

Erasmus+ iLed project: WP4

Guidelines for the implementation of upgraded course learning designs

Steps for educators:

1. Add the **link to the upgraded learning design** to the course in the LMS and **present** it shortly to the students at the beginning of course delivery.
2. During the course implementation, direct **students** to take a **look at the upgraded learning design** to check details on the upcoming activities and **emphasise the innovative pedagogies** you are using (for example, flipped classroom, problem-based learning).
3. **Keep notes** on your observations or students' feedback during the delivery of the upgraded course. For example, did you make any modifications or provide additional explanations in the BDP design during the implementation?
4. **Collect feedback** on the implementation of the upgraded course from students. The feedback should be collected in the form of a **short survey**, which can be a part of an overall survey you give to students to evaluate the quality of your course.

Message to students:

Dear students,

This course has used a learning design approach to implement innovative pedagogies and to support students' learning. The design or part of the design was created by your teacher(s) and accessible in a BDP tool here:

Students' feedback is an important part of evaluating, researching and further developing the course design and the BDP tool. We kindly ask you to provide your feedback about the design of this course.

More information about this research provided in the info sheet and data privacy notice.

Short survey - questions for students:

1. The way this course was designed supported my learning. ☐ I completely agree; I mostly agree; I neither agree nor disagree; I mostly disagree; I completely disagree
2. Did you use the learning design link in the BDP tool (*note to teacher: provide the link here*) to check details on the course activities? ☐ Yes, regularly; Yes, from time to time; Yes, but very rarely; No, never
3. Having an overview in the teaching and learning activities as a part of the learning design of the course was useful to me. ☐ I completely agree; I mostly agree; I neither agree nor disagree; I mostly disagree; I completely disagree; I did not check it
4. Having insight in learning design analytics and visualisations was useful to me. ☐ I completely agree; I mostly agree; I neither agree nor disagree; I mostly disagree; I completely disagree; I did not check the analyses

5. What aspects of the course design do you see as most positive? ☐ open-ended
6. What aspects of the course design do you think need further improvement? ☐ open-ended
7. Customised question by the course teacher related to the chosen innovative pedagogy. For example: Since we used the flipped classroom approach, which includes student preparation before the class, how much did you actually prepare in advance and how useful did you find this approach?

Semi-structured interview for teachers: ?

how did the new course design compare to previous implementation (if you have also taught the course previously)? did the course design in BDP helped to communicate with students? how satisfied were you with the redesigned course? did you achieve the goals you were aiming for? (couple of suggestions in case we want to get more information also from teachers)