METEOR

METHODOLOGIES FOR TEAM WORKING IN ECOOUTWARDS RESEARCH

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D3.1 Training Resource Template

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Document history

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0.1	31.03.2025	CEEI, EUC	First Draft
0.2	30.05.2025	CEEI, EUC	Final Draft
1.0	30.05.2025	CASE	Final Draft after formatting

Executive Summary

This document presents a standardized template for developing online training resources within the METEOR project, which aims to enhance interdisciplinary research capacity and innovation through high-quality doctoral education. The template provides a clear and structured framework to design effective, engaging, and pedagogically sound digital learning materials adaptable to diverse topics and learner needs across Europe.

The core structure of each course module follows a consistent sequence to maximize learner engagement and knowledge retention:

- A **Welcome Message** introduces the topic with an encouraging tone to foster learner motivation from the outset.
- The **Core Content** section delivers key information and essential concepts using accessible language, contextualized examples, and indirect speech to enhance comprehension.
- **Interactive Activities** are integrated to reinforce learning through active engagement, including videos, simulations, guided discussions, and case studies.
- A diverse range of **Assessment Tools**—such as quizzes, matching exercises, sorting tasks, and Likert-scale surveys—allow for both formative and summative evaluation of learning outcomes.
- **Additional Resources** are provided to extend learning and support independent exploration of the subject.
- A **Closing Message** encourages reflection and acknowledges learners' participation, providing a sense of closure.

To support consistency and accessibility, the template includes formatting guidance (e.g., font types, section headings, use of color-coded blocks for examples, definitions, and reminders). It also outlines best practices for question types and the intended use of asynchronous learning tools. LearnDash LMS is recommended as the primary platform for course delivery due to its robust capabilities in hosting and managing interactive online learning experiences.

The proposed structure ensures that all training resources developed within METEOR will align with common pedagogical principles, promote active learning, and contribute to the broader goals of strengthening doctoral training and interdisciplinary collaboration across the European Research Area.

1. GENERAL COURSE COVER INFORMATION

TITLE : [Insert course title]			
Course - Number:	**Course Duration (in hours):** Self study hours: Assessment hours:	**Number of lessons involved:**	**ECTS:**
Target audience: [PhS candidates, Master students]			
Training methodology: [Online, flipped learning]			
Learning Objectives: · [objective 1] · [objective 2] · [objective 3]		**Prerequisites:** [list any prior knowledge or skill required]	
		Integration/Stack ability options: [Standalone, standalone towards another credential, independent micro-credentials/integrated]	
Commitment and Expectations: Clarify the expected time commitment and set expectations for engagement (active participation in lessons, sub-exercises, group work).			
Keywords (for searching for courses) up to 5			
Course overview: [Brief description of what the module covers] 200-500 words]			

2. LESSON: LEARNING MATERIALS & ACTIVITIES

WELCOME MESSAGE

[welcome message to the course]

Course Title

Core content: [Lecture Notes [1], Readings, Videos, Presentations]

[1] *Lecture notes:* will be text explaining ideas, concepts etc. Text format should be differentiated based on the type of text.

Interactive Activities: [interactive videos (H5P interactive content), case studies, simulations]

Assessments & Exercises: [Quizzes, Peer Reviews, Reflection Journals]

Additional Resources: [External links, supplementary readings, recommended tools, references]

Media that can be used/inserted:

- Images
- Audio
- Video
- Documents
- Spreadsheets

A recommendation would be to have a **2 minute high-quality video with subtitles** that would provide a description of the course

CLOSING MESSAGE

[closing message to the course]

3. TEXT BLOCK

STYLE TO BE USED

Information: This is the neutral text block. Text will appear on a white background, most of the course should be written with this block as the others are used to highlight something and will have a colored background.

To highlight information use: Bold: Italics

The course should be expressed in indirect speech

Definition: To describe/highlight a definition. Black fonts with light blue background

Example: Used to highlight an interesting example that illustrates the previously discussed notion. Black fonts with a light yellow background

Reminder: Used to highlight a notion that the student should already be aware of but which is needed to understand the present notion. Dark blue fonts with white background

PROPOSED FONT

Body text - Arial (14pt)
Headings - Arial (18pt) in bold
Spacing between sections - 1.5 line spacing
Text alignment - Justified text

LEVELS OF LEADING

Up to three levels of heading to be used.

1. **Heading 1:** [pre-determined]

1.1. Heading 2 :

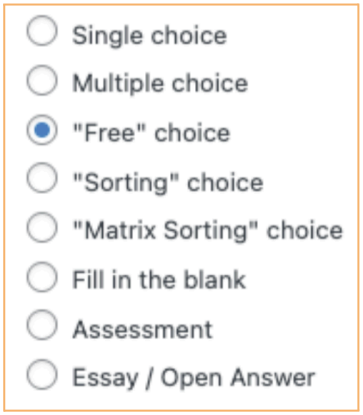
1.1.1. Heading 3 :

QUIZ

- **Each course is going to have one quiz**
- **Each quiz should have 15 questions**, you should mix different quiz types of questions. Include the questions and correct answers of the quiz, highlighting the correct one.

Types of questions:

- Single Choice = True/false questions
- Multiple choice
- Free Choice: Free-choice questions give the user an input field where they must type the correct answer. You can choose to accept only one answer, or multiple possible answers, Answers may be one-word or multiple words
- Sorting Choice: Sorting choice questions asks the user to place a series of answers in the correct order. When creating the question, the order of the answers in the backend will be considered the correct order.
- Matrix Sorting Choice (Matching)
- Fill in the Blank
- Assessment (Survey): Assessment questions allow for the use of a Likert scale. This question type is perfect for surveys or any time you're asking a user to rate something on a scale.
- Essay / Open Answer: Should not be used for asynchronous learning



PROPOSED STRUCTURE FOR EACH COURSE

1.1 Welcome message - Beginning each course content with a warm, brief and friendly introduction to create a welcome atmosphere and immediately engage learners.

1.2 Core content - At this stage, the main information content should be introduced. This section represents the core of the course, where learners will acquire essential information, key concepts, engaging activities, and practical, contextualized knowledge.

1.3 Interactive Activities - This section includes engaging, hands-on learning experiences designed to reinforce understanding and encourage learner participation. Activities may include interactive videos (e.g., H5P content), discussion forums, case studies, simulations, and guided discussions.

1.4 Assessments & Exercises - Learners will evaluate their understanding through a variety of assessments and applied exercises. These may include quizzes, assignments, peer reviews, and reflection journals, allowing for both formative and summative evaluation.

1.5 Additional Resources - Provide supplementary materials to support and deepen learning. This may include external links, recommended readings, reference materials, and useful tools for further exploration of the subject.

1.6 Closing message - Conclude the course with a brief positive message that encourage learners to reflect on what they've learned. This is also an opportunity to thank them for their participation.

TOOL: Learn Dash LMS

To design the course we propose to use LearnDash LMS, which is a tool designed to support the management, creation, and promotion of engagement in online courses. To learn more: https://www.learndash.com.