



European
Digital
UniverCity

Designing modular learning paths for EDUC instructors: Key lessons from the Good Practice Staff Week events

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1367



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EDUC

European University Alliance

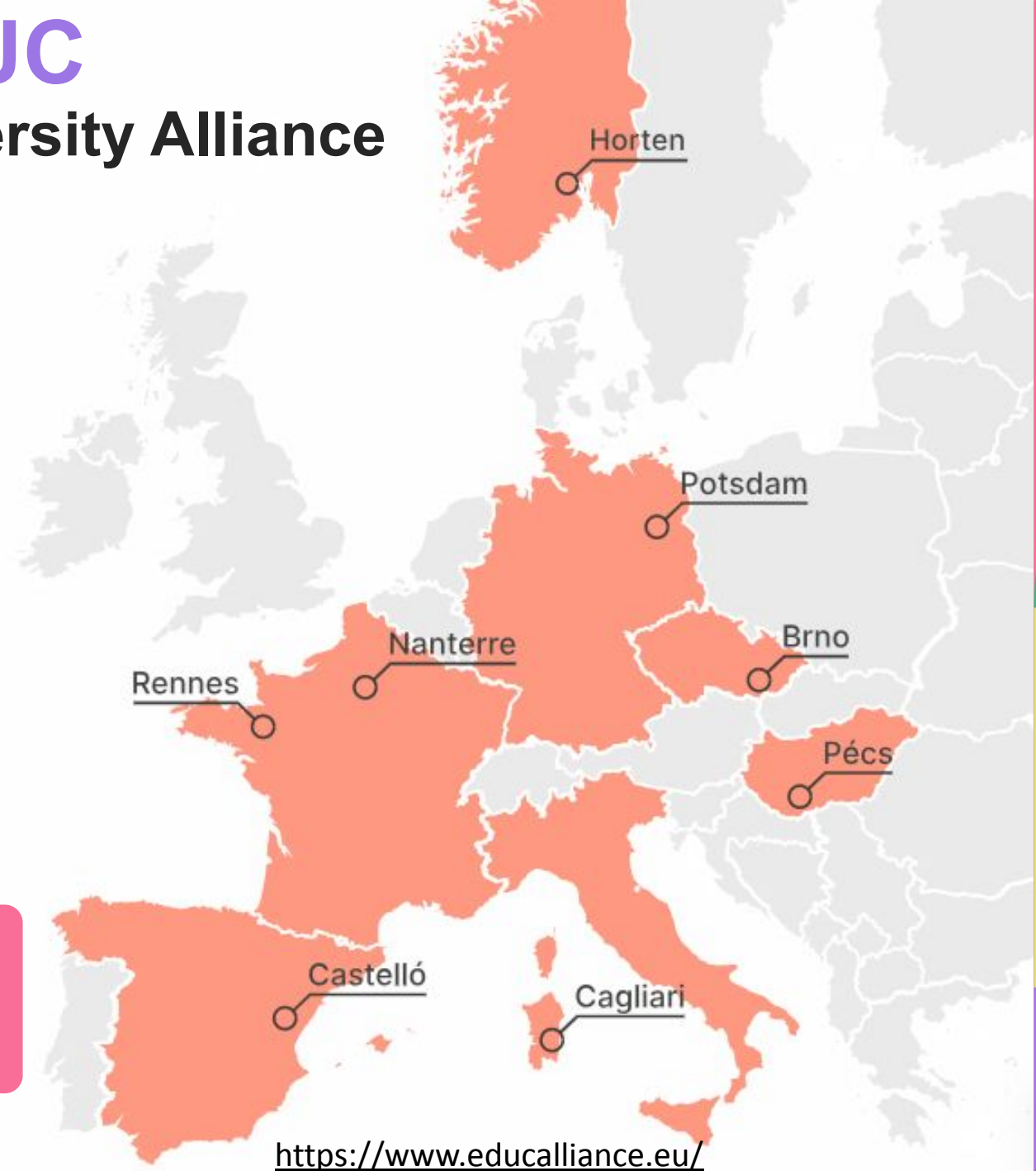
