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RELEVANT ASSESSMENT AND PEDAGOGIES FOR INCLUSIVE DIGITAL EDUCATION

IO1 OPEN EDUCATIONAL RESOURCES AND E-COURSE FOR FLIPPED CLASSROOM AND WORK-BASED LEARNING

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Abstract:	Overview of the work performed and the results achieved within the IO1 Open educational resources and e-course for flipped classroom (FC) and work based learning (WBL).
Key words	IO1, RAPIDE, flipped classroom, work based learning, best practice examples

EXECUTIVE SUMMARY

This documents includes the overview of the work performed and the results achieved within the IO1 Open educational resources and e-course for flipped classroom (FC) and work based learning (WBL) that includes:

1. Literature analysis and gathering best practice examples on implementation of FC and WBL
2. Define the teaching scenarios and implementational steps for integration of FC and WBL in an online environment
3. Prepare the showcases on how to implement FC and WBL in different subject areas and educational systems
4. Design of e-course 'Let's get flipped' on innovative teaching approaches
5. Design and preparation of e-course chapter on FC and WBL
6. Preparation of quality feedback form on design, content and transferability of IO1
7. Revision of educational resources according to feedback from training participants.

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1. INTRODUCTION

Due to the impact of COVID-19 crises many HEIs turn to online education simply by delivering materials and video conferences without any investment into finding and adopting more appropriate pedagogies (Rienties & Toetenel, 2016). By offering students a well-balanced mix of pre-recorded lectures, links to articles and reading resources, or other appropriate learning material to students through a virtual platform, more class time could be used to help students with the topics and concepts they don't understand, as confirmed in the pilot research (FOI, 2020) and the (Council conclusions, 2020).

During this COVID-19 period around the globe we met many students who were burdened with the large amount of online teaching and the students who got by with superficial learning (Naffi, 2020). Therefore, it is necessary to find a way to reach those students with their very different needs and move beyond the surface learning experiences. Flipping the classroom establishes a framework that ensures students can receive a personalized education. Flipped classroom (FC) is an active, student-centered approach that designed to increase the quality of period within class (Ozdamli & Aşıksoy, 2016), provides opportunities for structured, active learning (Strelan et al., 2020) and encourages students to inquire and to interact with teachers, peers, employers and learning material.

Furthermore, Work Based Learning (WBL) is often regarded as a cornerstone to many study areas and essential to some of them (eg. medical-related). WBL needs to be explored and implemented in appropriate format and level. WBL is especially challenging in online environments due to its tripartite relationship (teacher, students, employers) (Häggman-Laitila, Mattila, & Melender, 2016; Opperman et al., 2016).

Within this output we will design the original and practical guidelines for FC and WBL approaches in an online environment. The aim of the guidelines and e-course is to target HEI teachers and provide for them an overview and specific recommendations on successfully using innovative approaches in online teaching. In this output we will present models of implementation of FC and WBL in online learning and blended learning to critical professions like nurses and medical doctors.

The development of this IO was be organized around the following questions:
Q1: How to implement Flipped Classroom approaches in an online environment in order to encourage and enable all students to be active, to inquire and interact with the teachers, peers and material?
Q2: How to integrate Work Based Learning in an online environment in order to enable enhancement of learning outcomes?

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2. LITERATURE ANALYSIS AND BEST PRACTICE EXAMPLES ON IMPLEMENTATION OF FC AND WBL

The literature review was performed during spring and summer 2021, under the coordination of the Open University UK (OU) and with the involvement of all partners. The work was distributed in two main groups: the first group coordinated by the Faculty of Organization and Informatics (FOI) was responsible for the literature review in the area of flipped-classroom and the second, coordinated by the OU was responsible for the literature review in the area of work-based learning. The work was done using the project online collaboration platform and included the extensive analysis of the available literature. In this report we will briefly summarise the main findings from these research questions:

RQ1: What are the most important findings about use of FC approach during pandemic?
RQ2: What are recommendations for future research on FC?
RQ3: Which innovative technologies and online WBL typologies are implemented in online WBL?
RQ4: To what extent is there evidence that online WBL is effective?

