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ADRIATIC BLUE GROWTH CLUSTER

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South Adriatic SKILLS eLearning Platform

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Impressum

Course Information

Course Title:
Designing an eLearning Course
From Knowledge to Competencies: Practical Course Design for Online and Blended Learning

Course Type:
Online / Blended Learning Course (EQF Level 7)

Course Description:
This course provides a structured, competency-based approach to designing effective eLearning courses. It covers course planning, learning outcomes, instructional design, assessment, and implementation within a Learning Management System (LMS), with a strong focus on adult learning and professional development.

Author and Content Responsibility

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Version and Date

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Key Statement

This course represents an expert-level, competency-based approach to eLearning design, aligned with EQF Level 7 and developed for professional and lifelong learning contexts.

Table of Contents

Designing an eLearning Course

From Knowledge to Competencies: Practical Course Design for Online and Blended Learning

Introduction

Education is undergoing a profound transformation driven by rapid technological advancement, globalization, and evolving labour market demands. In this context, learning is no longer confined to traditional classrooms or limited to a specific stage of life. Instead, it has become continuous, flexible, and increasingly oriented toward real-world application. Digital technologies have enabled new forms of access to knowledge, while at the same time requiring a shift from knowledge transmission to the development of competencies that can be applied in complex and dynamic environments.

This course, *Designing an eLearning Course: From Knowledge to Competencies*, responds to these changes by providing a structured and competency-based approach to course design. It is aligned with the European Qualifications Framework (EQF Level 7), emphasizing advanced understanding, application, analysis, and independent decision-making in the design of digital learning experiences. The course integrates principles of instructional design, adult learning (andragogy), and assessment, with a strong focus on aligning learning outcomes, content, activities, and evaluation.

Throughout the course, learners will progress from foundational concepts of eLearning and digital education, through the analysis of learning contexts and learner needs, to the design, implementation, and evaluation of a complete eLearning course within a Learning Management System (LMS). The structure reflects a clear progression from understanding to designing and ultimately to operational implementation, ensuring that learners develop not only theoretical knowledge but also practical skills and competencies.

The course is specifically designed for adult learners and professionals engaged in education, training, and capacity-building activities. It supports continuous professional development (CPD) by enabling participants to design learning solutions that are relevant, effective, and aligned with real-world needs. By the end of the course, learners will be equipped to create structured, engaging, and competency-based eLearning courses ready for implementation in digital environments.

Ultimately, the course promotes a key principle of modern education: learning is not defined by what is taught, but by what learners are able to do.

EQF LEVEL 7
PROFESSIONAL DEVELOPMENT

LECTURE 1

DESIGN TODAY
TRANSFORM LEARNING
TOMORROW

DESIGNING AN eLEARNING COURSE

From Knowledge to Competencies:
Practical Course Design for Online and Blended Learning

LEARNING OUTCOMES (LOs)

By the end of this Lecture, learners will be able to:

- **LO1** Explain the concept and key characteristics of eLearning.
- **LO2** Describe the main drivers of digital transformation in education.
- **LO3** Compare traditional and digital learning models.
- **LO4** Analyse the role of technology in modern education.
- **LO5** Explain the importance of lifelong learning and CPD.
- **LO6** Interpret the shift from knowledge-based to competency-based learning.

KCAA DISTRIBUTION (LECTURE LEVEL)

Level	Focus	Approx. Share
Knowledge (K)	Definitions, concepts	25%
Comprehension (C)	Understanding relationships	30%
Application (A)	Using concepts in context	25%
Analysis (A)	Comparing, interpreting	20%

★ This reflects EQF Level 7 entry-level structure:
- Strong conceptual base
- Introduction to analytical thinking
- Preparation for higher-level application in later Lectures

KCAA MAPPING TABLE

Learning Outcome	K	C	A	A (Analysis)	Description of Expected Performance
LO1 – Explain eLearning	✓	✓			Define eLearning and recognize its key features
LO2 – Drivers of transformation	✓	✓	✓	✓	Understand and explain technological and socio-economic drivers
LO3 – Compare learning models	✓	✓	✓	✓	Identify and compare traditional vs digital learning
LO4 – Role of technology	✓	✓	✓	✓	Analyse how technology enables and shapes learning
LO5 – Lifelong learning & CPD	✓	✓	✓		Explain relevance for professional development
LO6 – Knowledge → competencies	✓	✓	✓	✓	Interpret and explain competency-based learning shift

ALIGNMENT WITH QUIZ (10 QUESTIONS)

KCAA Level	No. of Questions	Question Type
Knowledge	3	Definitions (eLearning, CPD, etc.)
Comprehension	3	Understanding relationships (drivers, characteristics)
Application	2	Identifying examples (technology use, learning models)
Analysis	2	Comparing models, interpreting shifts

THE FOUNDATION OF MODERN LEARNING

ACCESSIBLE	FLEXIBLE	ENGAGING	RELEVANT	IMPACTFUL
Learn anytime, anywhere	Learn at your own pace	Interactive and collaborative	Aligned with real world needs	Build competencies. Create impact.

KEY TAKEAWAY

Lecture 1 establishes the conceptual and analytical foundation required for EQF Level 7 learning, progressing from **understanding → interpretation → structured application.**

EQF LEVEL 7 JUSTIFICATION

Lecture 1 corresponds to early-stage EQF 7 learning, where learners:
- build advanced conceptual understanding
- begin critical comparison and interpretation
- prepare for independent design tasks in later Lectures

→ Higher EQF 7 levels (creation, synthesis) will be achieved in:
- Lecture 6 (Instructional Design)
- Lecture 8 (Implementation)

SUGGESTED REFLECTION

- How has digital technology changed your learning experience?
- What competencies do you expect to gain from eLearning?

DIGITAL TRANSFORMATION	LEARNER-CENTERED	TECHNOLOGY ENABLED	LIFELONG LEARNING	COMPETENCY FOCUSED
Shaping the future of education	Focus on learners' needs and goals	Tools that empower learning	Continuous growth and development	From knowledge to performance

Lecture 1 – KCAA + Learning Outcomes Mapping

Learning Outcomes (LOs)

By the end of this Lecture, learners will be able to:

LO1. Explain the concept and key characteristics of eLearning.
LO2. Describe the main drivers of digital transformation in education.
LO3. Compare traditional and digital learning models.
LO4. Analyse the role of technology in modern education.
LO5. Explain the importance of lifelong learning and CPD.
LO6. Interpret the shift from knowledge-based to competency-based learning.

KCAA* Mapping Table

Learning Outcome	K	C	A	A (Analysis)	Description of Expected Performance
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LO4 – Role of technology	✓	✓	✓	✓	Analyse how technology enables and shapes learning
LO5 – Lifelong learning & CPD	✓	✓	✓		Explain relevance for professional development
LO6 – Knowledge → competencies	✓	✓	✓	✓	Interpret and explain competency-based learning shift

* Knowledge – Comprehension – Application – Analysis

KCAA Distribution

Level	Focus	Approx. Share
Knowledge (K)	Definitions, concepts	25%
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👉 This reflects **EQF Level 7 entry-level structure**:

- Strong conceptual base
- Introduction to analytical thinking
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Alignment with Quiz (10 Questions)

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EQF Level 7 Justification

Lecture 1 corresponds to **early-stage EQF 7 learning**, where learners:

- build **advanced conceptual understanding**
- begin **critical comparison and interpretation**
- prepare for **independent design tasks in later Lectures**

👉 Higher EQF 7 levels (creation, synthesis) will be achieved in:

- Lecture 6 (Instructional Design)
- Lecture 8 (Implementation)

Key Takeaway

Lecture 1 establishes the **conceptual and analytical foundation** required for EQF Level 7 learning, progressing from **understanding → interpretation → structured application**.

Lecture 1 – Foundations of eLearning and Digital Education

(Context, definitions, role of technology, lifelong learning)

1. Introduction

Education is undergoing a major transformation driven by rapid technological development, globalization, and evolving labour market demands. Learning is no longer confined to classrooms or limited to a specific phase of life. Instead, it has become continuous, flexible, and increasingly digital.

In this context, eLearning plays a central role by enabling new ways of accessing knowledge, developing skills, and building competencies relevant for modern professional environments.

2. Definition of eLearning

eLearning (electronic learning) refers to **learning that is delivered, supported, or enhanced through digital technologies**, most commonly via the internet.

It includes:

- online courses and training programs
- virtual learning environments (VLE)
- learning management systems (LMS)
- multimedia content (videos, simulations, interactive materials)

However, eLearning is not simply the digital distribution of content.

Effective eLearning is a **structured and designed learning process** that:

- defines clear learning outcomes
- organizes content logically
- engages learners through interaction
- supports knowledge application

👉 Technology is an enabler — **learning design is the key driver of effectiveness**.

3. Digital Transformation of Education

Digital transformation in education refers to the **integration of digital technologies into teaching and learning processes**, fundamentally changing how education is delivered and experienced.

This transformation is driven by:

- technological advancements (internet, mobile devices, AI)
- globalization and knowledge exchange
- increasing demand for new and updated skills
- the need for flexible and accessible learning solutions

As a result, education systems are evolving toward:

- online and blended learning models
- personalized learning experiences
- scalable and accessible training solutions

👉 Learning is shifting from a **one-time activity** to a **lifelong process**.

4. Traditional vs Digital Learning

The transition from traditional to digital learning reflects a broader shift in educational philosophy.

Traditional Learning	Digital Learning
Teacher-centered	Learner-centered
Fixed schedule	Flexible timing
Classroom-based	Online or blended
Focus on content delivery	Focus on competencies
Passive learning	Active learning

👉 The key shift is from **teaching content** to **enabling learners to perform and apply knowledge**.

5. Role of Technology in Education

Technology plays a transformative role in modern education by enabling:

- **Accessibility**
  Learning materials available anytime and anywhere
- **Flexibility**
  Self-paced and personalized learning paths
- **Scalability**
  Ability to reach large numbers of learners
- **Interactivity**
  Engagement through multimedia, quizzes, and discussions
- **Collaboration**
  Communication and teamwork across locations

Despite these advantages, technology alone does not guarantee effective learning.

Poorly designed digital content can lead to disengagement and ineffective learning outcomes.

👉 Technology must be aligned with **pedagogical principles and instructional design**.

6. Lifelong Learning and Continuous Professional Development (CPD)

In the digital age, knowledge and skills quickly become outdated. As a result, individuals must continuously update their competencies to remain competitive and effective in their professions.