digital
teaching skills



experiences
with VM

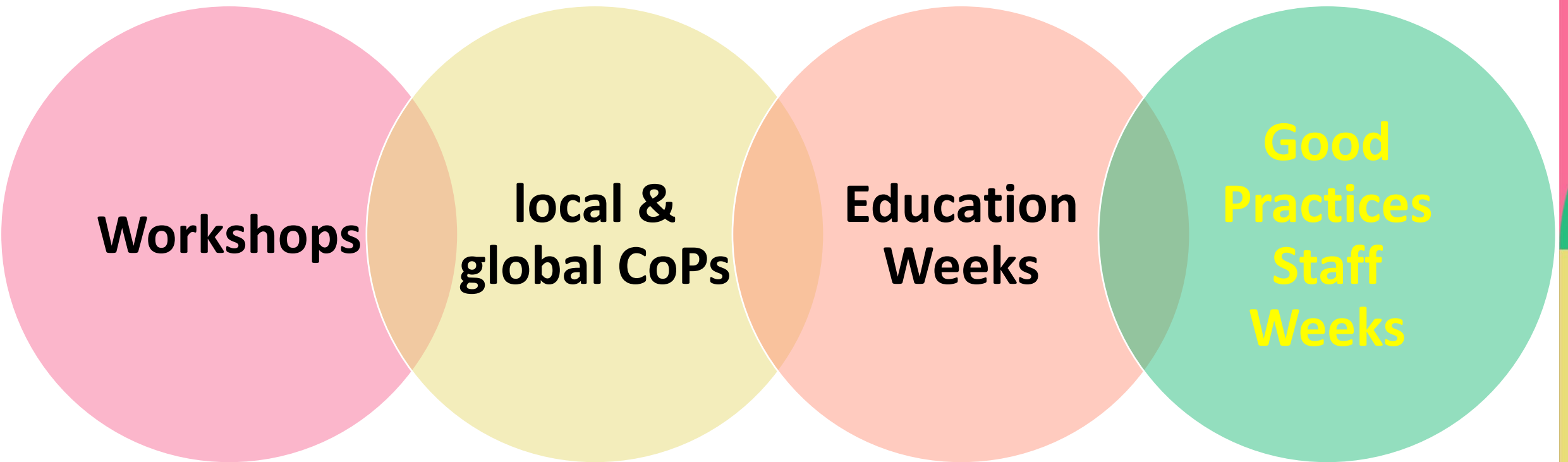


learning
opportunities



EDUC Teaching Academy

positioning and training opportunities



EDUC I results: increased need for targeted training

emerging needs: growing number of learning opportunities in terms of type and complexity

