fact, asynchronous learning allows *flexibility* and *adaptability* for participants/students, who do not engage at the same time but still have the chance to be interconnected through platforms and online tools.

At the basis of asynchronous learning there is, of course, the use of computers; therefore, asynchronous learning relies on **CMC** (*Computer mediated Communication*), whereby geographically separated students can interact on a given subject, regardless of time and place. Asynchronous educational courses take place on digital platforms, often created on purpose, and offer the opportunity to share information in electronic communication formats with e-mails, discussion groups, channels and social network groups, thus maintaining the

[1] On the definitions of the ADDIE approach see: Adri, M., Wahyuni, T. S., Zakir, S., & Jama, J. (2020). Using ADDIE instructional model to design blended project-based learning based on production approach. *International Journal of Advanced Science and Technology*, *29*(06), 1899-1909.

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opportunity to exchange ideas and impressions on learning topics, just like for synchronous learning.

Certainly, there are notable differences between synchronous and asynchronous learning, both conceptual and practical. The main difference is that synchronous didactic runs in real time. In fact, in synchronous learning students meet with an instructor/teacher every day/week at the same time; students participate in discussion all together attending to the teacher's instructions and viewing educational material under the guidance of the teacher.

In asynchronous learning, students can manage their weekly learning load independently and regardless of any face-to-face meeting. Time management is therefore completely autonomous, as well as the use of educational materials.

Type of Learning		
Characteristics	*Synchronous*	*Asynchronous*
Specific space and time	√	
Permanent access to learning contents	√	√
Face to face interaction	√	
Feedback from the teacher	√	√
Attend classes from anywhere	√	√
Network and collaboration between students	√	√
Content delivery each week		√

Figure 1: Synchronous vs. Asynchronous Learning characteristics.

There are, however, some common traits to both ways of learning (See Figure 1). For example, both are free from a defined spatial dimension: everyone can connect from the place they prefer. In addition, in both cases there are reference figures you can count on, such as teachers and tutors, with whom you communicate regularly and effectively.

Finally, in both cases the 'social' dimension of learning, that is the exchange between peers, is guaranteed by the establishment of a network that revolves around the course or the topics underlying the teachings. In fact, didactic success and failure also comes from feeling at the center of a sense of community. It is important, therefore, to guarantee a full participation

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through a high degree of interactivity[2], and that is the greatest task of Asynchronous learning courses design.

Like it has been reported many times in literature, asynchronous learning has particular requirements and characteristics of involvement compared to teaching in presence or synchronous learning. For this reason, the engagement of students/participants must be achieved with adequate and compliant tools. Building courses asynchronously raises questions about how to make content engaging, personalized and adaptive enough to ensure constant and profitable student engagement. Think, for example, of how to organize laboratory activities or asynchronous group exercises activities.

This Guide puts us right in front of these goals. In fact, we will see how to use some methodological tools to create excellent asynchronous educational plans for the specific target of the *administrative personnel*. This target has very particular updating needs ranging from the use of software and technical devices, to the management of time and organizational resources, to the management of crisis and emergency situations.

B. The methodological tools that can be used in asynchronous learning

The main objective of constructing contents methodologically suitable for asynchronous teaching lies in guaranteeing adequate connections between students and teacher.

The goal of e-EUPA is to provide an alternative method of learning and certification for administrative staff in four different EQF levels. E-EUPA aims to provide the "state-of-the-art" of the asynchronous e-Learning for the development of the knowledge, skills and competencies identified in the qualification framework developed by a previous project. Furthermore, e-EUPA aims to convert the assessments provided by the previous project into online assessments. This way, professionals working in the sector as well as students and disadvantaged groups will have the flexibility to take both the training courses and then the assessment. In another case they can also just take the assessment to validate their knowledge and skills (regardless of how they were acquired) and achieve the qualification. Furthermore, at the policy level as the education and learning industry moves towards digitization, e-EUPA aims to develop key success factor-based guidelines for the conversion of training materials into asynchronous e-learning.

[2] On this point see: Henri F., Rigault C.R. (1996), Spazio virtuale pedagogico e analisi della comunicazione via teleconferenza, in M.A. Garito (ed), *La multimedialità nell'insegnamento a distanza,* Garamond, Roma: 129-140.

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Clearly, the conversion process requires a precise methodological framework by which to evaluate each tool in the light of its feasibility. In fact, it is important to avoid any risk of redundancy and to ensure a certain profitability of each activity. That is, especially true in relation to the type of target to which the project is dedicated, that is the area of the administrative personnel.

As has been pointed out in the literature[3], there are three main methodological collectors of e-learning:

- *Curricula tools*: video-lessons, forum, collaborative blackboard, shared calendar, memorandum;
- *Digital library tools*: all the collected learning resources;
- *Knowledge representation tools*: all the visual tools that help understand text.

So, it is important for course designers to provide tools that implement suitable e-learning process methodologies.

For this project we have worked to develop some guidelines for partners to support them in the conversion of materials that have been developed for classroom learning in synchronous electronic learning. In the following pages we will look at the types of methodological tools we can have in asynchronous learning (with examples) and which methodological tools are challenging for this type of learning (with examples).

[3] Oye, N.D. & Salleh, Mazleena. (2012). E-Learning Methodologies and Tools. International Journal of Advanced Computer Science and Applications. 3. 10.14569/IJACSA.2012.030208.