Lifelong learning refers to:

- continuous acquisition of knowledge and skills
- learning throughout one's personal and professional life

Continuous Professional Development (CPD) refers to:

- structured learning activities
- aimed at maintaining and improving professional competence

eLearning supports both by offering:

- flexible access to education
- opportunities for upskilling and reskilling
- integration with work and personal commitments

👉 eLearning is a key enabler of **modern, dynamic, and adaptive learning systems**.

7. Key Message: From Knowledge to Competencies

Modern education is no longer focused solely on knowledge acquisition.

Instead, it emphasizes the development of **competencies**, which combine:

- knowledge (what we know)
- skills (what we can do)
- attitudes (how we apply and adapt)

The goal of eLearning is not only to transfer information, but to enable learners to **apply knowledge effectively in real-world contexts**.

8. Conclusion

eLearning represents a fundamental shift in education:

- from static to dynamic learning
- from content delivery to competency development
- from limited access to inclusive and flexible systems

To design effective eLearning courses, it is essential to understand:

- the role of technology
- the needs of learners
- the importance of structured design

👉 This lecture provides the foundation for developing **clear, practical, and competency-based online courses**.

Key Takeaway

eLearning is not about technology —
it is about designing learning experiences that transform knowledge into competencies.

Suggested Reflection

- How has digital technology changed your learning experience?
- What competencies do you expect to gain from eLearning?

End of Lecture 1

EQF LEVEL 7
PROFESSIONAL DEVELOPMENT

LECTURE 2

DESIGN TODAY
TRANSFORM LEARNING
TOMORROW

DESIGNING AN eLEARNING COURSE

From Knowledge to Competencies:
Practical Course Design for
Online and Blended Learning

LEARNING OUTCOMES (LOs)

By the end of this Lecture, learners will be able to:

- **LO1** Define course context and its components.
- **LO2** Explain the importance of labour market alignment.
- **LO3** Analyse institutional and policy influences.
- **LO4** Identify elements of the learning environment.
- **LO5** Evaluate stakeholder roles in course design.
- **LO6** Interpret implications of online and blended learning contexts.

KCAA MAPPING TABLE

Learning Outcome	K	C	A	A (Analysis)	Description
LO1 – Context definition	✓	✓			Define and describe context
LO2 – Labour market	✓	✓	✓	✓	Analyse relevance of skills demand
LO3 – Policy influence	✓	✓	✓	✓	Analyse frameworks and impact
LO4 – Learning environment	✓	✓	✓		Identify and apply elements
LO5 – Stakeholders	✓	✓	✓	✓	Evaluate roles and influence
LO6 – Online/blended	✓	✓	✓	✓	Interpret implications

KCAA DISTRIBUTION

Level	Share
Knowledge	20%
Comprehension	30%
Application	25%
Analysis	25%

KEY TAKEAWAY

Lecture 2 advances from understanding concepts to analysing real-world educational environments, which is essential for EQF Level 7 course design competence.

ASSESSMENT ALIGNMENT

Knowledge	Comprehension	Application	Analysis
2 questions	3 questions	3 questions	2 questions

REFLECTION

- What real-world need does your course address?
- Who are the key stakeholders involved?

CONTEXT MATTERS
Align learning with real needs and professional realities

LABOUR MARKET FOCUS
Respond to skills demand and future job roles

POLICY & FRAMEWORKS
Ensure alignment with standards and qualification frameworks

LEARNING ENVIRONMENT
Integrate technical, pedagogical and organizational dimensions

STAKEHOLDER ENGAGEMENT
Balance expectations of all key stakeholders

IMPACT & RELEVANCE
Design for measurable learning and real-world impact

Lecture 2 – KCAA + Learning Outcomes Mapping

Learning Outcomes (LOs)

By the end of this Lecture, learners will be able to:

LO1. Define course context and its components.
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* Knowledge – Comprehension – Application – Analysis

KCAA Distribution

Level	Share
Knowledge	20%
Comprehension	30%
Application	25%
Analysis	25%

Assessment Alignment

- Knowledge: 2 questions
- Comprehension: 3 questions
- Application: 3 questions
- Analysis: 2 questions

Key Takeaway

Lecture 2 advances from understanding concepts to **analysing real-world educational environments**, which is essential for **EQF Level 7 course design competence**.

Lecture 2 – Understanding the Course Context and Learning Environment

1. Introduction

Designing an effective eLearning course begins with a clear understanding of its **context**. Before defining content, activities, or assessment, it is essential to answer a fundamental question:

👉 *Why does this course exist, and in what environment will it operate?*

A course that is not grounded in a real context risks being disconnected from learner needs and professional realities.

2. What is Course Context?

Course context refers to the **purpose, conditions, and environment** in which a course is developed and delivered.

It includes:

- institutional framework (university, training provider, company)
- target sector (education, industry, public administration)
- policy and regulatory environment
- labour market needs and skills demand

👉 Context defines the **relevance and direction** of the course.

3. Why Context Matters

Understanding context ensures that a course:

- addresses real-world needs
- aligns with professional requirements
- provides meaningful learning outcomes
- uses appropriate methods and tools

👉 Without context, course design becomes theoretical rather than practical.

4. Labour Market and Skills Demand

Modern education must respond to:

- rapidly changing job roles
- digital transformation of professions
- demand for new and transversal skills

To ensure relevance, course designers should:

- analyse labour market trends
- consult employers and stakeholders
- align with competency frameworks

👉 Courses should prepare learners not only to know, but to **perform effectively in real environments**.

5. Institutional and Policy Framework

Course design is influenced by:

- national education systems
- qualification frameworks (e.g., EQF)
- accreditation requirements
- organizational strategies

These factors determine:

- course structure
- level of learning outcomes
- assessment requirements

👉 Alignment with frameworks ensures **recognition, quality, and comparability**.

6. Learning Environment

The learning environment consists of three interconnected dimensions:

1. Technical Environment

- LMS platforms
- digital tools
- access to resources

2. Pedagogical Environment

- teaching methods
- interaction models
- learning activities

3. Organizational Environment

- scheduling
- learner support
- administrative structure

👉 Effective course design requires alignment of all three dimensions.

7. Online and Blended Learning Context

In digital environments:

- learners are often geographically dispersed
- communication is technology-mediated
- learning must be flexible and accessible

Design implications include:

- clear navigation and structure
- well-defined instructions
- strong learner support mechanisms

👉 The absence of physical presence requires **stronger design clarity**.

8. Stakeholders in Course Design

A course is influenced by multiple stakeholders:

- **Learners** – needs, expectations, motivation
- **Instructors** – expertise and teaching approach
- **Institutions** – standards and objectives
- **Employers / Industry** – required competencies

👉 Effective courses balance the expectations of all stakeholders.

9. Key Takeaway

A successful eLearning course starts with a clear understanding of its context — aligning learning design with real needs, environments, and expectations.

Reflection

- What real-world need does your course address?
- Who are the key stakeholders involved?

End of Lecture 2

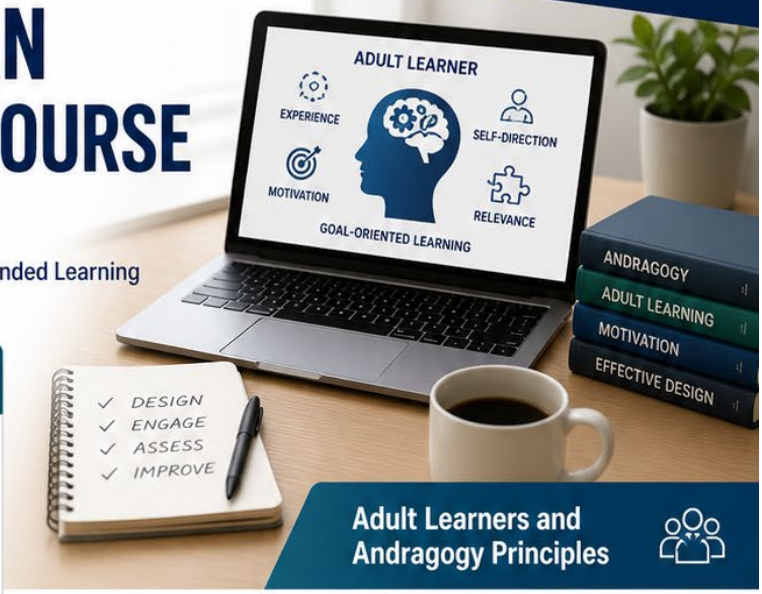
EQF LEVEL 7
PROFESSIONAL DEVELOPMENT

LECTURE 3

DESIGN TODAY
TRANSFORM LEARNING
TOMORROW

DESIGNING AN eLEARNING COURSE

From Knowledge to Competencies:
Practical Course Design for Online and Blended Learning



Adult Learners and Andragogy Principles

LEARNING OUTCOMES (LOs)

By the end of this Lecture, learners will be able to:

- **LO1** Describe key characteristics of adult learners.
- **LO2** Explain principles of andragogy.
- **LO3** Analyse motivation factors in adult learning.
- **LO4** Apply self-directed learning principles to course design.
- **LO5** Identify barriers to adult learning.
- **LO6** Evaluate implications for eLearning design and CPD.

KCAA MAPPING TABLE

Learning Outcome	K	C	A	A (Analysis)	Description
LO1 – Adult learners	✓	✓			Describe characteristics
LO2 – Andragogy	✓	✓	✓		Explain principles
LO3 – Motivation	✓	✓	✓	✓	Analyse intrinsic/ extrinsic drivers
LO4 – Self-directed learning	✓	✓	✓	✓	Apply principles
LO5 – Barriers	✓	✓	✓	✓	Identify and analyse challenges
LO6 – eLearning implications	✓	✓	✓	✓	Evaluate design implications

KCAA DISTRIBUTION

Level	Share
Knowledge	20%
Comprehension	25%
Application	25%
Analysis	30%

★ Strongest analytical level so far → aligns with EQF Level 7 progression

KEY TAKEAWAY

Lecture 3 introduces the human dimension of course design, placing the learner at the center of the eLearning process — a core principle of EQF Level 7 learning design.

ASSESSMENT ALIGNMENT

Knowledge	Comprehension	Application	Analysis
2 questions	2 questions	3 questions	3 questions

REFLECTION

- What motivates you most as a learner?
- How do you prefer to learn in an online environment?