GPSW events overview



Readying
courses for
Moodle



Content
uses

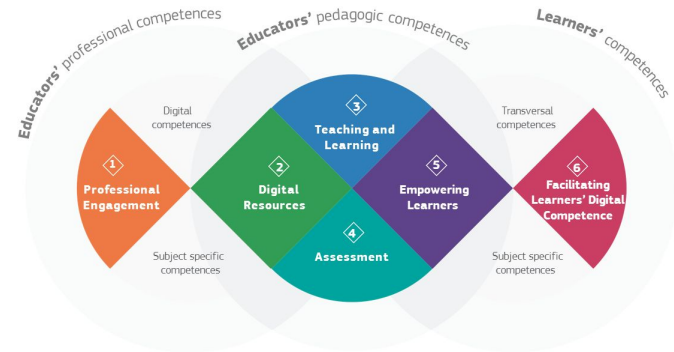


Planning
strategies
and content
development

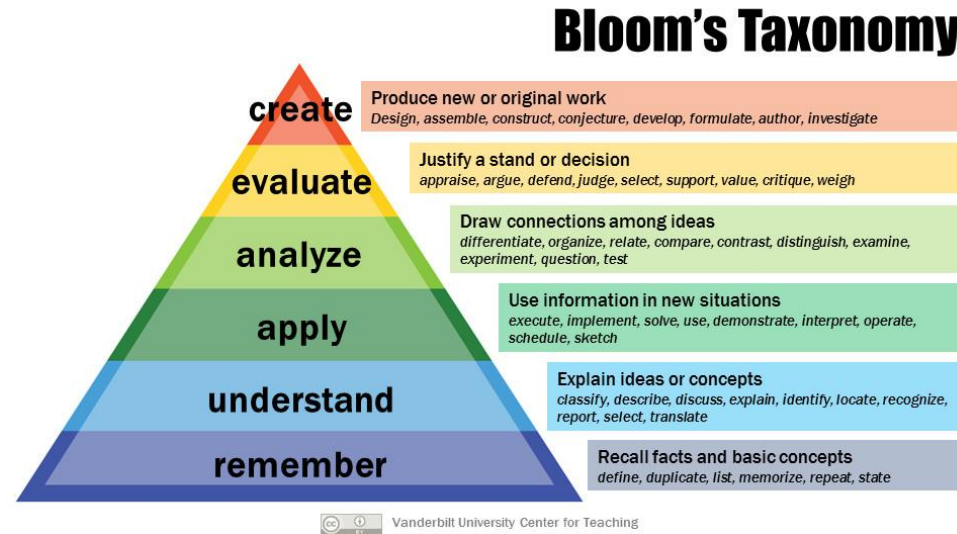


Project
management
and
collaboration

GPSW events content and structure



https://ec.europa.eu/eusurvey/runner/CheckIn_HE_v2021_EN?startQuiz=true&surveylanguage=EN



Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved January 4, 2025 from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

H5P interactive video

course content: increasing interaction 1

Description: content type that integrates **various interaction options** such as multiple choice, true and false, fill in the blank questions at specific time stamps during videos.

Reason for using: offers a number of advantages compared to regular videos in terms of interaction and possible **learner engagement**.

Sample use case scenarios: (1) integrate **short video lessons** with various feedback items, (2) add **practice questions** to your video lessons that can come up in your tests.

development complexity

- Interactive:
- Self-paced:
- Gradebook:
- Collaboration:
- Group work:

Bloom's taxonomy

- Remember:
- Understand:

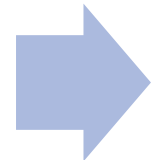
used for educational purposes only. categories adapted from and modified by the H5P Pedagogy Guide from the Pennsylvania State University available at: <https://psu.edu/h5p/>. illustration from: <https://zifp.org/content/view/full/2012-01-01>

Key points integrated using the following source: H5P Group. (n.d.). Interactive video <https://h5p.org/interactive-video>

Co-funded by the Erasmus+ Programme of the European Union

Simon, K., & Fodorné-Tóth, K. (2025). *EDUC Good Practices Staff Week 1: Ready courses for Moodle learning material package*. European Digital UniverCity: University of Pécs, Pécs. <https://doi.org/10.15170/gpsw1-2025>.

DigCompEdu
theory



Bloom's taxonomy
methodology



unit planning
practice

GPSW events assessing the events

GPSW 3 & EW: assessing the event

Dear Participants,

Thank you for participating the third Good Practices Staff Week and the Education Week organized by the University of Pécs. The questionnaire is anonymous and your answers will be used to improve the organization of the GPSW events. No personally identifiable information is collected. Thank you for completing the questionnaire.

1. General evaluation of the GPSW 3 and EW event

	1 (completely disagree)	2 (somewhat disagree)	3 (neutral)	4 (somewhat agree)	5 (completely agree)
a) the event has contributed to my development as an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) the event has contributed to my understanding of designing virtual mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) the event has contributed to my understanding of the relevant pedagogical aspects of virtual mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) the event has contributed to my understanding of planning strategies in virtual mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) the event contributed to my understanding of key course content types to be used in virtual mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

general impressions
(Likert-scale)



evaluation of sessions
(Likert-scale)



benefits and limitations (open-ended)



closing (ranking, multiple choice and open-ended)