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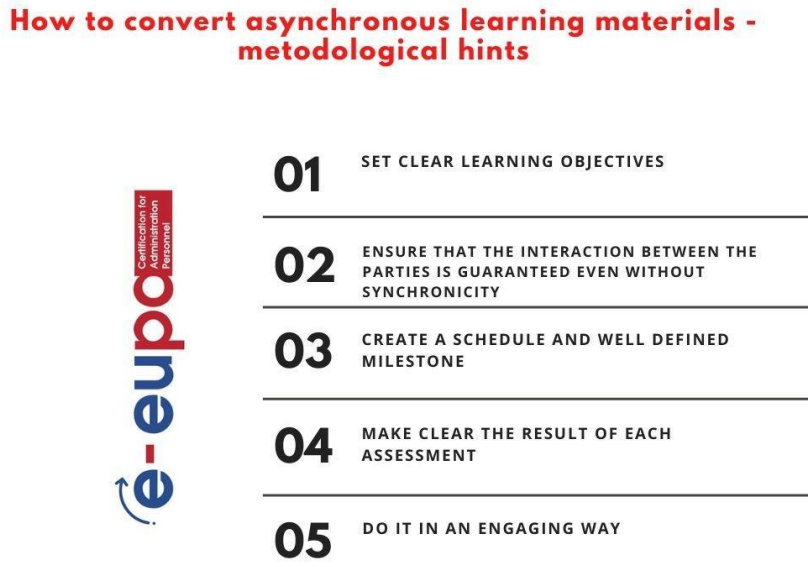

Figure 2: Some advice on how to keep MT clear and engaging.

In this work we discuss how to convert the methodological tools already developed and processed for the *Erasmus+ EUPA-NEXT Project*, in which all the methodological tools were prepared to be delivered in synchronous mode, into asynchronous learning.

This is a challenging operation that involves considerable reflection on the proposed materials. In fact, what we mean to underline in this paper is that a precise methodological framework is needed in order to operate accordingly to a common approach in knowing how to adapt the various tools and identify those that are particularly challenging.

A preliminary analysis work was carried out on the tools available which can be summarized in this list; for this purpose, a table has been prepared (by Uninettuno and MMC) which shows some examples of tools conversion.

The tools discussed and described are the following:

- Written exercise;
- Video Analysis;
- Multiple choice;
- Exercise using ICT;
- Group exercises (including presentation);
- Role Play;
- Group discussion;
- Case study;
- Simulation;
- Creative group work;

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- Competition Debate.

In the EUPA_NEXT Project there were some tools that were not considered suitable for conversion as they were purely reproducible for synchronous teaching. The tools of this type were the following:

- Role play with cards;
- Practical exercise.

In the next paragraph we will see how to use the materials.

C. Guidelines

In this guideline we aim to explain how to move from synchronous kind of learning to asynchronous digital learning. To do so we considered the previous project materials from Eupa and Eupa-Next. This conversion can be done with two main heuristic tools that have been prepared throughout the first steps of E-EUPA project:

Appendix 1 "Examples of conversion", developed by Uninettuno and MMC. This table contains the methodological tools to be translated in an asynchronous mode. These tools, as already pointed out, were developed within the EUPA_NEXT Project and we have to convert them in asynchronous mode. The "Example of conversion" table is what we need to use as a heuristic tool for the conversion.

C.1 How to fill the Methodological conversion template

In this section we will analyze which sections are needed to be filled in the template (Appendix 2). Some of them are purely identifying and serve to connect the previous materials we have produced for the project. This information is as follows:

- **Number of methodological Tool**
- **Work Area Code and Title**
- **Unit Code and Title**
- **Learning Outcome Number and Title**
- **URL to the main folder where all the materials are classified**
- **Type of methodological tool**

Other information can be included in the template which represents the conversion categories of the tool considered.

First of all, **must be written** the ***Type of methodological tool*** and the ***Unit Code and Title***.

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Then, seven categories of variables will be found (here below):

- **Objective**: The objective is the brief description of what the core of the MT is. You will have to very briefly summarize what the final goal of the transformation will be, by reading the Methodological Sheet of the Tool and its LO (Learning Outcomes). This part of the template serves to better focus the content of the MT.
- **Transformation mode**: The description of all the ways in which an MT can be transformed can be found here: In appendix table A can be found the methodological framework chart, which is the starting point for a deep analysis of what the methodological tools represents. These are suggestions on how to convert a MT to the best. You can clearly expand on these tips by adequately describing.
- **Activity**: You have to describe in points what are the activities that the student will find himself carrying out within that MT.
- **Digital Tools:** Choose which tool best suites with the new methodological tool you have to convert.
- **Timing:** How long does the activity last inside the MT? Is it a weekly activity? What are the expected times for this activity? Is it a step-by-step activity?
- **Complexity score**: Describe in a level from 1 to 5 the complexity (1 minimum, 2 easy, 3 medium, 4 complex, 5 maximum complexity) of the MT, as it follows.
  - 1: Easy level of complexity
  - 2: Minimum level of complexity
  - 3: Medium level of complexity
  - 4: Complex
  - 5: Advance Complex
- **Recommendations (if any)**: The tutor can provide some feedback if the MT is propaedeutical to other activities.

After completing this part, there are some boxes that need to be filled in discursively and which are fundamental to add elements of clarity in the development part of the methodological tool:

- ***Explain why did you choose that specific "Transformation Mode";***
- **Detail the main points of the activity;**
- **Please explain the tutor role in the exercise and the importance of its feedback.**

The three boxes are nothing more than a detailed expansion of what is intended to do to convert the MT into asynchronous mode. The purpose of this work is to motivate any methodological choice that is done in order to guarantee clarity to those who will then have to deal with a phase of development of online materials.

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C.2 List of tools

The *Methodological conversion template* is a tool we use to gather information and descriptions on the type of conversion we want to perform and the final output we want to realise. So, filling in the conversion template serves to give a theoretical resume of what we will do in the next step, which is to bring the methodological tool to life on a practical level, i.e. through its digital realisation.

All the methodological tools have to be implemented in the course delivery platform, which will be through the Moodle platform using some of the options from Appendix 1. In order to ensure perfect compatibility with the Moodle platform, we decided to convert most of the methodological tools via the **iSpring solution platform**, a PowerPoint-based authoring toolkit produced by iSpring Solutions that enables users to create courses based on slides, quizzes, mock dialogues, screencasts, video lectures and other interactive teaching materials which again are similar to the first level of transformation which the authors created, albeit in a more simplified form.

