



INSTRUCTION FOR AUTHORS OF EDUCATIONAL CONTENT

GUIDANCE AND GUIDELINES ON THE APPLICATION OF THE METHODOLOGY FOR
DEVELOPING EDUCATIONAL CONTENT IN A DIGITAL ENVIRONMENT

INTRODUCTION

This document aims to support partners responsible for the development of educational content in a digital environment in the process of developing training courses for its adaptation in a digital environment.

STRUCTURING THE UNITS INTO MODULES AND THEMES, CHOICE OF PRESENTATION AND ASSESSMENT METHODS

Following the sequence of the development of learning materials, their structure and format, the following requirements are recommended for each learning module:

- 1 or 2 presentations/videos containing 10 to 20 slides, lasting about 30 min.
- 1 or 2 do-it-yourself activities (creating a project, presentation, checklist, etc.) or perceive and comment (watching a video, reading a document, etc.)
- 1 knowledge test containing at least 3 questions for each learning module or video.

IDENTIFYING LEARNING OBJECTIVES

Learning objectives are defined by knowledge and skills. Knowledge refers to concepts and systems of concepts that reflect the real world with its objects and processes, their properties and relationships. Skills refers to the ability to perform one or another problem-solving activity. Knowledge and skills are not at the same level, knowledge serves the skills (as the means serve the ends) and underlies the skills. In the learning process, knowledge is first given and then skills are formed on the basis of knowledge. Knowledge is necessary but not sufficient. Skills involve knowledge plus some degree of training in the handling of knowledge. The main criterion for learners to achieve their goals is problem solving, the performance of tasks.

Detailed requirements and examples of the objectives and content of an e-learning course can be found in the document:

The methodology for guiding experts and trainers to adapt learning content in a digital environment



File: HoReCa Activity 1.2 Metdology V1.docx

CHECK SHEET FOR VERIFICATION OF WORK ON THE CREATION OF EDUCATIONAL CONTENT

Task	Implemente d	Note
Initial preparation of the training course		
Training needs analysis completed (relevance, learning objectives)	<input checked="" type="checkbox"/>	
Course content is complete	<input type="checkbox"/>	
Course content reviewed/approved	<input type="checkbox"/>	
Preparation of training course materials		
Completed slides	<input type="checkbox"/>	
Slides viewed/approved	<input type="checkbox"/>	
The reference guide is complete	<input type="checkbox"/>	
Revised/approved reference manual	<input type="checkbox"/>	
Completed videos, if any	<input type="checkbox"/>	
Videos have been reviewed/approved	<input type="checkbox"/>	
Course content creation		
The content is up-to-date and in line with the core curriculum	<input type="checkbox"/>	
The content helps to achieve the desired learning objectives	<input type="checkbox"/>	
The referenced content is correctly cited	<input type="checkbox"/>	
The language used (tone of voice) is clear and descriptive	<input type="checkbox"/>	
The text (tone of voice) is appropriate for the target audience	<input type="checkbox"/>	
All statistics, facts and dates are verified and cited	<input type="checkbox"/>	
Graphics and fonts used in the course		
A maximum of four fonts are used throughout the course	<input type="checkbox"/>	
The main text is in one font and is left-aligned	<input type="checkbox"/>	
The spacing between lines and paragraphs is uniform and the text is readable	<input type="checkbox"/>	
Font sizes and colours that are readable are used	<input type="checkbox"/>	
Minimum amount of bold/ italic words included	<input type="checkbox"/>	
The images are appropriate and you legally own all of them.	<input type="checkbox"/>	
All images are unified (file type, quality and size)	<input type="checkbox"/>	
Multimedia in the course		
Appropriate and legally owned images and videos included	<input type="checkbox"/>	
All multimedia elements are unified (file type and quality)	<input type="checkbox"/>	



	Audio commentaries are synchronized with the video content	<input type="checkbox"/>	
	The narrative is clear and easy to understand	<input type="checkbox"/>	
	Audio or video objects can be controlled by the user (pause)	<input type="checkbox"/>	
Course Accessibility			
	Captions for all non-text based elements (audio, video elements)	<input type="checkbox"/>	
	Easy accessibility in the course, using only the keyboard and mouse	<input type="checkbox"/>	
	All fields and clickable areas are easy to use	<input type="checkbox"/>	
Navigation in the course			
	The course is easy to navigate for the learner	<input type="checkbox"/>	
	All modules in the course are presented in their correct sequence	<input type="checkbox"/>	
	Hyperlinks are displayed clearly and all work correctly	<input type="checkbox"/>	
	Backlinks are included to navigate to previous screens	<input type="checkbox"/>	
	The navigation elements are enough, but not too much	<input type="checkbox"/>	
	There is a table of contents and a course map	<input type="checkbox"/>	

GUIDELINES FOR THE USE OF THE TEMPLATES ANNEXED TO THE METHODOLOGY

METHODS FOR DEVELOPING LEARNING CONTENT

- Use the template for developing learning content in order to integrate it into a digital environment (Appendix 1) - file:

HoReCa Appl. 1 E-Training Template.pptx

METHODS FOR DEVELOPING TASKS AND EXERCISES

- Use the template for developing tasks for the topics in the learning content in order to integrate it in a digital environment (Appendix 2) - file:

HoReCa Appl. 2 Task Template.docx

METHODS OF EVALUATION

- Use the template for developing test questions for the topics in the learning content in order to integrate it in a digital environment (Appendix 3) - file:

HoReCa Appl. 3 Quiz Template.docx