LEARNER-CENTERED
Place the learner at the center

ANDRAGOGY PRINCIPLES
Build on experience and autonomy

MOTIVATION DRIVEN
Address intrinsic and extrinsic motivations

DESIGN FOR IMPACT
Create relevant, practical and engaging experiences

CPD FOCUSED
Support continuous professional growth

Lecture 3 – KCAA + Learning Outcomes Mapping

Learning Outcomes (LOs)

By the end of this Lecture, learners will be able to:

LO1. Describe key characteristics of adult learners.
LO2. Explain principles of andragogy.
LO3. Analyse motivation factors in adult learning.
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LO6 – eLearning implications	✓	✓	✓	✓	Evaluate design implications

* Knowledge – Comprehension – Application – Analysis

KCAA Distribution

Level	Share
Knowledge	20%
Comprehension	25%
Application	25%
Analysis	30%

👉 Strongest analytical level so far → aligns with **EQF Level 7 progression**

Assessment Alignment

- Knowledge: 2 questions
- Comprehension: 2 questions
- Application: 3 questions
- Analysis: 3 questions

Key Takeaway

Lecture 3 introduces the **human dimension of course design**,
placing the learner at the center of the eLearning process — a core principle of EQF Level 7 learning design.

Lecture 3: Adult Learners and Andragogy Principles

1. Introduction

Designing effective eLearning courses requires a deep understanding of the **learners themselves**. At EQF Level 7, the focus is primarily on **adult learners**, who differ significantly from traditional students in terms of experience, motivation, and learning approach.

This lecture introduces the principles of **andragogy**—the theory and practice of adult learning—and explains how they influence course design.

2. Who Are Adult Learners?

Adult learners typically:

- have prior knowledge and professional experience
- are goal-oriented and pragmatic
- value relevance and applicability
- balance learning with work and personal responsibilities

👉 They expect learning to be **useful, efficient, and applicable**.

3. Key Characteristics of Adult Learning

Adult learning is characterized by:

- **Self-direction**
  Learners take responsibility for their learning process
- **Experience-based learning**
  Prior experience is a key resource
- **Goal orientation**
  Learning is linked to personal or professional objectives
- **Relevance and practicality**
  Content must be applicable in real situations

👉 Learning must be **contextualized and meaningful**.

4. Principles of Andragogy

According to adult learning theory, effective learning for adults should:

1. Be **learner-centered**
2. Build on **existing knowledge and experience**
3. Be **problem-oriented rather than content-oriented**
4. Allow **active participation**
5. Provide **immediate applicability**

👉 These principles guide the design of effective eLearning environments.

5. Motivation of Adult Learners

Adult learners are motivated by:

Intrinsic Motivation

- personal growth

- interest in the subject
- satisfaction from learning

Extrinsic Motivation

- career advancement
- certification
- job requirements

👉 Effective courses address **both types of motivation**.

6. Self-Directed Learning

Adult learners tend to:

- plan their own learning
- set goals
- evaluate progress

This requires:

- clear structure
- transparent expectations
- opportunities for reflection

👉 eLearning environments must support **autonomy and guidance simultaneously**.

7. Learning Barriers

Adult learners may face challenges such as:

- limited time
- competing responsibilities
- varying digital skills
- lack of confidence

👉 Course design should:

- be flexible
- provide support
- reduce cognitive overload

8. Adult Learning in eLearning Context

In online environments:

- interaction is often asynchronous
- learners rely on self-discipline
- feedback becomes critical

Design implications:

- clear navigation
- short, focused content

- frequent feedback and checkpoints

9. CPD and Adult Learning

Continuous Professional Development (CPD) is a key driver for adult learners.

Courses must:

- align with professional needs
- provide practical competencies
- support career development

👉 Learning must lead to **measurable improvement in professional performance**.

10. Key Takeaway

Effective eLearning design starts with understanding adult learners —
their needs, motivations, and learning behaviours.

Reflection

- What motivates you most as a learner?
- How do you prefer to learn in an online environment?

End of Lecture 3

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EQF LEVEL 7
PROFESSIONAL DEVELOPMENT

LECTURE 4

DESIGN TODAY
TRANSFORM LEARNING
TOMORROW

DESIGNING AN eLEARNING COURSE

From Knowledge to Competencies:
Practical Course Design for Online and Blended Learning

LECTURE 4:
From Competencies to Learning Outcomes

The core of competency-based course design

LEARNING OUTCOMES (LOs)

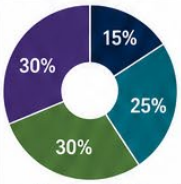
By the end of this Lecture, learners will be able to:

- **LO1** Define competencies and their components.
- **LO2** Explain the competency-based approach.
- **LO3** Formulate clear learning outcomes.
- **LO4** Apply Bloom's taxonomy to structure learning outcomes.
- **LO5** Analyse EQF Level 7 requirements.
- **LO6** Design aligned competency–outcome structures.

KCAA MAPPING TABLE

Learning Outcome	K	C	A	A (Analysis)	Description
LO1 – Competencies	✓	✓			Define components
LO2 – Approach	✓	✓	✓		Explain approach
LO3 – Learning outcomes	✓	✓	✓	✓	Formulate outcomes
LO4 – Bloom application	✓	✓	✓	✓	Apply taxonomy
LO5 – EQF Level 7	✓	✓	✓	✓	Analyse complexity
LO6 – Alignment design	✓	✓	✓	✓	Design aligned structures

KCAA DISTRIBUTION (LECTURE LEVEL)



Level	Share
Knowledge (K)	15%
Comprehension (C)	25%
Application (A)	30%
Analysis (A)	30%

★ Strong shift toward Application + Analysis → core of EQF Level 7

ASSESSMENT ALIGNMENT (10 QUESTIONS)

KCAA Level	No. of Questions	Question Type
Knowledge	1–2	Definitions, components
Comprehension	2	Understanding, explaining
Application	3–4	Applying concepts, formulating
Analysis	3	Analysing, interpreting, designing

BLOOM'S TAXONOMY

EQF LEVEL 7 EXPECTATIONS

- Advanced and specialized knowledge
- Advanced skills: solve complex problems, apply knowledge in new contexts
- Take responsibility for decision-making and manage change
- Autonomy and accountability in professional practice

KEY TAKEAWAY

Lecture 4 is the core of competency-based course design, transforming abstract goals into measurable and actionable learning outcomes.

ALIGNMENT IN COURSE DESIGN

Effective courses align all key elements:

Competencies → Learning Outcomes → Content → Activities → Assessment

CONSTRUCTIVE ALIGNMENT

REFLECTION

- Can you define a competency in your professional field?
- How would you translate it into learning outcomes?

COMPETENCY-BASED APPROACH
Focus on what learners can do

CLEAR LEARNING OUTCOMES
Specific, measurable and achievable

BLOOM + EQF 7 ALIGNMENT
Higher-order thinking and complexity

STRUCTURED DESIGN
Aligned competencies, content and assessment

MEASURABLE IMPACT
Learning that leads to real-world performance

Lecture 4 – KCAA + Learning Outcomes Mapping

Learning Outcomes (LOs)

By the end of this Lecture, learners will be able to:

LO1. Define competencies and their components.
LO2. Explain the competency-based approach.
LO3. Formulate clear learning outcomes.
LO4. Apply Bloom's taxonomy to structure learning outcomes.
LO5. Analyse EQF Level 7 requirements.
LO6. Design aligned competency–outcome structures.

KCAA* Mapping Table

Learning Outcome	K	C	A	A (Analysis)	Description
LO1 – Competencies	✓	✓			Define components
LO2 – Approach	✓	✓	✓		Explain approach
LO3 – Learning outcomes	✓	✓	✓	✓	Formulate outcomes
LO4 – Bloom application	✓	✓	✓	✓	Apply taxonomy
LO5 – EQF Level 7	✓	✓	✓	✓	Analyse complexity
LO6 – Alignment design	✓	✓	✓	✓	Design aligned structures

* Knowledge – Comprehension – Application – Analysis

KCAA Distribution

Level	Share
Knowledge	15%
Comprehension	25%
Application	30%
Analysis	30%

👉 Strong shift toward **Application + Analysis** → core of EQF Level 7

Assessment Alignment

- Knowledge: 1–2 questions
- Comprehension: 2 questions
- Application: 3–4 questions
- Analysis: 3 questions

Key Takeaway

Lecture 4 is the **core of competency-based course design**,
transforming abstract goals into **measurable and actionable learning outcomes**.

Lecture 4: From Competencies to Learning Outcomes

1. Introduction

A central principle of modern education—especially at **EQF Level 7**—is the shift from **knowledge-based teaching** to **competency-based learning**.

Instead of focusing only on what learners should know, course design must define what learners should be able to **do** after completing the course.

2. What is a Competency?

A competency is the **integrated ability to apply knowledge, skills, and attitudes** in real-world situations.

It includes:

- **Knowledge** – understanding concepts and information
- **Skills** – applying knowledge in practice
- **Attitudes** – behavior, responsibility, and adaptability

👉 Competencies are **performance-oriented**, not just theoretical.

3. Competency-Based Approach

In competency-based learning:

- learning starts with expected performance outcomes
- content and activities are designed backwards from these outcomes
- assessment measures real ability, not just recall

👉 This approach ensures **relevance, applicability, and quality**.

4. What are Learning Outcomes?

Learning outcomes are **clear statements describing what learners will be able to do** after completing a course or Lecture.

They should be:

- specific
- measurable
- achievable
- relevant

Example:

❌ "Understand eLearning"
✓ "Explain key characteristics of eLearning and apply them in course design"

5. Structure of Learning Outcomes

A well-formulated learning outcome includes:

- an **action verb** (e.g., explain, analyse, design)
- a **content area**
- a **level of performance**

👉 Learning outcomes define both **content and cognitive level**.

6. Bloom's Taxonomy and Cognitive Levels

Learning outcomes are structured using cognitive levels such as:

- Knowledge
- Comprehension
- Application
- Analysis
- Evaluation
- Creation

👉 EQF Level 7 emphasizes:

- **analysis, evaluation, and creation**

7. EQF Logic in Course Design

The **European Qualifications Framework (EQF)** defines learning in terms of:

- **Knowledge** (theoretical understanding)
- **Skills** (practical application)
- **Competence** (responsibility and autonomy)

At Level 7, learners are expected to:

- solve complex problems
- apply knowledge in new contexts
- take responsibility for decisions

👉 Course design must reflect this level of complexity.

8. Linking Competencies and Learning Outcomes

Competencies are **broad goals**, while learning outcomes are **specific steps** toward achieving them.

Example:

- Competency: Design an eLearning course
- Learning outcomes:
  - define course context
  - structure content
  - design assessment

👉 Learning outcomes operationalize competencies.

9. Alignment in Course Design

Effective courses align:

- competencies
- learning outcomes
- content
- activities

- assessment

👉 This is called **constructive alignment**.

10. Key Takeaway

Competency-based design ensures that learning leads to real-world performance, while learning outcomes provide a clear and measurable path to achieve it.