At the programming level, iSpring is perfectly suited to the needs of the project due to its enormous versatility and guarantees the feasibility of creating teaching materials for an asynchronous study, which is the main goal of our project. There is a need to consider the financial aspect of creating a state-of-the-art online course, thus any decisions and actions taken had to be contextualised within these economic restrains of an Erasmus+ KA2 project of this kind.

Compared to an initial time when several other tools were planned, and several other platforms to be integrated, using a single platform offering multi-services has two important consequences:

- it simplifies the work of the programmer who will have to deal with actually converting materials;

- it simplifies access for the student who will have to perform the tests in order to be successful in the course.

For these reasons, iSpring is the best system to be able to realise our methodological tasks. Let us see in the table below which types of output we could use to convert our materials into asynchronous mode.

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iSpring principal Quiz tools:

The iSpring software provides the e-learning course designers with 14 main options in terms of quiz related tools that can be used asynchronously. In detail, these options are: **1) Multiple Choice Questions** whereby the learners need to choose one correct answer option, **2) Multiple Response Questions** that allows the learners to select one or more correct options, **3) True/False Question** which gives the learners the opportunity to choose between True or False, **4) Short Answer Question** where the learners type their response and it compares to Acceptable Answers set by the trainer, **5) Numeric Question** whereby the person adds values, **6) Sequence** which allows the user to arrange a list of items in the correct order, **7) Matching Question** whereby the learner is presented with a list of items on one side of the screen, and a corresponding list of descriptions on the other side, **8) Fill in the Blanks Question** whereby the learner has to fill in several blank parts of a piece of text with correct options, **9) Select from Lists Question** the learner chooses the correct answer from a drop-down list, **10) Drag the Words** is a type of question where the user drags and drops the words to their places, **11) Hotspot Question** is where the user must choose the correct area in an image filled grid, **12) Drag and Drop Question** which requires the user to drag and drop objects into the correct order or position, **13) Survey** whereby the user can give feedback or an opinion, and **14) Essay Question** where the learner writes a free-form essay which can be graded by a tutor.

C.3 Lessons learned from the e-Eupa project

The methodological tools transformation based on these guidelines are presented in Appendix 3.

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D. Conclusion

In conclusion the above-mentioned guidelines are a first concrete tool useful as an exercise for conversion. In accordance to UNINETTUNO experience the conversion of the materials will face different difficulties due to the same nature of the material already produced. Will be important that all the team that is working on the project will be on the same page and will try to follow and respect the rules given, asking for clarification every time they need it and being less abstract and more concrete. It is important to know that some of the materials produced in the previous projects could not be “translated” in the correct way considering the manner they were produced and though out. This specific problem will not affect the project as it is always possible to convert materials, maybe changing it a bit or maybe using some online tools that could help in the conversion of the documents. It is important to have a correct socio-communicative approach to the proposal following the basic rules indicated above and connecting it with several studies related to this specific matt.

E. Appendices

Appendix 1: Examples of conversion

No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Preparation	Evaluation	Feedback
1	**Written Exercise**	This type of methodological tool is the simple form of writing. This exercise helps the learners to reflect on their understanding of concepts, information and ideas and allows them to work individually or in small groups for that goal. ***e.g., 1. WA11, 3.22: Attendance record the learners are asked to apply gained knowledge in designing an outline of the attendance record.***	Online version of a written exercise with the input of the trainer	***Direct questions*** Example: "*List three techniques of active listening*" ***Open questions*** Example: "*What is active listening and how it can be implemented*" – Rule for students: answers must be 2 pages (standard Word file 11pt Times new roman)	***Self evaluation*** *Rubric of evaluation: key points to be included in the questions are provided to the learner / checklist / learners can self-grade against the guidelines provided* *Students have to submit also the self-evaluation* ***Other option:*** *Trainers can access to submitted assignments and correct/evaluate them "offline";*	***Completion and submission of:*** - *Assignment* - *Self-reflection by the learner about the self-evaluation, and what they did/they did not comparing their performance against the guidelines/checklist* ***Other option:*** *Trainer provide grade and comments to the*

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Preparation	Evaluation	Feedback
						student after assignment evaluation
2	**Video Analysis**	A technique which is visual. The learners are presented with a video around the topic they are exploring for learning purposes and they are asked to pinpoint down the good and the bad of that activity, behaviour, or phenomenon. It is an easy form of teaching because videos are easily accessible and easily created. ***e.g., 1. WA08, 3.13: Analyze the video the learners are asked to identify mistakes/bad choices of the company representative on the phone.*** ***2. WA16, 4.18: Exercise self-management in predictable situations and supervise the routine work of others learners are expected to focus on the characteristics of an effective supervisor***	1. Comments online with the trainer to give feedback 2. Questions with the correct answers 3. Breaks in video with questions and the answers at the end of the video	***Case 1*** Presenting small videos and finger exercises/multiple choices after each video part. ***Case 2*** A video presents a situation and a set of interrelated multiple choice questions "guides" the students through the path of understanding the correct approach. Preparation of this material is a key point, questions should be consequential and "socratic" in making leaners understanding the correct approach	***Case 1*** Automatic evaluation, multiple choice questions, correct answers set up by course designer/trainer ***Case 2*** Automatic evaluation as in Case 1.	***Case 1*** System provides full report on the choices made by the learner in the different video parts presented and related multiple choice questions. ***Case 2*** In this case, both if the learner provided correct or wrong answers, the system provide a recap of the lesson learned they should have acquired using videos and questions The feedback in this case can be another video showcasing the correct approach to the problem/challenge

