EKFIPLUS – ''Development of an educational model'' - WP 2: Educational Model

EKFIPLUS -Educational Model Mapping Guide

The present model was designed based on the well-known **ADDIE instructional design development model.** In addition to being a process, it is also a thought-organization guide. ADDIE is focused on instructional design and deals with the instructional design process from a project management perspective. It focuses on the development of educational materials from analysis and creation to the implementation and evaluation phase.

Key points:
• The planning process must be systematic and defined.
• Each element of the design plan is executed with attention to detail.
• The teachers-designers are interested in both what needs to be designed and how it is to be designed
• Specifications evolve constantly

Reference points:
Referred to **EKFIPLUS - Development of an educational model'' - WP 2: Educational Model**, available on ... (LINK - TO BE ADDED)

Learning material submission form:
The last section includes the instructional material submission form with the description of instructional materials.
Included: title of learning material

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	STEPS /ELEMENTS	EXPLANATION I	EXPLANATION II	REFERENCE POINT*
1. Define co-designing team The design process of co-designing an exemplary educational material is cyclical: planning, research, draft proposals, approvals, etc. The co-design process should start with the formation of the team and proceed gradually, but at the same time knowing that the process may not be as linear as it seems based on the framework. Before we start co-design make sure that there are the right conditions to support co-design				
1.1.	**Building the co-design team**	efficient cooperation of teachers for developing learning material	Will external members partners take part?	p.p. 31-32
1.2.	Identification of the training material Initial idea	Ideation stage: submission of a set of ideas for a solution to the problem (**Brainstorming**) by the whole group. Creative thinking and method are required. Main definitions	What are the most important features of the material (incl. application)? What is the purpose? What tools and resources are needed for design and development?	p.33

			What tools does the team have? (expertise, writing tools, equipment) Does the material (incl. application) need to specify a certain level of prerequisite knowledge? What do learners need to know and learn in order to use (incl. application)?	
1.3.	Approved idea	deciding which idea to prioritize for development		p.33
1.4.	Plan of structure and development stages	structural plan estimated duration of implementation required material-technical infrastructure assignments based on roles and new data		p.33

2. Analysis Stage elements (what, whom)

Before we start developing the material content, we should analyze the current situation in terms of training, knowledge gaps etc.

2.1.	**Defining the object of learning and/or teaching**	Title, description Identify learning moments (steps)		p. 23 Annex
2.2.	Instructional problem is clarified	-target group (we note the class of - the students to whom the educational material is addressed) -pedagogical/learning theories learning disabilities -time limitations	Who are the students and what are their characteristics (target group)? What is the result of the process? What learning disabilities exist?	p.p.29-30 p.p.34-38
			What pedagogical/learning theories do we use?	p.p.3-14
			What time constraints are there to complete the project?	p.p. 23-24, 26, 35
2.3.	**Needs analysis of students - users**	Information from: - teachers who teach the subject - experts in teaching methodology and teaching design - experts in educational technology - students - potential users	Role of the teacher Professional development of teachers through communities of practice.	p.6 p.p. 17-18
2.4.	**Learning Goals/ Learning objectives**	teaching objectives are defined	What a trainer or program aims to do?	p.p.18-20
2.5.	**Learning outcomes**	-elements of Effective Learning	Why write learning outcomes?	p.p.21-22