Reflection

- Can you define a competency in your professional field?
- How would you translate it into learning outcomes?

End of Lecture 4

EQF LEVEL 7
PROFESSIONAL DEVELOPMENT

LECTURE 5

DESIGN TODAY
TRANSFORM LEARNING
TOMORROW

DESIGNING AN eLEARNING COURSE

From Knowledge to Competencies:
Practical Course Design for Online and Blended Learning

LECTURE 5:
Structuring Course Content and Learning Pathways

Turning learning outcomes into a clear and effective learning journey

LEARNING OUTCOMES (LOs)

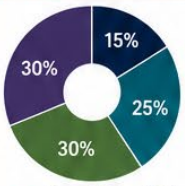
By the end of this Lecture, learners will be able to:

- **LO1** Explain principles of structuring course content.
- **LO2** Organize content into units, topics, and activities.
- **LO3** Apply sequencing principles in course design.
- **LO4** Use KCAA/Bloom frameworks for cognitive progression.
- **LO5** Design clear learning pathways.
- **LO6** Evaluate content structure for effectiveness.

KCAA MAPPING TABLE

Learning Outcome	K	C	A	A (Analysis)	Description
LO1 – Principles	✓	✓			Understand structure concepts
LO2 – Organization	✓	✓	✓		Apply structuring
LO3 – Sequencing	✓	✓	✓	✓	Apply and analyse sequence
LO4 – Cognitive frameworks	✓	✓	✓	✓	Use Bloom/KCAA
LO5 – Learning pathways	✓	✓	✓	✓	Design pathways
LO6 – Evaluation	✓	✓	✓	✓	Evaluate structure effectiveness

KCAA DISTRIBUTION (LECTURE LEVEL)



Level	Share
Knowledge (K)	15%
Comprehension (C)	25%
Application (A)	30%
Analysis (A)	30%

★ Strong EQF Level 7 alignment: design + evaluation focus

BLOOM'S TAXONOMY

DESIGNING LEARNING PATHWAYS

- Define the sequence of units and topics
- Apply sequencing principles (simple → complex, theory → practice)
- Create a clear learning pathway with logical progression
- Include activities, resources and assessments
- Provide checkpoints and feedback
- Support learner autonomy and motivation

ASSESSMENT ALIGNMENT (10 QUESTIONS)

KCAA Level	No. of Questions	Question Type
Knowledge	1–2	Definitions, concepts
Comprehension	2	Understanding, explaining
Application	3–4	Applying, structuring, designing
Analysis	3	Analysing, evaluating

KEY TAKEAWAY

Lecture 5 translates learning outcomes into structured learning architecture, a critical step in designing effective and scalable eLearning courses.

REFLECTION

- Is your course content logically structured?
- Does each unit clearly contribute to a competency?

EFFECTIVE CONTENT STRUCTURE

PRINCIPLES OF CONTENT STRUCTURE

- **ALIGN WITH OUTCOMES** — Content must serve learning outcomes
- **LOGICAL PROGRESSION** — Build from basic to complex
- **CHUNK AND FOCUS** — Small, manageable learning units
- **CONNECT AND FLOW** — Ensure coherence between topics
- **EVALUATE AND IMPROVE** — Continuously refine for effectiveness

BENEFITS OF GOOD STRUCTURE

- **GREATER CLARITY** — Learners know where they are
- **BETTER ENGAGEMENT** — Structured learning increases motivation
- **IMPROVED OUTCOMES** — Leads to deeper learning and performance

Lecture 5 – KCAA + Learning Outcomes Mapping

Learning Outcomes (LOs)

By the end of this Lecture, learners will be able to:

LO1. Explain principles of structuring course content.
LO2. Organize content into units, topics, and activities.
LO3. Apply sequencing principles in course design.
LO4. Use KCAA/Bloom frameworks for cognitive progression.
LO5. Design clear learning pathways.
LO6. Evaluate content structure for effectiveness.

KCAA* Mapping Table

Learning Outcome	K	C	A	A (Analysis)	Description
LO1 – Principles	✓	✓			Understand structure concepts
LO2 – Organization	✓	✓	✓		Apply structuring
LO3 – Sequencing	✓	✓	✓	✓	Apply and analyse sequence
LO4 – Cognitive frameworks	✓	✓	✓	✓	Use Bloom/KCAA
LO5 – Learning pathways	✓	✓	✓	✓	Design pathways
LO6 – Evaluation	✓	✓	✓	✓	Evaluate structure effectiveness

* Knowledge – Comprehension – Application – Analysis

KCAA Distribution

Level	Share
Knowledge	15%
Comprehension	25%
Application	30%
Analysis	30%

👉 Strong EQF Level 7 alignment: **design + evaluation focus**

Assessment Alignment

- Knowledge: 1–2 questions
- Comprehension: 2 questions
- Application: 3–4 questions
- Analysis: 3 questions

Key Takeaway

Lecture 5 translates learning outcomes into **structured learning architecture**, a critical step in designing effective and scalable eLearning courses.

Lecture 5: Structuring Course Content and Learning Pathways

1. Introduction

Once competencies and learning outcomes are defined, the next step in course design is to **structure the content** in a logical and effective way.

This involves:

- organizing content into units and topics
- defining a clear learning sequence
- ensuring cognitive progression

👉 Structure transforms learning outcomes into a **coherent learning journey**.

2. From Outcomes to Content Structure

Learning outcomes define **what learners should achieve**.
Content structure defines **how learners will get there**.

A well-structured course:

- follows a logical progression
- connects topics meaningfully
- avoids fragmentation

👉 Content must serve learning outcomes, not the other way around.

3. Units, Topics, and Lectures

Content is typically organized into:

- **Units (Lectures)** – major learning blocks (competency-based)
- **Topics** – sub-sections within a unit
- **Learning activities** – tasks that support learning

👉 Each unit should:

- address a specific competency
- include content, activities, and assessment

4. Sequencing Content

Effective sequencing ensures that learning progresses logically.

Key principles:

- simple → complex
- known → unknown
- theory → application

👉 Poor sequencing leads to confusion and cognitive overload.

5. Cognitive Progression (KCAA / Bloom)

Content must follow cognitive progression:

- **Knowledge** – basic concepts
- **Comprehension** – understanding relationships
- **Application** – using knowledge
- **Analysis** – interpreting and comparing

👉 At EQF Level 7, emphasis is on:

- application
- analysis
- problem-solving

6. Designing Learning Pathways

A learning pathway defines:

- the sequence of units
- progression between topics
- expected learning flow

Good pathways:

- are clear and intuitive
- support learner autonomy
- include checkpoints and feedback

👉 Learners should always know **where they are and what comes next**.

7. Chunking Content

Content should be divided into **small, manageable units**.

Benefits:

- reduces cognitive overload
- improves retention
- supports flexibility

👉 Recommended:

- short Lectures
- focused topics
- clear objectives per unit

8. Integration of Activities

Each unit should include:

- explanations
- examples
- interactive activities
- assessment

👉 Learning happens through **active engagement**, not passive reading.

9. Common Mistakes in Structuring Content

Avoid:

- too much content in one unit
- unclear sequence
- lack of connection between topics
- mismatch with learning outcomes

👉 Structure must always reflect **learning logic**.

10. Key Takeaway

Effective content structure ensures a clear learning journey,
guiding learners step by step from understanding to application and analysis.

Reflection

- Is your course content logically structured?
- Does each unit clearly contribute to a competency?

End of Lecture 5

EQF LEVEL 7
PROFESSIONAL DEVELOPMENT

LECTURE 6

DESIGN TODAY
TRANSFORM LEARNING
TOMORROW

DESIGNING AN eLEARNING COURSE

From Knowledge to Competencies:
Practical Course Design for Online and Blended Learning

LECTURE 6:
Instructional Design for eLearning

Designing engaging, interactive and effective learning experiences

LEARNING OUTCOMES (LOs)

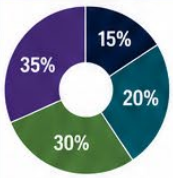
By the end of this Lecture, learners will be able to:

- LO1 Explain principles of instructional design.
- LO2 Design effective learning activities.
- LO3 Apply engagement strategies in eLearning.
- LO4 Integrate different types of interaction.
- LO5 Manage cognitive load in course design.
- LO6 Evaluate instructional design effectiveness.

KCAA MAPPING TABLE

Learning Outcome	K	C	A	A (Analysis)	Description
LO1 – Principles	✓	✓			Understand design principles
LO2 – Activities	✓	✓	✓	✓	Design and analyse activities
LO3 – Engagement	✓	✓	✓	✓	Apply engagement strategies
LO4 – Interaction	✓	✓	✓	✓	Integrate interaction types
LO5 – Cognitive load	✓	✓	✓	✓	Manage complexity
LO6 – Evaluation	✓	✓	✓	✓	Evaluate design effectiveness

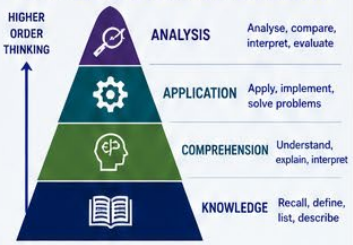
KCAA DISTRIBUTION (LECTURE LEVEL)



Level	Share
Knowledge (K)	15%
Comprehension (C)	20%
Application (A)	30%
Analysis (A)	35%

★ Strong emphasis on Application + Analysis → core EQF Level 7 competence

KCAA / BLOOM COGNITIVE PROGRESSION



EQF Level 7 focuses on Application, Analysis and problem-solving.

ENGAGEMENT & INTERACTION

ENGAGEMENT

- Cognitive — Think & solve
- Emotional — Motivation
- Behavioral — Participation

INTERACTION

- Learner – Content — Engaging materials, multimedia
- Learner – Instructor — Feedback, guidance, support
- Learner – Learner — Collaboration, discussion

Use multiple interaction types to create a rich learning environment.

ASSESSMENT ALIGNMENT (10 QUESTIONS)

KCAA Level	No. of Questions	Question Type
Knowledge	1–2	Definitions, principles
Comprehension	2	Understanding, explaining
Application	3–4	Designing, applying, creating
Analysis	3–4	Analysing, evaluating, judging

MANAGING COGNITIVE LOAD

INTRINSIC LOAD	EXTRANEOUS LOAD	GERMANE LOAD
Complexity of the content	Poor design, unnecessary info	Effort invested in meaningful learning

- ✓ Simplify structure
- ✓ Use clear visuals
- ✓ Chunk content
- ✓ Focus on key ideas

COMMON DESIGN MISTAKES

- Too much content
- Lack of interaction
- Excessive information
- Unclear instructions

REFLECTION

- What types of activities engage you most?
- How can interaction be improved in your course?