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Preparation	Evaluation	Feedback
3	**Multiple Choice**	A knowledge test that explores the knowledge of a learner regarding a unit/work area of the subject they are learning. Multiple choice tests give multiple options for one or more correct answers. ***e.g.,*** 1. ***WA11, 4.12: Employee termination knowledge test.*** *the learners evaluate the answers to find out their knowledge on the topic.* ***2. WA13, 4.14*** *the learners demonstrate the necessary foreign language skills.*	Online form in asynchronous mode	Multiple choices can be: 1. One answer is correct 2. More than one answers are correct, and learners should mark them all to "pass" the question Trainer should set a "pass rate"; for example, 70% (if a leaner answer correctly to 6 questions out of 10, they will not pass the exercise)	Automatic evaluation	In both cases (assignment passed or not passed) the system should provide a textual feedback with some suggestion: 1. In the case of "passed", with further readings/contents, recommendation for going more in depth on that topic 2. In the case of "not passed", recommendation for accessing back didactic materials or information sources before a second

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Preparation	Evaluation	Feedback
						attempt on the test
5	**Exercise using ICT**	This form of learning tool incorporates into exercises the use of information and communication technology. The learners are asked to complete a task that uses ICT which allows for the development of skills that are important in the everyday work of a company or an organization. The mode of this exercise is usually individual. ***e.g., 1. WA09, 2.17: Creating professional documents the learners are asked to create, format, save and open a document and create and format a table.*** ***2. WA09, 3.15: Use spreadsheets to produce non-routine sheets the learners will learn the basic functions of excel.***	- Online exercise, feedback from trainer after they get the exercise done	Provide a list of softwares and/or online services they need to have installed / to have access to for performing the exercise *(technical pre-requisites)* Provide a clear task analysis of what the students need to perform (which steps, which tools, etc.); Provide clear learning objectives Provide an idea about the "final outcome" of their action Provide also a screenshot of what learners should see if	Self evaluation based on the example of correct processing of the assignments provided	Students need to submit a self-reflection commenting about their submission against the example provided In the case of a negative self-evaluation by the students (so, in the case in which a learner was not able to complete the exercise properly), a full explanation, step by step, of the actions to be performed is provide. Of course, this needs to be prepared by the trainer. *Other option* Checklist/guidelines with references to the

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Preparation	Evaluation	Feedback
				they completed in the proper way all the tasks		didactic contents providing explanation about the possible mistakes *Other option* In general, trainers will be available on request for providing support on specific issues raised by the students.
6	**Group Exercise (incl. Presentations)**	Usually, this type of learning tool includes learners engaging within the context of a group, most frequently small groups and usually includes *presentations*. This form of methodological tool overlaps with a number of other similar forms (e.g., Group Discussion etc.). ***e.g., 1. WA7, 4.5: Annual client party the learners prepare a checklist and present in class after they discuss about it. The trainer provides feedback.*** ***2. WA16, 5.3: Manage own performance in the business***	- Forum with tasks that can be asynchronous, uploading presentations - Presentation can be circulated around to the group by taking turns - Chat and forum options to keep the group in strong collaboration	Orchestration: Prepare a detailed outline of what is expected by the presentation, the range/number of slides expected, the duration of the presentation, etc. Provide: Time schedule of sub-tasks and deadline for guiding the "autonomous" activity	In this case, a trainer is needed for providing an evaluation for the group A group grading means that every component of the group will receive the same evaluation; some criteria should be adopted avoiding "ghosts" in the group, just signing in without contributing to the	Feedback is provided by the trainer.

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Preparation	Evaluation	Feedback
		environment The learners are split into groups and discuss evaluation criteria for own position considering the job description and the needs of the company. They present in class.		of the learners' group, for example: - Week 1, define together the key points of the presentation - Week 2: assign individually part of the research needed for the development of the presentation - Week 3-4: draft the amount of slides foreseen in each subgroup - Week 5: Internal rehearsal of the presentation, and homogeneity check - Week 6: group submission	development of the final output Usually, ghosts are isolated by the group itself.	

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Preparation	Evaluation	Feedback
				Set up a forum or similar async communication tool for group communication Provide availability of the trainer for supporting/resolving issues		
7	**Role Play**	It is the practice that has the learners in taking some certain roles -sometimes roles that are not familiar with- and act them out in a certain scenario for the purpose of learning regarding the course content or specific units/work areas of it. It can be included in the overall experiential exercises grouping. ***e.g., 1. WA07, 2.14: Compose post meeting documentation The learners are asked to compose meeting minutes with the help of a role play exercise.*** ***2. WA16, 5.4: Demonstrate leadership skills the learners have to role play a scenario***	- Audio recorded with options for the learners to choose the appropriate answers - Prepared recorded videos with blanks in between which they can be used from the learners to fill the void, according to their understanding	Rule-based conversation tree: storyboard presenting situations, learner needs to choice options to proceed in the story. (serious-games-like approach)	Automatic evaluation according to the choices made by the learner	Automatic feedback provided by the system

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Preparation	Evaluation	Feedback
		whereby they learn how to act and react assertively and sensitively				
8	**Group Discussion**	It is a form of discussion which allows a group to explore a topic through group discussion, using the experiences of the members of the group ***e.g.,*** ***1. WA16, 5.4: Demonstrate leadership skills the learners think of a goal that they have in their career and then write it down. After that they present it in class and ask the rest to provide them with feedback.***	- Forum (or Messaging, and/or Q&A software) - Incentive/Badges with points for gaining access to extra information - Profile account personal, it gives the incentive to individuals to engage more with the material and the group discussion	Redesign discussion adapting them to asynchronous online tools. For example: A set of topic prepared by the trainer and accessible by students; The "basic" set can be expanded accessing to higher level according to: participation (number of comments/answers provided) and relevance (number of positive feedback received by the other participants)	Level unlocking is based on the learners' behavior and somehow quality of the answers (as perceived by other learners)	No specific feedback foreseen; the suggested gamified approach provide positive/negative rewards to learners according to the level they will be able to unlock/access to
9	**Case study**	The case study is a detailed study of a specific subject, a person, a	- Online options	Trainers provide:	***Self evaluation***	***Completion and submission of:***