		Outcomes -formula for Writing Learning Outcomes -key competences for Lifelong Learning in the European Schools		
2.6.	**Learning environment identification**	- the learning environment is recognized - the student's existing knowledge is recognized		p.p.14-17
2.7	Formative evaluation type	measures effectiveness and efficiency of the instruction in stage		Checklist-Based (Annex)
3. Design Stage elements (how)				
3.1	**Implementation of strategies**	implementation of strategies according to the desired results (cognitive, emotional, psychomotor, cognitive load theory)		p.p.4-14
3.2.	**Type of learning material definition** *Indicative:* -Content text-based type- self-assessment exercise -Physical design **-** visual design/graphic design elements -Audiovisual media & technology selection **etc.**	Learning Content Areas for the EKFIPLUS project and platform subject matter analysis	The content is divided into 6 content areas. 1.Printing and Packaging 2. Entrepreneurship – Management 3. Sustainability – Circular economy 4. Digital media 5. Sign and Display 6. Digitalization – Digital Transformation – Industry 4.0	p.p. 24-25
3.3.	**Learning activities**	The framework for planning learning activities using ICT tools	Types of learning activities	p.p. 26-28
3.4.	**Learning resources/materials**	Any resource – including print and non-print materials and online/open-access resources	Open Educational Resources (OER) / Learning Practice Online/open-access resources Graphic arts/Graphic design Open-source Resources	p.p. 28-29
3.5.	**Planning**	plan of development stages of the educational material (work-flow plan)		p.31
3.6.	**Time indication**	time estimation in human and material resources		p.23 p.33
3.7.	**Costs**	cost estimation in human and material resources		p. 33

3.8	Formative evaluation type	measures effectiveness and efficiency of the instruction in stage	Assessment instruments	Checklist-Based (Annex)

4. Development Stage elements

At this stage, we can begin to create the material. We will be heavily guided by the prototype/storyboards. Each element of the course should be developed to match the design phase. The core of the content has already been decided. We and a level of detail to the courses. The development process should be iterative. Reuse existing learning materials is not recommended.

4.1.	**Creating learning materials/ learning environment**	the elements are created and combined (storyboard, graphic etc.)	They are used tools such as usage scenarios, screen prototypes, etc.	p.p. 38-63
4.2.	Relevant technologies are developed and modified upon requirements	- subroutines are being debugged - depending on the interaction of pedagogues-development engineers and the related resulting feedback		p.p. 38-63
4.3.	Formative evaluation type	measures effectiveness and efficiency of the instruction in stage	Rate the performance for content enhancement	Checklist-Based (Annex)

5. Implementation Stage elements

Once we have completed the stage 4 and we are satisfied that is fully tested, it's time to share the material with the learners.

5.1.	**Implementation process** training of participants (trainers-students)	**Co-implementation Cycle I - Material development** traning the facilitators and learners is developed, delivering learning materials to a group of students	Emphasis is placed on students -in training in new tools - in the development of relevant supporting materials (help files)	p.33-34
5.2.	Formative evaluation type	measures effectiveness and efficiency of the instruction in stage		Checklist-Based (Annex)

6. Evaluation & Presentation Stage

Getting feedback on the material is important so that we can improve and revise the content. Possible change in media types or approaches.

6.1.	**Summative Evaluation** (for domain specific) **Presentation**	Evaluate the application of the learning material to the real-world learning process EKFIPLUS - **Quality control and Evaluation** of the learning material. **Presentation type** depends on the content area and the media types of the learning material. It is also developed based on the specifications for the evaluation of educational materials.	Learning outcome test Did we meet the goals as set out in the analysis phase? Take feedback and place back into the analysis phase. Student-environment interaction **-Basic, general & specific evaluation criteria** **-Detailed specifications based on material type requirements** **-Technical requirements**	p.34 p.p. 38-63

7. Submission, Approval & Share Stage

The last section includes the instructional material submission form with the description of instructional materials.

7.1.	**Submission. Educational Material Submission Form (IMPORTANT).**	for each educational material submitted, a separate description form is submitted	''Instructional material submission form''	p.34 Annex p.p.67-68
		Copyright issues		p. 42 p.p. 29, 52, 54-55, 57-58, 61
7.2.	**EKFI team Approval**	EKFIPLUS - Development of an educational model (total) EKFIPLUS - Quality control and evaluation of the learning material EKFIPLUS - Technical Guidelines for upload educational material		p.34 p.p.38-63
7.3.	**Uploading of the learning material**	uploading of the co-design approved learning material on the EKFIPLUS platform		p.34
7.4.	Acknowledgements	acknowledged the contribution of everyone who has been involved in the process.		p.34