PRINCIPLES OF EFFECTIVE INSTRUCTIONAL DESIGN

- **ALIGN WITH OUTCOMES** — Every activity supports what learners should achieve.
- **ACTIVE LEARNING** — Promote participation and real-world application.
- **CLEAR PATHWAYS** — Guide learners with logical sequences and milestones.
- **FEEDBACK & SUPPORT** — Provide timely feedback and support continuous improvement.
- **MANAGE LOAD** — Design for clarity, focus and meaningful learning.
- **EVALUATE & IMPROVE** — Measure effectiveness and refine the learning experience.

Lecture 6 – KCAA + Learning Outcomes Mapping

Learning Outcomes (LOs)

By the end of this Lecture, learners will be able to:

LO1. Explain principles of instructional design.
LO2. Design effective learning activities.
LO3. Apply engagement strategies in eLearning.
LO4. Integrate different types of interaction.
LO5. Manage cognitive load in course design.
LO6. Evaluate instructional design effectiveness.

KCAA* Mapping Table

Learning Outcome	K	C	A	A (Analysis)	Description
LO1 – Principles	✓	✓			Understand design principles
LO2 – Activities	✓	✓	✓	✓	Design and analyse activities
LO3 – Engagement	✓	✓	✓	✓	Apply engagement strategies
LO4 – Interaction	✓	✓	✓	✓	Integrate interaction types
LO5 – Cognitive load	✓	✓	✓	✓	Manage complexity
LO6 – Evaluation	✓	✓	✓	✓	Evaluate design effectiveness

* Knowledge – Comprehension – Application – Analysis

KCAA Distribution

Level	Share
Knowledge	15%
Comprehension	20%
Application	30%
Analysis	35%

👉 Strong emphasis on **Application + Analysis → core EQF Level 7 competence**

Assessment Alignment

- Knowledge: 1–2 questions
- Comprehension: 2 questions
- Application: 3–4 questions
- Analysis: 3–4 questions

Key Takeaway

Lecture 6 is the **core operational layer of course design**,
where structure becomes **engaging, interactive, and effective learning**.

Lecture 6: Instructional Design for eLearning

1. Introduction

Instructional design is the process of **planning and creating effective learning experiences**. In eLearning, it ensures that content is not only delivered but also **understood, applied, and retained**.

At EQF Level 7, instructional design must go beyond basic knowledge transfer and focus on:

- engagement
- interaction
- application
- problem-solving

2. What is Instructional Design?

Instructional design is a **systematic approach** to developing learning experiences that achieve specific learning outcomes.

It involves:

- defining objectives
- structuring content
- selecting appropriate activities
- designing assessment

👉 It connects **what we want learners to achieve** with **how learning is delivered**.

3. Designing Learning Activities

Learning activities are central to eLearning effectiveness.

Types of activities:

- **Individual activities** (reading, reflection, quizzes)
- **Collaborative activities** (discussion forums, group tasks)
- **Practical activities** (case studies, problem-solving)

👉 Activities should:

- align with learning outcomes
- promote active participation
- encourage application

4. Engagement in eLearning

Engagement is essential for learning success.

Three dimensions of engagement:

- **Cognitive** – thinking and problem-solving
- **Emotional** – interest and motivation
- **Behavioral** – participation and effort

Strategies to increase engagement:

- real-life examples
- interactive elements
- varied content formats

👉 Engagement drives **learning effectiveness and retention**.

5. Interaction in Online Learning

Interaction replaces physical presence in eLearning.

Types of interaction:

- **Learner–Content** (videos, materials)
- **Learner–Instructor** (feedback, guidance)
- **Learner–Learner** (discussion, collaboration)

👉 Effective courses include all three types.

6. Cognitive Load Management

Cognitive load refers to the **mental effort required to learn**.

Types:

- **Intrinsic load** – complexity of content
- **Extraneous load** – poor design
- **Germane load** – learning effort

To manage cognitive load:

- simplify structure
- use clear visuals
- avoid unnecessary information

👉 Good design reduces overload and improves learning.

7. Designing for Online Environments

In eLearning:

- attention spans are shorter
- learners are more autonomous
- distractions are higher

Design implications:

- short, focused content
- clear instructions
- regular interaction
- immediate feedback

8. Feedback and Reinforcement

Feedback helps learners:

- understand progress

- correct mistakes
- stay motivated

Types:

- automated (quizzes)
- instructor feedback
- peer feedback

👉 Feedback is essential for **learning improvement**.

9. Common Design Mistakes

Avoid:

- passive content (only reading)
- lack of interaction
- excessive information
- unclear instructions

👉 Poor design reduces engagement and outcomes.

10. Key Takeaway

Instructional design transforms structured content into engaging and effective learning experiences.

Reflection

- What types of activities engage you most?
- How can interaction be improved in your course?

End of Lecture 6

EQF LEVEL 7
PROFESSIONAL DEVELOPMENT

DESIGNING AN eLEARNING COURSE

From Knowledge to Competencies:
Practical Course Design for Online and Blended Learning

LECTURE 7

DESIGN TODAY
TRANSFORM LEARNING
TOMORROW

LECTURE 7: Designing Assessment and Feedback

Measuring, validating and improving learning for real competence

LEARNING OUTCOMES (LOs)

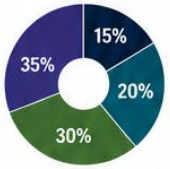
By the end of this Lecture, learners will be able to:

- LO1 Explain principles of assessment in eLearning.
- LO2 Differentiate formative and summative assessment.
- LO3 Design aligned assessment methods.
- LO4 Apply online assessment techniques.
- LO5 Evaluate feedback strategies.
- LO6 Analyse assessment effectiveness.

KCAA MAPPING TABLE

Learning Outcome	K	C	A	A (Analysis)	Description
LO1 – Assessment principles	✓	✓			Understand basics
LO2 – Types of assessment	✓	✓	✓		Differentiate types
LO3 – Alignment	✓	✓	✓	✓	Design aligned assessments
LO4 – Online methods	✓	✓	✓	✓	Apply techniques
LO5 – Feedback	✓	✓	✓	✓	Evaluate strategies
LO6 – Effectiveness	✓	✓	✓	✓	Analyse assessment quality

KCAA DISTRIBUTION



Level	Share
Knowledge (K)	15%
Comprehension (C)	20%
Application (A)	30%
Analysis (A)	35%

★ Strong EQF Level 7 focus on application and evaluation

TYPES OF ASSESSMENT

FORMATIVE ASSESSMENT
Supports learning and improvement

- Quizzes
- Discussions
- Short assignments
- Practice activities

SUMMATIVE ASSESSMENT
Evaluates achievement and competency

- Final exams
- Projects
- Case studies
- Portfolios

Effective courses use both types for a balanced approach.

ONLINE ASSESSMENT METHODS

QUIZZES	MCQs, short answers, drag & drop, matching
CASE STUDIES	Real-world scenarios and analysis
PROJECT-BASED TASKS	Design, develop and solve complex problems
PEER ASSESSMENT	Review and evaluate peer work
DISCUSSIONS & FORUMS	Reflect, debate and share perspectives

ASSESSMENT ALIGNMENT (10 QUESTIONS)

KCAA Level	No. of Questions	Question Type
Knowledge	1–2	Definitions, principles
Comprehension	2	Understanding, explaining
Application	3–4	Designing, applying, creating
Analysis	3–4	Analysing, evaluating, judging

DESIGNING GOOD ASSESSMENT QUESTIONS

- ✓ Clear and precise wording
- ✓ Aligned with learning outcomes
- ✓ Reflect correct cognitive level (Bloom / KCAA)
- ✓ Fair, relevant and measurable

AVOID

- ✗ Vague or confusing wording
- ✗ Overly simple recall questions
- ✗ Irrelevant or off-topic content
- ✗ Ambiguous scoring criteria

FEEDBACK IN LEARNING

- **Immediate Feedback** Automated responses (quizzes, activities)
- **Delayed Feedback** Instructor comments on assignments
- **Peer Feedback** Learner-to-learner review and support
- **Feedback Principles** Timely, specific, constructive, actionable

Feedback closes the loop and drives continuous improvement.

ASSESSMENT IN ONLINE CONTEXT

CHALLENGES	SOLUTIONS
⚠ Academic integrity	✓ Diversified assessment methods
⚠ Limited supervision	✓ Application and project tasks
⚠ Technical issues	✓ Clear instructions and rubrics
⚠ Distractions	✓ Use of proctoring / tools
⚠ Cheating risks	✓ Focus on authentic assessment

Focus on authentic demonstration of competencies.

COMMON MISTAKES

- ✗ Misalignment with learning outcomes
- ✗ Over-reliance on quizzes/MCQs
- ✗ Lack of feedback or weak feedback
- ✗ Unclear grading criteria
- ✗ Too much assessment or too little

Assessment must support learning, not just measure it. ⚠

KEY TAKEAWAY

Lecture 7 ensures that learning is not only delivered but also measured, validated, and improved, which is essential for competency-based eLearning.

REFLECTION

- Are your assessments aligned with learning outcomes?
- How can feedback improve learning in your course?

PRINCIPLES OF EFFECTIVE ASSESSMENT & FEEDBACK

- **ALIGN WITH OUTCOMES** Measure what learners are expected to achieve.
- **MEASURE PERFORMANCE** Focus on application, analysis and real-world performance.
- **BE FAIR & TRANSPARENT** Use clear rubrics and consistent criteria.
- **PROVIDE FEEDBACK** Give timely, specific and constructive feedback that supports growth.
- **ENSURE INTEGRITY** Promote academic honesty through design and appropriate tools.
- **IMPROVE CONTINUOUSLY** Use assessment data to improve learning and design.

Lecture 7 – KCAA + Learning Outcomes Mapping

Learning Outcomes (LOs)

By the end of this Lecture, learners will be able to:

LO1. Explain principles of assessment in eLearning.
LO2. Differentiate formative and summative assessment.
LO3. Design aligned assessment methods.
LO4. Apply online assessment techniques.
LO5. Evaluate feedback strategies.
LO6. Analyse assessment effectiveness.