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Preparation	Evaluation	Feedback
		situation, of an event. It places the learner in the centre of decision making and at the core of the experience, context that they are exploring. ***e.g., 1. WA01, 2.1: Identify the company policy and recommend improvements The case study presents a typical working day of a personal assistant. Through this description the learners should be able to understand and describe the company policy regarding the incoming mail.*** ***2. WA17, 3.29: Understand, follow and apply individual rights and responsibilities; participants will be able to apply individual rights and responsibilities within company policy, company code of conduct and within the job description***	- A hierarchical list of options - Activities and cards in a click and drag mode - Prototype that can be created beforehand in order the assessment to be completed on the spot	- Materials for the cases - Assignments as open questions and/or math-related problems	*Rubric of evaluation: key points to be included in the questions are provided to the learner / checklist / learners can self-grade against the guidelines provided* *Students have to submit also the self-evaluation*	- *Assignment* - *Self-reflection by the learner about the self-evaluation, and what they did/they did not comparing their performance against the guidelines/checklist*
10	**Simulation**	Scenarios with instructions how to solve or deal with a problem, by replicating a certain environment.	- Click and drag, group activity. Individual exercise as well, e.g., the hierarchy of charts.	*See Role Play for implementation and evaluation*		

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Preparation	Evaluation	Feedback
		e.g., 1. WA01, 2.2. Simulation about stock. Participants receive six (6) emails with requests from the manager and colleagues regarding orders of items. ***2. Group exercise in sorting out incoming mail; WA07, 2.13: Recommend an itinerary*** ***3. WA20, 5.6 Demonstrate assistance at a corporate level the learners through this amalgamated exercise (i.e., role play, simulation, group discussion) learn how to gather and interpret information, prepare a summary of options, apply individual and group techniques.***				
11	**Creative group work**	An activity which entails creative characteristics. The learners are asked to find a solution to a problem, or a pathway to learning that includes creativity but also efforts of in-depth understanding of a topic. ***e.g., 1. WA08, 2.16: A picture for customer care the learners are***	- Forum with online discussion - Activities divided by persons: e.g., from day 1- day 5 a poster goes to one person, and then the next person takes it and continues from there.	*See Group discussion for implementation and evaluation*		

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Preparation	Evaluation	Feedback
		asked to create a poster using materials, they need to summarize customer care in a creative way. ***2. WA15, 4.17: Generate solutions through teamwork and evaluate and improve the success of team working activity the learners discuss and take notes on team building activities and then present in the class.***	- Chat and forum for the group members to be in contact with each other			
13	**Competition /debate**	A technique that is used as a gamification procedure whereby individuals engage in healthy competition about a specific topic. It is an engaging, active and participatory method. Usually, the learners are split into groups of two and asked to compete and present. ***e.g., 1. WA04, 2.8: Creative demonstration of your writing skills the learners split into two or more groups. The objective of each group is to prepare a presentation accompanied by a***	- Forum/written debate - Audio debate through audio-supporting software (e.g., similar to social media like WhatsApp and Viber which support audio-talk) - Video debate through similar procedures as well	Define a topic Divide class in at least 2 subgroups Assign a "position" on the topic to each of the group, not related to what they actually think about it Both groups will be provided with the statements defending **all** the positions in the debate This activity will evaluate the learners'		

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Preparation	Evaluation	Feedback
		poster for the principles of written communication.		capacity to argumentate and defend a position even if the position is not what they believe in Provide preparatory material well in advance; prepare one forum/ forum room per each group, closed to participants from the other group(s) Provide to each subgroup a first list of possible argument or questions challenging their position		

Table 2. Methodological Conversion Template

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Appendix 2: Methodological conversion template

Number of methodological Tool	
Work Area Code and Title	
Unit Code and Title	
Learning Outcome Number and Title	
URL	
Type of methodological tool	• Written exercise • Video analysis • Simulation • Multiple choice • Group exercise with cards • Exercise using ICT • Role play • Group discussion • Case study • Creative Group Work
Objective	
Transformation Mode	
Activity	
Tools	• Canva • Infograph • Moodle • Etc • (to be identified) Already selected: • MS Office suite
Timing	

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Complexity Score (1-5)	
Recommendations (if any)	
Explain why did you choose that specific "Transformation Mode"	
Detail the main points of the activity	
Explain the tutors' role in the exercise and the importance of their feedback	

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Appendix 3: Lessons learnt from the e-Eupa project

This table provides an overview of the conversion process of the training material, detailing how different types of content were adapted and transformed for asynchronous learning. It serves as a continuation and comparison to the previous table (Table 1: Examples of conversion and suggestions for adaptation). While the previous table outlined suggested methods for adapting materials, this table presents how the materials were actually converted in practice, highlighting the initial format and their final form in the E-EUPA project.

No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Evaluation	Asychronous version of the methodological tool and an example	Asychronous evaluion
1	**Written Exercise**	This type of methodological tool is the simple form of writing. This exercise helps the learners to reflect on their understanding of concepts, information and ideas and allows them to work individually or in small groups for that goal. ***e.g., 1. WA11, 3.22: Attendance record the***	Online version of a written exercise with the input of the trainer	***Self evaluation*** *Rubric of evaluation: key points to be included in the questions are provided to the learner / checklist / learners can self-grade against the guidelines provided* *Students have to submit also the self-evaluation*	**A)Essays questions embedded in iSpring lectures:** • Essay-type questions are embedded within the lectures using iSpring. Responses are automatically submitted, and immediate feedback is provided through	**Self-Evaluation:** For **essay questions,** whether embedded in video-recorded lectures or available on Moodle, a correct or indicative correct response (when the answer is not simply "yes" or "no") is automatically provided after submission. This enables learners to independently evaluate their own responses.