GPSW events

main findings from the feedback questionnaires

general impressions



- highly favorable
- the events have contributed to participants' understanding of VM

individual sessions



- highly positive
- provided input for streamlining the events' workshops

benefits and limitations



- detailed insights
- strong focus on networking and practicality

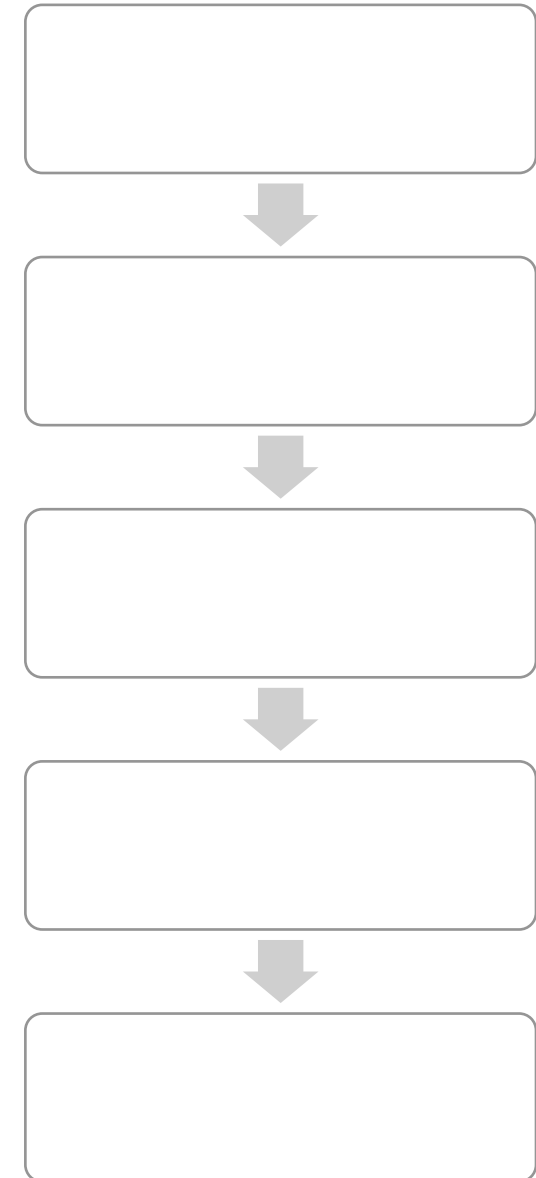
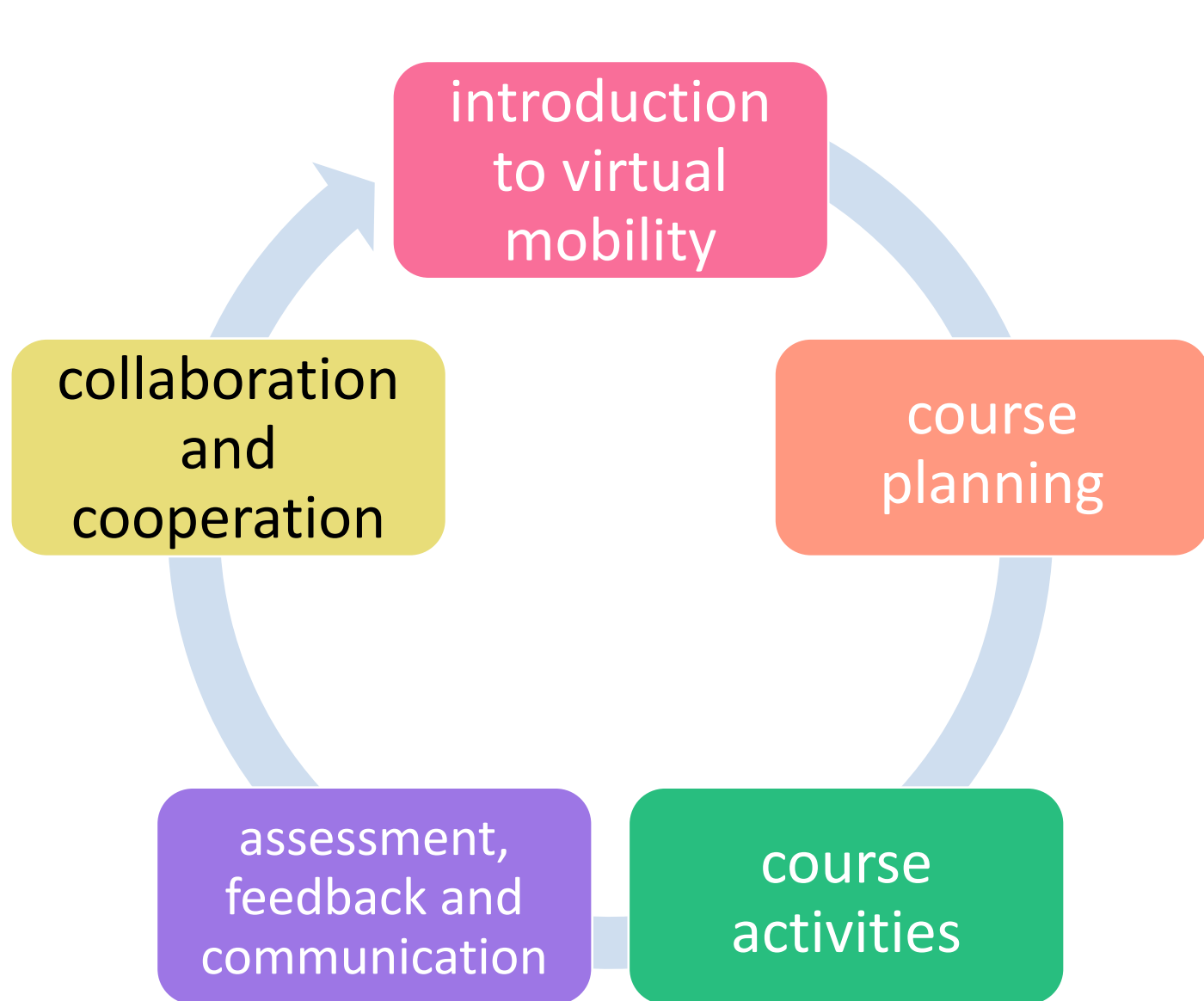
integration