KCAA* Mapping Table

Learning Outcome	K	C	A	A (Analysis)	Description
LO1 – Assessment principles	✓	✓			Understand basics
LO2 – Types of assessment	✓	✓	✓		Differentiate types
LO3 – Alignment	✓	✓	✓	✓	Design aligned assessments
LO4 – Online methods	✓	✓	✓	✓	Apply techniques
LO5 – Feedback	✓	✓	✓	✓	Evaluate strategies
LO6 – Effectiveness	✓	✓	✓	✓	Analyse assessment quality

* Knowledge – Comprehension – Application – Analysis

KCAA Distribution

Level	Share
Knowledge	15%
Comprehension	20%
Application	30%
Analysis	35%

👉 Strong EQF Level 7 focus on **application and evaluation**

Assessment Alignment

- Knowledge: 1–2 questions
- Comprehension: 2 questions
- Application: 3–4 questions
- Analysis: 3–4 questions

Key Takeaway

Lecture 7 ensures that learning is not only delivered but also **measured, validated, and improved**, which is essential for competency-based eLearning.

Lecture 7: Designing Assessment and Feedback

1. Introduction

Assessment is a critical component of eLearning. It ensures that learning outcomes are achieved and provides evidence of learner progress.

At EQF Level 7, assessment must go beyond testing knowledge and focus on:

- application
- analysis
- problem-solving
- decision-making

👉 Assessment must reflect **real competencies**, not just recall.

2. What is Assessment?

Assessment is the process of **measuring and evaluating learning**.

It answers:

- What have learners achieved?
- Can they apply knowledge?
- Are competencies developed?

👉 Assessment must be aligned with **learning outcomes**.

3. Types of Assessment

Formative Assessment

- continuous and ongoing
- supports learning
- provides feedback

Examples:

- quizzes
- discussions
- short assignments

Summative Assessment

- conducted at the end
- evaluates achievement
- often graded

Examples:

- final exams
- projects

👉 Effective courses use both types.

4. Alignment with Learning Outcomes

Assessment must directly measure learning outcomes.

Example:

- Learning outcome: Analyse eLearning design
- Assessment: Case study analysis

👉 Misalignment leads to ineffective learning evaluation.

5. Online Assessment Methods

In eLearning, assessment includes:

- quizzes (MCQs, short answers)
- case studies
- project-based tasks
- peer assessment

👉 Variety ensures deeper learning and engagement.

6. Designing Effective Questions

Good assessment questions:

- are clear and precise
- match learning outcomes
- reflect cognitive levels (Bloom/KCAA)

Avoid:

- vague wording
- overly simple recall questions
- irrelevant content

7. Feedback in Learning

Feedback is essential for:

- guiding improvement
- reinforcing learning
- increasing motivation

Types:

- immediate (automated quizzes)
- delayed (instructor feedback)
- peer feedback

👉 Feedback should be **timely, clear, and constructive**.

8. Assessment in Online Context

Challenges:

- academic integrity

- limited supervision
- technical issues

Solutions:

- diversified assessment methods
- application-based tasks
- clear instructions

👉 Focus on **authentic assessment**.

9. Common Mistakes

Avoid:

- misalignment with outcomes
- over-reliance on quizzes
- lack of feedback
- unclear grading criteria

👉 Assessment must support learning, not just measure it.

10. Key Takeaway

Assessment and feedback are integral to learning, ensuring that competencies are achieved and continuously improved.

Reflection

- Are your assessments aligned with learning outcomes?
- How can feedback improve learning in your course?

End of Lecture 7

EQF LEVEL 7
PROFESSIONAL DEVELOPMENT

LECTURE 8

DESIGN TODAY
TRANSFORM LEARNING
TOMORROW

DEVELOPING AND IMPLEMENTING AN eLEARNING COURSE

From Design to Delivery:
Building Real, Operational eLearning Solutions

LECTURE 8: Developing and Implementing the eLearning Course

Turning design into real, effective and scalable learning experiences

LEARNING OUTCOMES (LOs)

By the end of this Lecture, learners will be able to:

- LO1 Develop learning materials for eLearning.
- LO2 Organize content within an LMS structure.
- LO3 Select appropriate platforms and tools.
- LO4 Apply user experience principles.
- LO5 Implement and manage course delivery.
- LO6 Evaluate and improve course quality.

KCAA MAPPING TABLE

Learning Outcome	K (Knowledge)	C (Comprehension)	A (Application)	A (Analysis)	Description
LO1 – Materials	✓	✓	✓		Develop resources
LO2 – LMS structure	✓	✓	✓	✓	Organize and evaluate structure
LO3 – Platforms	✓	✓	✓	✓	Select tools
LO4 – UX	✓	✓	✓	✓	Apply usability principles
LO5 – Implementation	✓	✓	✓	✓	Manage course delivery
LO6 – Improvement	✓	✓	✓	✓	Evaluate and improve

KCAA DISTRIBUTION (LECTURE LEVEL)

Level	Share
Knowledge (K)	10%
Comprehension (C)	20%
Application (A)	35%
Analysis (A)	35%

★ Highest level of Application + Analysis → full EQF Level 7 competence

ASSESSMENT ALIGNMENT (10 QUESTIONS)

KCAA Level	No. of Questions	Question Type
Knowledge (K)	1	Definitions, basic concepts
Comprehension (C)	2	Understanding, explaining
Application (A)	3–4	Designing, applying, selecting
Analysis (A)	3–4	Analysing, evaluating, improving

DEVELOPMENT FLOW (FROM DESIGN TO DELIVERY)

1. **PLAN** — Competencies, outcomes, structure, activities, assessment
2. **DEVELOP** — Create and prepare learning materials and resources
3. **IMPLEMENT** — Organize in LMS, configure settings, enroll learners
4. **DELIVER** — Run the course, support learners, monitor progress
5. **IMPROVE** — Collect feedback, analyse data, update and enhance course

KEY IMPLEMENTATION AREAS

- **LEARNING MATERIALS** — Clear, engaging, outcome-aligned content (text, video, infographics, resources)
- **LMS STRUCTURE** — Logical organization of units, topics, activities, assessments
- **PLATFORMS & TOOLS** — Choose the right LMS and supporting tools for communication and collaboration
- **USER EXPERIENCE (UX)** — Simple, consistent, accessible and learner-friendly design
- **IMPLEMENTATION & DELIVERY** — Publish, enroll, support, monitor and manage the learning process
- **QUALITY IMPROVEMENT** — Evaluate performance, collect feedback, refine and continuously improve

COGNITIVE FOCUS (KCAA / BLOOM PERSPECTIVE)

COMMON CHALLENGES & SOLUTIONS

CHALLENGE	SOLUTION
Technical issues	Test thoroughly, use reliable tools
Low engagement	Use interactive content and varied activities
Poor navigation	Keep LMS structure simple and consistent
Lack of feedback	Provide timely and constructive feedback
Outdated content	Review and update the course regularly

ASSESSMENT IN ACTION

- Align with outcomes — Measure what matters
- Use a mix of methods — Quizzes, projects, cases, peer review
- Provide meaningful feedback — Support learning and improvement
- Ensure academic integrity — Use authentic and application-based tasks
- Continuously evaluate & improve — Data-driven decisions for quality

KEY TAKEAWAY

Lecture 8 completes the learning journey by transforming design into real, operational eLearning solutions, demonstrating full competency at EQF Level 7.

REFLECTION

- Is your course ready for real users?
- What improvements would you make after first implementation?

INTEGRATE — Bring all design elements together seamlessly

DEVELOP QUALITY — Create engaging and relevant learning materials

DELIVER EFFECTIVELY — Organize in LMS and support learners throughout

FOCUS ON LEARNERS — Ensure great UX and meaningful interaction

MEASURE & IMPROVE — Evaluate, gather feedback and enhance continuously

ACHIEVE IMPACT — Drive real learning outcomes and professional growth

Lecture 8 - KCAA + Learning Outcomes Mapping

Learning Outcomes (LOs)

By the end of this Lecture, learners will be able to:

LO1. Develop learning materials for eLearning.
LO2. Organize content within an LMS structure.
LO3. Select appropriate platforms and tools.
LO4. Apply user experience principles.
LO5. Implement and manage course delivery.
LO6. Evaluate and improve course quality.

KCAA* Mapping Table

Learning Outcome	K	C	A	A (Analysis)	Description
LO1 – Materials	✓	✓	✓		Develop resources
LO2 – LMS structure	✓	✓	✓	✓	Organize and evaluate structure
LO3 – Platforms	✓	✓	✓	✓	Select tools
LO4 – UX	✓	✓	✓	✓	Apply usability principles
LO5 – Implementation	✓	✓	✓	✓	Manage course delivery
LO6 – Improvement	✓	✓	✓	✓	Evaluate and improve

* Knowledge – Comprehension – Application – Analysis

KCAA Distribution

Level	Share
Knowledge	10%
Comprehension	20%
Application	35%
Analysis	35%

👉 Highest level of **Application + Analysis → full EQF Level 7 competence**

Assessment Alignment

- Knowledge: 1 question
- Comprehension: 2 questions
- Application: 3–4 questions
- Analysis: 3–4 questions

Key Takeaway

Lecture 8 completes the learning journey by transforming design into **real, operational eLearning solutions**, demonstrating full competency at EQF Level 7.

Lecture 8: Developing and Implementing the eLearning Course

1. Introduction

The final step in course design is transforming a structured plan into a **fully functional eLearning course**. This involves developing learning materials, organizing them within an LMS, and ensuring effective delivery and usability.

At EQF Level 7, this stage requires:

- integration of all previous steps
- attention to quality and usability
- readiness for real-world implementation

👉 This is where design becomes **operational reality**.

2. From Design to Development

After defining:

- competencies
- learning outcomes
- structure
- activities and assessment

the next step is to **develop actual course materials**.

These include:

- lecture content (text, slides, video)
- interactive elements
- assessment tools

👉 Development transforms planning into **learning resources**.

3. Preparing Learning Materials

Effective materials should be:

- clear and concise
- visually structured
- aligned with learning outcomes
- adapted for online use

Types of materials:

- text-based content
- video lectures
- infographics
- downloadable resources

👉 Materials must support **engagement and understanding**.

4. LMS Structure and Organization

A Learning Management System (LMS) is the core platform for delivering eLearning.

Key elements:

- course homepage
- units (Lectures)
- topics and content blocks
- quizzes and assessments

Best practices:

- logical navigation
- consistent layout
- clear labeling

👉 The LMS structure reflects the **learning pathway**.

5. Platforms and Tools

Common platforms:

- Moodle
- Canvas
- Blackboard
- custom platforms (e.g., SKILLS platform)

Supporting tools:

- video hosting
- communication tools
- collaboration platforms

👉 Platform choice should support **learning objectives and user experience**.

6. User Experience (UX) in eLearning

User experience is critical for success.

Key principles:

- simplicity
- clarity
- consistency
- accessibility

👉 Poor UX leads to confusion and disengagement.

7. Testing and Quality Assurance

Before launching a course:

- test all content and links
- check navigation and usability
- verify assessment functionality

👉 Quality assurance ensures a **smooth learner experience**.