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Evaluation	Asychronous version of the methodological tool and an example	Asychronous evaluion
		learners are asked to apply gained knowledge in designing an outline of the attendance record.		***Other option:*** *Trainers can access to submitted assignments and correct/evaluate them "offline";*	pop-up comments. *Example:* *E-EUPA_LO_3.7_M_002, Violating Confidentiality* *In this activity, learners are presented with a scenario on Violating Confidentiality. They are required to carefully read the scenario and respond to two questions based on its content.* **B) Essays (on Moodle)** *In addition to the essay questions embedded in the lectures, separate essay assignments are available in the Moodle forum. After submitting their*	

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Evaluation	Asychronous version of the methodological tool and an example	Asychronous evaluion
					responses, learners receive an indicative correct answer automatically, displayed in a distinct text box under the title "Sample Solution." *Example:* *E-EUPA_LO_5.23_M_001, New ideas* *In this activity, learners are required to list three practices or methods for generating ideas. They are then presented with a statement and asked to provide their personal view in response. All answers must be submitted in a text box within Moodle.*	

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Evaluation	Asychronous version of the methodological tool and an example	Asychronous evaluion
					C) Assignments (Moodle) • *Open-ended questions that require longer responses (e.g., those based on online research) are provided in one of two formats:* • *As templates that must be downloaded, completed, and reuploaded in the same location.* • *As questions that require the creation of a new document (e.g., a PowerPoint presentation or an*	**Trainer Feedback** Assignments require trainer feedback within a specified time frame. For the trainer's review, the completed template is uploaded to the platform, where it is only visible to the trainer. This upload includes the correct or indicative answer, as well as the key aspects expected to be covered in the learner's response.

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Evaluation	Asychronous version of the methodological tool and an example	Asychronous evaluion
					Excel file), which will be uploaded separately under each unit as a different template. or document. *Example:* *E-EUPA_LO_3.52_M_001, "Create your own document"* *In this activity, learners should create their own Word Document, following the instructions given (i.e. Create a Table, insert two columns and three rows).*	
2	**Video Analysis**	A technique which is visual. The learners are presented with a video around the topic they	4. Comments online with the trainer to give feedback	***Case 1*** Automatic evaluation, multiple choice	**Video analysis - essay-based questions.** • Learners watch a video,	**Self-Evaluation** The correct answer is provided automatically

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Evaluation	Asychronous version of the methodological tool and an example	Asychronous evaluion
		are exploring for learning purposes and they are asked to pinpoint down the good and the bad of that activity, behaviour, or phenomenon. It is an easy form of teaching because videos are easily accessible and easily created. ***e.g., 1. WA08, 3.13: Analyze the video the learners are asked to identify mistakes/bad choices of the company representative on the phone.*** ***2. WA16, 4.18: Exercise self-management in predictable situations***	5. Questions with the correct answers 6. Breaks in video with questions and the answers at the end of the video	questions, correct answers set up by course designer/trainer ***Case 2*** Automatic evaluation as in Case 1.	either embedded in the recorded lecture or provided as a link in the instructions. • They must answer a set of questions based on the video content. • Questions include open-ended essay responses, short-answer questions, or multiple-choice questions. *Example:*	after the submission of the response, allowing the learner to assess the extent to which they have answered correctly.

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		and supervise the routine work of others learners are expected to focus on the characteristics of an effective supervisor			*E-EUPA_LO_3.1_M_002, Written Exercise Video Analysis.* *In this activity, learners are required to watch a video provided via a link in the instructions, analyze its content, and respond to a set of embedded questions within the video-recorded lecture. Answers must be submitted in a text box embedded in the lecture through iSpring.*	
3	**Multiple Choice**	A knowledge test that explores the knowledge of a learner regarding a unit/work area of the subject they are learning. Multiple choice tests give multiple options for one	Online form in asynchronous mode	Automatic evaluation	**Multiple Choice Questions** • Multiple Choice Questions are integrated into iSpring or created as quizzes within	**Self-Evaluation** - Automatic Feedback: Once the quiz is completed, the score pops up automatically on the screen.

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		or more correct answers. ***e.g.,*** 1. ***WA11, 4.12: Employee termination knowledge test.*** ***the learners evaluate the answers to find out their knowledge on the topic.*** ***2. WA13, 4.14*** ***the learners demonstrate the necessary foreign language skills.***			Moodle, assigned to their respective units. • **Types of quizzes:** - Multiple Choice with a single correct answer. - Multiple Choice with more than one correct answer (clearly stated in the instructions) - Matching Questions. - Drag and Drop Questions. - Fill-in-the-gaps questions using a drop-down menu. *Examples:*	- Learners can attempt the quiz as many times as needed (Unlimited Number of Attempts) - Each quiz question carries a specific score based on the total quiz points (Scoring system). - The total points for each question and the weight of each answer option are clearly defined in the MT template .(For example, each correct multiple-choice answer receives 0.5 points).

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					E-EUPA_LO_5.30_M_001, Navigating Green Economy *In this activity, learners are required to answer a set of True or False questions covering topics related to the green economy, ranging from its historical background to circular economy practices.* *E-EUPA_LO_3.1_M_001* *In this activity, learners are required to answer a set of Multiple-Choice questions. Each question has only one correct answer.*	

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5	**Exercise using ICT**	This form of learning tool incorporates into exercises the use of information and communication technology. The learners are asked to complete a task that uses ICT which allows for the development of skills that are important in the everyday work of a company or an organization. The mode of this exercise is usually individual. ***e.g., 1. WA09, 2.17: Creating professional documents the learners are asked to create, format, save and open a document***	- Online exercise, feedback from trainer after they get the exercise done	Self evaluation based on the example of correct processing of the assignments provided	**Exercises using ICT - Online assignments** • Learners complete exercises that involve the use of ICT tools, either by following a template or creating a new document (e.g., an Excel file) and uploading it to Moodle under the respective unit. *Example:* *E-EUPA_LO_2.12_M_001, Practice the creation of spreadsheets with formulas*	**Trainer Feedback** • Trainers must provide feedback on submitted assignments. • Trainers are required to provide feedback within a set time frame (7-14 days after submission) (Feedback timeline). • A completed template/document with the correct answers is uploaded to Moodle and is accessible only to the trainer as a reference for

No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Evaluation	Asychronous version of the methodological tool and an example	Asychronous evaluion
		and create and format a table. ***2. WA09, 3.15: Use spreadsheets to produce non-routine sheets the learners will learn the basic functions of excel.***			*Learners are asked to create a spreadsheet , applying specific formulas following a template that is uploaded under this Unit.* *E-EUPA_LO_3.28_M_001* *In this activity, learners are required to fill in the provided tables using a template and then create an Excel spreadsheet by extracting data from the template.*	evaluating learners' responses.