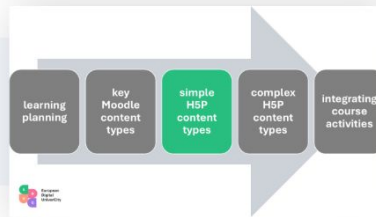
**self-paced
learning**

EDUCator course

self-paced modular course



EDUCator course sample unit



EDUCator 3-3-simple H5P content types

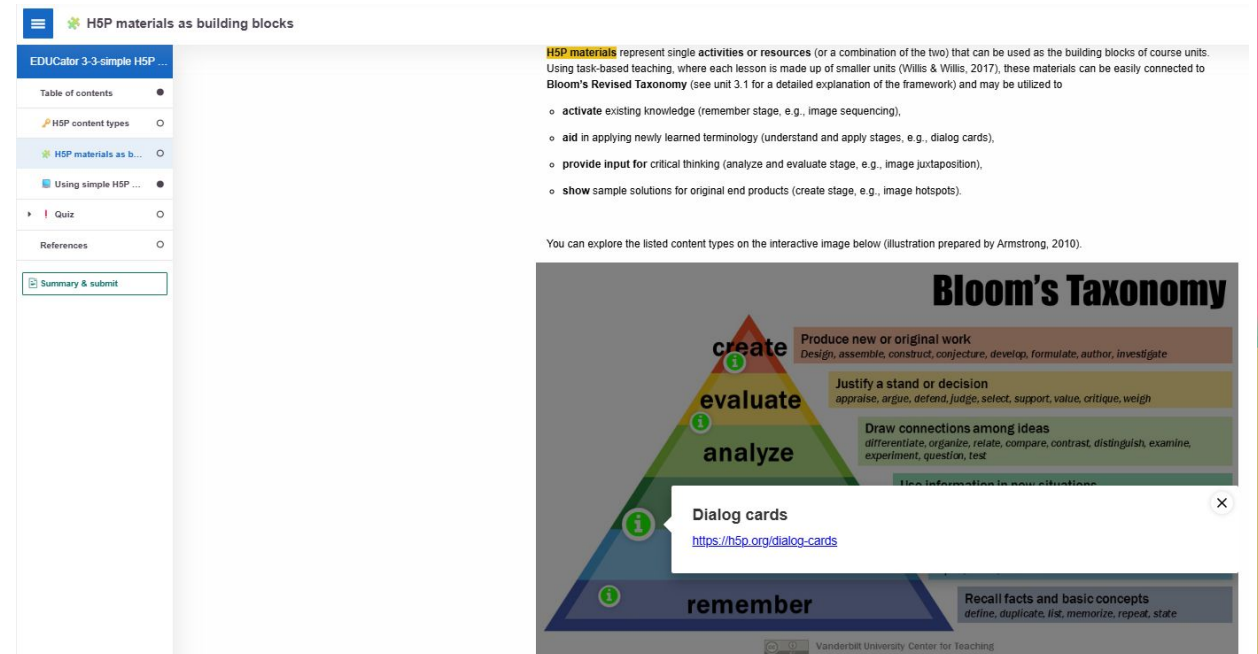
This interactive book will familiarize you with **simple H5P content types**. The interactive book has the following main sections:

- an introduction to H5P content types,
- utilizing simple H5P content materials as building blocks for learning scaffolding,
- detailed examples and contextualization of selected simple H5P content types,
- a quiz covering the contents of the interactive book.

Learning objectives:

- by the end of the unit,
 - participants will be able to differentiate and reflect on simple H5P content types relevant for their own virtual mobility context,
 - participants will be able to apply Bloom's taxonomy for selecting simple H5P content types.

🌟 **Digital teaching skills development (DigCompEdu):** 3.1: teaching, 3.2: guidance, 3.3: self-regulated learning, 5.3: actively engaging learners



H5P materials as building blocks

EDUCator 3-3-simple H5P ...

- Table of contents
- H5P content types
- H5P materials as b...**
- Using simple H5P ...
- Quiz
- References

Summary & submit

H5P materials represent single activities or resources (or a combination of the two) that can be used as the building blocks of course units. Using task-based teaching, where each lesson is made up of smaller units (Willis & Willis, 2017), these materials can be easily connected to Bloom's Revised Taxonomy (see unit 3.1 for a detailed explanation of the framework) and may be utilized to

- activate existing knowledge (remember stage, e.g., image sequencing),
- aid in applying newly learned terminology (understand and apply stages, e.g., dialog cards),
- provide input for critical thinking (analyze and evaluate stage, e.g., image juxtaposition),
- show sample solutions for original end products (create stage, e.g., image hotspots).

You can explore the listed content types on the interactive image below (illustration prepared by Armstrong, 2010).

Bloom's Taxonomy

create Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

remember Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Dialog cards
<https://h5p.org/dialog-cards>

Vanderbilt University Center for Teaching

objectives and
competences



key concept



relevance



application



quiz

EDUCator course

internal testing and integration

EDUCator course

[Kurzus](#) [Beállítások](#) [Résztevők](#) [Értékelések](#) [Jelentések](#) [Tovább ▾](#)



Content feedback

Késznek jelölés



Overall progress % 0

Tile 1



Introduction to
VM
implementation

Tile 2



Course
planning

Tile 3



Course
activities

Tile 4



Assessment
feedback and
communication

Tile 5



Collaboration
and
cooperation

References

Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved January 4, 2025 from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

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Mayer, R. E. (2017). Using multimedia for e-learning. *Journal of Computer Assisted Learning*, 33(5), 403–423. doi: 10.1111/jcal.12197.

Redecker, C. (2017). *European framework for the digital competence of educators: DigCompEdu*. Punie, Y. (ed). Publications Office of the European Union: Luxembourg. doi:10.2760/159770.

Simon, K., & Fodorné-Tóth, K. (2025). *EDUC Good Practices Staff Week 1: Readyng courses for Moodle learning material package*. European Digital UniverCity: University of Pécs.



Thank you for your attention.