8. Course Implementation

Implementation includes:

- publishing the course
- enrolling learners
- providing guidance and support

During delivery:

- monitor learner progress
- respond to questions
- adjust if needed

👉 Implementation is an **active process**, not a one-time event.

9. Continuous Improvement

After implementation:

- collect feedback
- analyse performance data
- update content

👉 eLearning courses should be **continuously improved**.

10. Key Takeaway

Developing and implementing an eLearning course requires integrating design, technology, and pedagogy into a coherent and user-friendly learning experience.

Reflection

- Is your course ready for real users?
- What improvements would you make after first implementation?

End of Lecture 8

Additional materials

Full Course Competency Matrix (EQF Level 7)

1. Overall Course Competency

Design, structure, and implement a competency-based eLearning course aligned with learner needs, learning outcomes, and assessment principles, ready for deployment in an LMS environment.

2. Lecture-by-Lecture Competency Progression

Lecture	Title	Core Competency Developed	KCAA Focus	EQF Level Contribution
L1	Foundations of eLearning	Understand principles of eLearning and digital education	K + C	Conceptual foundation
L2	Course Context & Environment	Analyse course context, stakeholders, and learning environment	C + A	Contextual awareness
L3	Adult Learners & Andragogy	Apply principles of adult learning to course design	C + A + Analysis	Learner-centered design
L4	Competencies → Learning Outcomes	Design measurable learning outcomes aligned with competencies	A + Analysis	Core design logic
L5	Structuring Content	Organize content into structured learning pathways	A + Analysis	Learning architecture
L6	Instructional Design	Design engaging activities and manage cognitive load	A + Analysis	Pedagogical execution
L7	Assessment & Feedback	Develop aligned assessment and feedback systems	A + Analysis	Evaluation competence
L8	Implementation (LMS)	Develop and deploy course in LMS environment	A + Analysis	Operational competence

3. Competency Development Flow

Phase 1 – Foundations (Lectures 1–3)

- Understanding what eLearning is
- Understanding context and learners

👉 Output: **Informed design perspective**

Phase 2 – Design Core (Lectures 4–6)

- Learning outcomes
- Content structure
- Instructional design

👉 Output: **Complete course design blueprint**

Phase 3 – Validation & Deployment (Lectures 7–8)

- Assessment
- Implementation

👉 Output: **Operational eLearning course**

4. KCAA Progression (Course Level)

Level	Early Lectures (1–3)	Middle (4–6)	Final (7–8)
Knowledge	High	Medium	Low
Comprehension	High	Medium	Medium
Application	Medium	High	Very High
Analysis	Medium	High	Very High

👉 Clear transition:
Understanding → Designing → Implementing

5. Assessment Structure

Per Lecture

10 questions

100 points per Lecture

Total (8 Lectures)

80 questions

800 points

6. Final Certification Logic

Option A – Standard Certification (Recommended)

Component	Weight
Lecture quizzes (8×100)	**70%**
Final Assignment (Capstone)	**30%**

Final Assignment (Capstone Project)

Task:
Design a complete eLearning course including:

- course context
- target learners
- competencies
- learning outcomes
- structure (units)
- sample activities
- assessment plan
- LMS structure

👉 Output:

- **Course Design Document (5–10 pages)**
- Optional: **LMS prototype / structure**

Evaluation Criteria (Capstone)

Criteria	Weight
Alignment (competencies–LO–assessment)	25%

Criteria	Weight
Structure and clarity	20%
Instructional design quality	20%
Relevance and applicability	20%
Innovation and usability	15%

7. Certification Threshold

Level	Score
Pass	≥ 70%
Merit	≥ 80%
Distinction	≥ 90%

8. Certification Output

Learners who complete the course will be able to:

- design competency-based eLearning courses
- align learning outcomes, content, and assessment
- apply instructional design principles
- implement courses in LMS environments

👉 This corresponds to **EQF Level 7 competence in digital learning design**

9. Integration with ABGCDP (Your Platform)

- Lectures = **Units (8 total)**
- Each unit:
  - Lecture
  - Materials
  - Quiz (10 questions)
- Final assignment:
  - uploaded as **document/project**
  - evaluated by instructor or rubric

Key Takeaway

The course is designed as a **progressive competency-building system**,
where each Lecture contributes to the final ability to **design and implement a complete eLearning course**.

Adult Learner Journey

This infographic presents the Adult Learner Journey as a structured progression from initial motivation to achieved competence, illustrating five key stages: motivation and need recognition, context and goal setting, engagement and learning, application and practice, and competence and performance. Each stage highlights the learner's evolving focus—from understanding why to learn, through active engagement and real-world application, to demonstrating measurable outcomes—while a continuous layer emphasizes self-direction, experience, feedback, and flexibility as essential elements supporting lifelong learning and continuous professional development.


ADULT LEARNER JOURNEY
From Motivation → Competence
A continuous path of growth, learning and real-world impact
1
MOTIVATION & NEED RECOGNITION
Why learn?
Career development
Solving real problems
Personal growth
Trigger for learning engagement
2
CONTEXT & GOAL SETTING
What will I achieve?
Define personal & professional goals
Align with learning outcomes
Understand expected results
Direction of learning
3
ENGAGEMENT & LEARNING
How do I learn?
Interaction with content, instructor, peers
Activities: reflection, discussion, problem-solving
Active participation
Core learning process
4
APPLICATION & PRACTICE
Can I use this?
Case studies & real-life tasks
Simulations & exercises
Feedback and iteration
Transfer of knowledge into practice
5
COMPETENCE & PERFORMANCE
What can I now do?
Demonstrated ability
Improved job performance
Professional confidence
Outcome of learning
CONTINUOUS LAYER (ACROSS ALL STAGES)
SELF-DIRECTION
Learner autonomy and responsibility for learning
EXPERIENCE
Integration of prior knowledge and real-world experience
FEEDBACK
Continuous feedback and reflection for ongoing improvement
FLEXIBILITY
Time and place independence to fit life and work
LEARNING IS A JOURNEY. Every stage builds on the previous one, leading to competence, performance and lifelong growth.

Template: Writing Learning Outcomes

1. Learning Outcome Structure (Core Formula)

👉 Use this structure for every learning outcome:

Action Verb + Content + Context/Condition + Level (optional)

Example:

Analyse different eLearning models and apply them to course design scenarios.

2. Action Verbs (by Cognitive Level)

Knowledge (K)

- define
- list
- identify
- describe

Comprehension (C)

- explain
- summarize
- interpret
- classify

Application (A)

- apply
- use
- demonstrate
- implement

Analysis (A – higher level)

- analyse
- compare
- evaluate
- design

👉 For **EQF Level 7**, prioritize:

- analyse
- evaluate
- design

3. LMS Input Template (Copy-Paste Ready)

Learning Outcome 1

- **Statement:**
  [Write outcome here]

- **KCAA Level:**
  ☐ Knowledge
  ☐ Comprehension
  ☐ Application
  ☐ Analysis

- **Assessment Method:**
  ☐ Quiz
  ☐ Assignment
  ☐ Case study
  ☐ Project

Learning Outcome 2

- **Statement:**
  [Write outcome here]

- **KCAA Level:**
  ☐ Knowledge
  ☐ Comprehension
  ☐ Application
  ☐ Analysis

- **Assessment Method:**
  ☐ Quiz
  ☐ Assignment
  ☐ Case study
  ☐ Project

👉 Repeat for 4–6 outcomes per Lecture

4. Quality Checklist (VERY IMPORTANT)

Before finalizing each outcome, check:

✓ Uses **clear action verb**
✓ Is **measurable**
✓ Is **specific (not vague)**
✓ Is aligned with **competency**
✓ Matches **assessment method**

Bad vs Good Examples

❌ *Understand eLearning*
✓ *Explain key characteristics of eLearning and apply them in course design*

❌ *Know assessment methods*
✓ *Design assessment methods aligned with learning outcomes*

5. Alignment Matrix (Mini Tool)

Learning Outcome	KCAA Level	Assessment Method
LO1	Knowledge	Quiz
LO2	Comprehension	Quiz
LO3	Application	Case Study
LO4	Analysis	Assignment

👉 Ensures **constructive alignment**

6. Recommended Number (Per Lecture)

- 4–6 learning outcomes
- Balanced across KCAA levels:
  - 1 Knowledge
  - 1–2 Comprehension
  - 1–2 Application
  - 1–2 Analysis

7. Advanced (EQF Level 7 Tip)

At this level, learning outcomes should:

- include real-world application
- require decision-making
- involve problem-solving

👉 Example:

Design a competency-based eLearning module aligned with EQF Level 7 requirements.

8. Key Takeaway

Learning outcomes are the **foundation of course design** —
they define what learners will achieve and guide all content, activities, and assessment.

Instructional Design Checklist

Designing an Effective eLearning Course

1. Course Context & Purpose

☐ Course purpose is clearly defined
☐ Target group (adult learners) is identified
☐ Labour market / professional needs are considered
☐ Course aligns with institutional or policy framework (e.g., EQF)

2. Learning Outcomes (CRITICAL)

☐ 4–6 learning outcomes defined
☐ Each outcome uses a clear **action verb**
☐ Outcomes are **measurable and specific**
☐ Outcomes reflect **EQF Level 7 (analysis, application)**
☐ Each outcome is aligned with **assessment methods**

3. Competency Alignment

☐ Course competency is clearly defined
☐ Learning outcomes support competency development
☐ Content, activities, and assessment are aligned (**constructive alignment**)

4. Course Structure

☐ Course is divided into **8 units (Lectures)**
☐ Each unit = **1 competency block**
☐ Each unit includes:
    ☐ Lecture content
    ☐ Learning materials
    ☐ Activities
    ☐ Quiz (10 questions)
☐ Content is logically sequenced (simple → complex)

5. Learning Pathway

☐ Clear progression between Lectures
☐ Learners know:
☐ where they are
☐ what comes next
☐ what they will achieve
☐ Learning pathway supports **self-directed learning**

6. Instructional Design (CORE)

☐ Activities promote **active learning**
☐ Variety of activities included:
    ☐ Individual
    ☐ Collaborative
    ☐ Practical
☐ Interaction types included:
    ☐ Learner–Content
    ☐ Learner–Instructor
    ☐ Learner–Learner

7. Engagement

☐ Content is engaging and relevant
☐ Real-life examples are used
☐ Learners are actively involved
☐ Emotional + cognitive engagement considered

8. Cognitive Load

☐ Content is **chunked into small units**
☐ No unnecessary complexity
☐ Visuals support understanding
☐ Instructions are clear