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6	**Group Exercise (incl. Presentations)**	Usually, this type of learning tool includes learners engaging within the context of a group, most frequently small groups and usually includes *presentations*. This form of methodological tool overlaps with a number of other similar forms (e.g., Group Discussion etc.). ***e.g., 1. WA7, 4.5: Annual client party the learners prepare a checklist and present in class after they discuss about it. The trainer provides feedback.*** ***2. WA16, 5.3: Manage own***	- Forum with tasks that can be asynchronous, uploading presentations - Presentation can be circulated around to the group by taking turns - Chat and forum options to keep the group in strong collaboration	In this case, a trainer is needed for providing an evaluation for the group A group grading means that every component of the group will receive the same evaluation; some criteria should be adopted avoiding "ghosts" in the group, just signing in without contributing to the development of the final output Usually, ghosts are isolated by the group itself.	**Individual activities** Learners having first solved the exercise individually are encouraged to share their opinion and views in the Moodle Forum. • A forum was created for each level to facilitate discussions. • Future consideration: Embedding forums per unit, based on activity type, to further enhance discussions. *Example:*	**Trainer Feedback:** • Trainers review discussions in the forum and provide concise yet constructive feedback. • Peer Evaluation: Learners exchange opinions and support each other, allowing them to assess their understanding and knowledge acquisition.

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		performance in the business environment The learners are split into groups and discuss evaluation criteria for own position considering the job description and the needs of the company. They present in class.			*E-EUPA_LO_5.2_M_002* *Tools for a performance improvement plan.* *This was originally a group exercise that was later converted into a Multiple Choice activity to facilitate asynchronous participation.*	
7	**Role Play**	It is the practice that has the learners in taking some certain roles - sometimes roles that are not familiar with- and act them out in a certain scenario for the	- Audio recorded with options for the learners to choose the appropriate answers - Prepared recorded videos with blanks in	Automatic evaluation according to the choices made by the learner	**Online assignments** • Learners are provided with a scenario accompanied by questions in a	**Trainer Feedback:** • Trainers are required to provide feedback within a set time frame (7-

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		purpose of learning regarding the course content or specific units/work areas of it. It can be included in the overall experiential exercises grouping. ***e.g., 1. WA07, 2.14: Compose post meeting documentation The learners are asked to compose meeting minutes with the help of a role play exercise.*** ***2. WA16, 5.4: Demonstrate leadership skills the learners have to role play a scenario whereby they learn how to act***	between which they can be used from the learners to fill the void, according to their understanding		downloadable template. They must complete the questions and upload the completed document back to the platform in the same location. Additionally, they are encouraged to discuss their answers in the Moodle Forum. *Example:* *E-EUPA_LO_3.14_M_001, Making an Order* *In this activity, learners assume the role of an administrator tasked with placing an order at the*	14 days after submission).

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		and react assertively and sensitively			*request of their manager. They must download the order table, complete it with the correct details, and upload the finalized document back to the same location. After submission, they are encouraged to discuss their responses in the Moodle Forum.*	
8	**Group Discussion**	It is a form of discussion which allows a group to explore a topic through group discussion, using the experiences of the members of the group ***e.g.,*** ***1. WA16, 5.4: Demonstrate leadership skills the***	- Forum (or Messaging, and/or Q&A software) - Incentive/Badges with points for gaining access to extra information - Profile account personal, it gives the incentive to individuals to engage more with the	Level unlocking is based on the learners' behavior and somehow quality of the answers (as perceived by other learners)	**Case-study – Essay based activity/Assignment** • Learners are presented with a case-study. They must analyse it and answer the accompanied questions. • After submitting their answer, they	**Self-evaluation:** • Learners receive correct or indicative answers automatically after the submission of their answer. • **Peer Learning Evaluation is also availble:** Conducted

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		learners think of a goal that they have in their career and then write it down. After that they present it in class and ask the rest to provide them with feedback.	material and the group discussion		are prompted to join the Moodle forum to discuss their response with peers. • Forums are placed at the end of each level, with one forum per level. ***Example:*** *E-EUPA_LO_5.1_M_001, Solve the Problem* In this activity (Level 5, Unit 5.1), learners are presented with a case study to analyze and then discuss their findings in the Moodle forum.	through discussions with peers on the Moodle forum.

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9	**Case study**	The case study is a detailed study of a specific subject, a person, a situation, of an event. It places the learner in the centre of decision making and at the core of the experience, context that they are exploring. ***e.g., 1. WA01, 2.1: Identify the company policy and recommend improvements The case study presents a typical working day of a personal assistant. Through this description the learners should be able to understand and describe the company***	- Online options - A hierarchical list of options - Activities and cards in a click and drag mode - Prototype that can be created beforehand in order the assessment to be completed on the spot	***Self evaluation*** *Rubric of evaluation: key points to be included in the questions are provided to the learner / checklist / learners can self-grade against the guidelines provided* *Students have to submit also the self-evaluation*	**Case study – Online Format (Essay-based activity)** • Case studies were adapted into an online format, embedded as short essays in Moodle or Lectures. • Learners are provided with the case study in a written, online format (i.e. a scenario) and are required to answer questions based on its content in a text box.	**Self-Evaluation:** • Indicative answers are provided automatically through pop-up feedback, helping learners assess the accuracy of their responses.