9. Assessment Design

☐ Assessment aligned with learning outcomes
☐ Mix of:
  ☐ Formative assessment
  ☐ Summative assessment
☐ Each Lecture includes:
  ☐ 10 quiz questions (aligned with KCAA)
☐ Assessment includes:
  ☐ Application
  ☐ Analysis

10. Feedback

☐ Feedback is:
  ☐ Timely
  ☐ Clear
  ☐ Constructive
☐ Automated feedback included (quizzes)
☐ Instructor/peer feedback planned

11. LMS Implementation

☐ Course structure is clear in LMS
☐ Navigation is intuitive
☐ Content is easy to access
☐ All links and materials work

12. User Experience (UX)

☐ Design is simple and consistent
☐ Content is readable (not overloaded)
☐ Mobile-friendly where possible
☐ Accessibility considered

13. Testing & Quality Assurance

☐ Course tested before launch
☐ All activities and quizzes function correctly
☐ No technical errors

14. Continuous Improvement

☐ Feedback from learners collected
☐ Course updated regularly
☐ Performance data analysed

15. Final Readiness Check

✓ Course is aligned with:
- ☐ Learning outcomes
- ☐ Competencies
- ☐ Assessment

✓ Course is:
- ☐ Practical
- ☐ Engaging
- ☐ Ready for real learners

Scoring Tool (Optional for LMS)

Score	Interpretation
90–100%	Excellent – Ready for implementation
75–89%	Good – Minor improvements needed
60–74%	Moderate – Needs revision
<60%	Weak – Redesign required

Key Takeaway

Good instructional design is not accidental —
it is the result of **systematic planning, alignment, and continuous improvement**.

How to Use

- ✓ Self-check before publishing a course
- ✓ Assignment tool (students submit checklist + course design)
- ✓ QA tool for project teams (e.g., SKILLS / ABGCDP)

Assessment Templates Package

1. RUBRIC TEMPLATE (CAPSTONE PROJECT – EQF Level 7)

Assignment Title

Design a Competency-Based eLearning Course

Evaluation Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Weak (2–1)	Weight
Alignment (Competency–LO–Assessment)	Perfect alignment, fully coherent	Minor gaps	Some inconsistencies	Misaligned	25%
Course Structure	Clear, logical, scalable	Mostly structured	Basic structure	Disorganized	20%
Instructional Design	Highly engaging, interactive	Good variety	Limited engagement	Passive design	20%
Assessment Design	Fully aligned, authentic	Mostly aligned	Basic quizzes	Poor alignment	15%
Relevance & Applicability	Strong real-world relevance	Good relevance	Limited application	Not applicable	10%
Innovation & UX	Creative, user-friendly	Functional UX	Basic UX	Poor usability	10%

Final Score Calculation

Final Score (%) = Σ (Criteria Score × Weight)

Pass Threshold

- Pass: ≥ 70%
- Merit: ≥ 80%
- Distinction: ≥ 90%

2. LECTURE QUIZ TEMPLATE (STANDARDIZED)

Quiz Structure (per Lecture)

- 10 questions
- 100 points total
- Single-choice (2–3 options)

KCAA Distribution (MANDATORY)

Level	Questions
Knowledge	2
Comprehension	3
Application	3
Analysis	2

Question Template (Copy-Paste for LMS)

Question [#]

Question:
[Insert question]

Options:
A) [Option 1]

B) [Option 2]
C) [Option 3]

Correct Answer: [A/B/C]

KCAA Level: [K / C / A / Analysis]

3. QUIZ BANK (GENERIC – REUSABLE)

A. Knowledge Questions

Template Examples:

- What is [concept]?
- Which of the following defines [term]?

B. Comprehension Questions

Template Examples:

- Why is [concept] important?
- Which statement best explains [relationship]?

C. Application Questions

Template Examples:

- Which method would you use in this scenario?
- How would you apply [concept] to [case]?

D. Analysis Questions

Template Examples:

- Which approach is most effective and why?
- Compare two methods and select the best solution

4. SCORING LOGIC (COURSE LEVEL)

Total Course Score

Component	Weight
Lecture Quizzes (8 × 100)	70%
Final Assignment	30%

Automatic LMS Logic

- Each quiz = auto-graded
- Capstone = instructor-evaluated (rubric)
- Final score = weighted average

5. QUICK CHECKLIST FOR ASSESSMENT DESIGN

✓ Each learning outcome has at least one assessment
✓ Quiz questions match KCAA distribution
✓ Assessment includes application & analysis
✓ Feedback is provided
✓ Rubric is clear and transparent

6. KEY TAKEAWAY

Effective assessment ensures that learning is **measurable, aligned, and meaningful**, supporting real competency development at **EQF Level 7**.

Final Course Assignment (Capstone Project)

Design Your Own eLearning Course

1. Assignment Title

Designing a Competency-Based eLearning Course

2. Assignment Objective

The purpose of this capstone is to **demonstrate your ability to design a complete eLearning course**, applying all concepts learned throughout the program.

👉 You will develop a **fully structured, competency-based course ready for LMS implementation**.

3. Expected Learning Outcome (Final Competency)

Design, structure, and implement a competency-based eLearning course aligned with learner needs, learning outcomes, instructional design principles, and assessment strategies.

4. Assignment Task

You are required to design a complete eLearning course that includes:

A. Course Overview

- Course title and subtitle
- Target audience (adult learners)
- Course context (professional/educational)
- Course duration and format (online/blended)

B. Competency Definition

- Define **1 core course competency**

C. Learning Outcomes

- Define **4–6 learning outcomes**
- Use correct structure:
  - Action verb + content + context
- Indicate **KCAA level**

D. Course Structure

- Define **8 Lectures (units)**
- Provide:
  - Lecture titles
  - Short description per Lecture

E. Learning Activities

For at least **3 Lectures**, define:

- type of activity (individual, collaborative, practical)
- purpose
- expected learner engagement

F. Assessment Design

- Design:

  - Lecture quizzes (10 questions logic)
  - One **final assessment method**
- Show alignment with learning outcomes

G. LMS Implementation Plan

- Describe:
  - course structure in LMS
  - navigation logic
  - user experience considerations

H. Reflection (IMPORTANT)

- What design decisions did you make?
- What challenges did you face?
- How does your course support real-world competence?

5. Deliverables

Main Document (Required)

- Format: PDF / Word
- Length: **5–10 pages**

Optional (Recommended)

- LMS mockup / screenshots
- Course structure diagram

6. Evaluation Rubric

Criteria	Weight
Competency & LO Alignment	25%
Course Structure	20%
Instructional Design	20%
Assessment Design	15%
Relevance & Applicability	10%
Innovation & UX	10%

7. Scoring Logic

Level	Score
Pass	≥ 70%
Merit	≥ 80%
Distinction	≥ 90%

8. Submission Instructions

- Upload document to LMS
- Deadline: [define]
- File name format:
  CourseDesign_[YourName].pdf

9. Checklist Before Submission

✓ Course competency defined
✓ Learning outcomes aligned and measurable

✓ 8 Lectures structured
✓ Activities included
✓ Assessment aligned
✓ LMS structure described

10. Key Guidance (VERY IMPORTANT)

👉 Focus on:

- **clarity over complexity**
- **alignment over quantity**
- **real-world application**

👉 Avoid:

- vague learning outcomes
- content without purpose
- misaligned assessment

11. Key Takeaway

This assignment is not about writing a document —
it is about demonstrating your ability to **design a real, usable eLearning course**.

12. Integration with Your Platform (ABGCDP)

- Can be submitted as:
  - document
  - structured LMS input
- Can be evaluated using:
  - rubric
  - instructor review

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Glossary

A

Adult Learning (Andragogy)
A theory and practice of education focused on how adults learn, emphasizing self-direction, experience, and practical application.

Assessment
The process of measuring and evaluating learner performance and achievement of learning outcomes.

Asynchronous Learning
Learning that does not occur in real time, allowing learners to access materials and complete activities at their own pace.

B

Blended Learning
A combination of online (digital) and face-to-face learning methods.

Bloom's Taxonomy
A framework for classifying cognitive learning levels, including knowledge, comprehension, application, analysis, evaluation, and creation.

C

Competence
The ability to apply knowledge, skills, and attitudes in real-world contexts with responsibility and autonomy.

Competency-Based Learning
An approach that focuses on what learners can do after learning, rather than what they know.

Continuous Professional Development (CPD)
Ongoing learning activities aimed at maintaining and improving professional skills and knowledge.

Constructive Alignment
The alignment of learning outcomes, content, activities, and assessment to ensure effective learning.

D

Digital Transformation (Education)
The integration of digital technologies into education, changing how learning is delivered and experienced.

E

eLearning
Learning delivered, supported, or enhanced through digital technologies, typically via the internet.

Engagement
The level of learner involvement, including cognitive, emotional, and behavioral participation in learning.

EQF (European Qualifications Framework)
A framework that defines learning levels based on knowledge, skills, and competence across Europe.

F

Feedback
Information provided to learners about their performance to support improvement.

Formative Assessment
Assessment conducted during learning to support progress and provide feedback.

I

Instructional Design
A systematic process of designing learning experiences to achieve specific learning outcomes.

Interaction (eLearning)
Communication and engagement between learners, content, instructors, and peers.

K

KCAA Framework
A simplified cognitive model:

- Knowledge
- Comprehension
- Application
- Analysis

Used to structure learning outcomes, activities, and assessment.

L

Learning Management System (LMS)
A digital platform used to deliver, manage, and track eLearning courses.

Learning Outcome
A clear, measurable statement of what a learner will be able to do after completing a course or lecture.

Learning Pathway
The structured sequence of learning units, topics, and activities guiding the learner through a course.

Lifelong Learning
Continuous learning throughout life to develop skills and knowledge.

M

Microlearning
Short, focused learning units designed to deliver specific knowledge or skills.

O

Online Learning
Learning conducted entirely through digital platforms without physical classroom presence.

P

Pedagogy
The method and practice of teaching, typically focused on children (contrasts with andragogy).

Peer Learning
Learning that occurs through interaction and collaboration between learners.

Q

Quiz
A short assessment used to evaluate knowledge, comprehension, or application.

S

Self-Directed Learning
A process in which learners take responsibility for planning, executing, and evaluating their learning.

Summative Assessment
Assessment conducted at the end of a course to evaluate overall achievement.

U

User Experience (UX)
The overall experience of a learner interacting with a course or platform, including usability, accessibility, and satisfaction.

V

Virtual Learning Environment (VLE)
A digital space where learning materials, activities, and communication are delivered.

Key Takeaway

This glossary provides a shared language for understanding and applying key concepts in eLearn