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		policy regarding the incoming mail. ***2. WA17, 3.29: Understand, follow and apply individual rights and responsibilities; participants will be able to apply individual rights and responsibilities within company policy, company code of conduct and within the job description***			*Example:* *E-EUPA_LO_5.29_M_002 ,* *"Designing the effective measures that remove or mitigate barriers encountered by the worker".* *In this activity, learners are presented with a series of scenarios, each accompanied by questions that must be answered in the form of a short essay in the provided text box.* *E-EUPA_LO_5.21_M_001* *Solve Company Problem* *Learners are presented with a scenario and they*	

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					are asked to analyse the situation using specific principles of problem solving.	
10	**Simulation**	Scenarios with instructions how to solve or deal with a problem, by replicating a certain environment. ***e.g., 1. WA01, 2.2. Simulation about stock. Participants receive six (6) emails with requests from the manager and colleagues regarding orders of items.*** ***2. Group exercise in sorting out incoming mail; WA07, 2.13:***	- Click and drag, group activity. Individual exercise as well, e.g., the hierarchy of charts.		**A)Simulation (Essay-based activity)** • Simulation activities took the form of essay-based questions, incorporating scenarios and questions to be answered. *Example:* *E-EUPA_LO_3.9_001*	**Self-Evaluation** • In simulation activities based on provided scenarios, which take the form of essays, learners can assess their understanding of each topic through automated feedback received upon submission. This feedback is either displayed within the lecture

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		Recommend an itinerary ***3. WA20, 5.6 Demonstrate assistance at a corporate level the learners through this amalgamated exercise (i.e., role play, simulation, group discussion) learn how to gather and interpret information, prepare a summary of options, apply individual and group techniques.***			*In this activity, learners are presented with a scenario involving "Pegasus Corporation," a company experiencing high employee turnover. They are tasked with assuming the role of HR professionals and outlining a strategic approach to improve workplace relations and reduce turnover.*	or provided through Moodle's feedback system.

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					• Scenarios were incorporated into video lectures through i-Spring or were developed on the Moodle. In both cases the approach was the same: automatic feedback was provided right after the completion of the activity.	

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					B) Simulation activity (Assignment) • Simulation activities were designed as online assignments, requiring learners to download a template from the platform. These templates included matrices, graphics, or simulations (e.g., an email or a receipt), where learners were tasked with either recreating the content based on specific instructions,	**Trainer Feedback** In simulation activities designed as assignments, trainer feedback is required after reviewing the learner's submission. Trainers must provide feedback within a specified timeframe following submission. To support evaluation, a document containing an indicative answer and key points that should be covered in the learner's response is uploaded to the platform. This document is only visible to the trainer and serves as a guideline for assessment.

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					identifying and correcting errors, or answering questions related to the material. *Example:* *E-EUPA_LO_2.10_M_002 and E-EUPA_LO_2.10_M_002_Att* *In this activity, learners are provided with a template containing a simulated email. They are required to recreate the email based on the content in the template and the guidelines outlined in the instructions. Once completed, they must upload their revised*	

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					document back to Moodle in the same location.	
11	**Creative group work**	An activity which entails creative characteristics. The learners are asked to find a solution to a problem, or a pathway to learning that includes creativity but also efforts of in-depth understanding of a topic. ***e.g., 1. WA08, 2.16: A picture for customer care the learners are asked to create a poster using materials, they need to summarize customer care in a creative way.***	- Forum with online discussion - Activities divided by persons: e.g., from day 1- day 5 a poster goes to one person, and then the next person takes it and continues from there. - Chat and forum for the group members to be in contact with each other		**Individual activity (Assignment) followed by Forum Discussion** • Learners work independently to complete their projects. They are then encouraged—if they choose—to share their insights on the Moodle Forum. In these activities, learners use free online tools such as Canva to create materials like	**Trainer feedback** • Trainer must provide within a specified timeframe after task submission. • A document with indicative answers and guidelines for the assessment is uploaded to the Moodle, being visible only by the Trainer. • Peer feedback through the Moodle Forum: This enables

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		2. WA15, 4.17: Generate solutions through teamwork and evaluate and improve the success of team working activity the learners discuss and take notes on team building activities and then present in the class.			posters, which they must download and re-upload to Moodle for submission. *Example:* *E-EUPA_LO_3.13_M_001* *Creative demonstration of your skills* *In this activity, learners are required to create a presentation on the principles of written communication, along with a poster.* *They are asked to use free online tools – such as Canva – in order to create their own post.*	learners to exchange insights and review each other's work.

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No	EUPA_NEXT Methodological Tool (MT)	Characteristics of Methodological Tools (Examples from EUPA_NEXT)	Suggestions for e-EUPA transformation – Asynchronous mode	Evaluation	Asychronous version of the methodological tool and an example	Asychronous evaluion
					Moreover, their presentation should be recorded (not exceeding 5 minutes) uploaded to the Moodle for feedback.	
13	**Competition/debate**	A technique that is used as a gamification procedure whereby individuals engage in healthy competition about a specific topic. It is an engaging, active and participatory method. Usually, the learners are split into groups of two and asked to compete and present. ***e.g., 1. WA04, 2.8: Creative demonstration of your writing skills the learners split into two or more groups.***	- Forum/written debate - Audio debate through audio-supporting software (e.g., similar to social media like WhatsApp and Viber which support audio-talk) - Video debate through similar procedures as well		**Individual Activity followed by Forum Discussion** • Learners work individually and then share their experiences and insights through the Moodle Forum. *Example:* *E-EUPA_LO_3.13_M_001* *Creative demonstration of your skills*	**Trainer feedback** The trainer reviews the uploaded materials and provides feedback within a set timeframe after submission.

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		The objective of each group is to prepare a presentation accompanied by a poster for the principles of written communication.			*In this activity, learners are required to create a presentation on the principles of written communication, along with a poster. They must then record their presentation (not exceeding 5 minutes) and upload it to Moodle for feedback.*	

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