2.1 FLIPPED CLASSROOM

The aim was to perform systematic literature review (SLR) of studies dealing with implementation of flipped classrooms in an online environment in higher education during the time of COVID-19 pandemic. In this study the project partners followed recommendations on using a multi-phase process for SLR (Mangaroska & Giannakos, 2019; Moher, Liberati, Tetzlaff, & Altman, 2010). We analyzed 205 publications in total and the most important 18 in detail. The 205 extracted studies were analyzed according to defined search terms and criteria. 177 studies were excluded from further analysis mostly because they were not performed under the COVID-19 conditions. Afterwards, 28 full papers were thoroughly reviewed and for each paper the following was noted: the type of research, the most important findings, the most important recommendations for future research, the limitations of the research, the researcher's/author's opinion on a paper's advantages or deficiency, the country of origin, study field, sample size, the level of the analyzed course, the relation with the FC and work-based learning (WBL), and the researcher's/authors' rate for the article based on its relevance for further analysis. The publications that had the lowest relevance ratings, as well those with poor methodology, were excluded. The SLR ended with 18 papers relevant for further analysis.

Use of FC approaches during pandemic

In terms of RQ1 among the findings that are in line with previous research are those that FC can be a useful approach for engaging students with learning material as well as with their peers and teachers. But at the same time not all students are happy with the innovative online FC approach. For example, a substantial proportion of students in some educational traditions are reluctant to use cameras and microphones during synchronous sessions. Further preparation time is needed for teachers to invest into systemic online FC implementation as online FC implementation is considerably higher compared to the traditional classes where the information delivery is done by teachers during regular class time. Therefore, there is a need for more institutional support for meaningful delivery as well as training for teachers and students which is in accordance with (Akçayır and Akçayır, 2018). The results we got are comparable with other SLRs (e.g., Akçayır and Akçayır, 2018; Lundin et al, 2018) because both SLRs found that the research on FC is quite scattered and that predominantly case study research focused on one course and local evidence of implementation is given.

One interesting result is that the combination of FC with other innovative and relevant approaches to teaching and learning can have a greater impact on student learning and satisfaction. These teaching and learning approaches are WBL, Project Based Learning (PBL), use of MOOCs, game-based learning etc. Therefore, it can be recommended to use a holistic learning design that aligns teaching and learning strategies and approaches to learning outcomes and use a combination of them that best suit intended learning outcomes as well as needs and characteristics of the student body. Step-by-step changes, monitoring and evaluation of the implementation of innovative strategies and approaches is appropriate for ensuring a rich learning experience in the system which is also confirmed as a very positive element for resilience of the educational system to extreme and rapid disruptions. Namely, those that had used FC approaches in face-to-face or blended learning environments more successfully continued to use them in online environments.

Recommendations for future research on FC

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In terms of RQ2, similarly as in Lundin et al. (2018) we can report a lack of systematic research of implementation of FC during COVID-19 pandemic which can be justified with the short time available to publish results of the contemporary process. Therefore, it is imperative for future research to examine the potentially different aspects of online delivery of FC more fully and with more research rigor. Additionally, recommendations for meaningful delivery need to be holistic to cover teacher and students' opinions and needs as well as institutional strategies for innovative teaching and learning in the digital era that cover requests for 21st century skills.

This means that FC approaches in teaching and learning need to be studied as integrated with other teaching and learning approaches and institutional strategies. We also noticed that there are somewhat contradictory reports which subjects or study programs are more suitable (or not) for FC approaches. For example, can students of non-mathematic study programs profit from FC in mathematics on the entry year at university. There are subject oriented studies before the pandemic, but it is difficult to compare it with because they are not related to online delivery.

Note that the full details of the FC SLR review partners can find here:
https://docs.google.com/document/d/1EZ20PHyyChyB6zFDVdKWSu1kWklkJMN4/edit?usp=sharing&ouid=105625786107768105952&rtpof=true&sd=true

Prepared, submitted and accepted to publication research article(s):
Divjak, B, Rienties, B., Iniesto, F., Vondra, P., Žižak, M. Flipped Classrooms in Higher Education during the COVID-19 Pandemic Findings and Future Research Recommendations. International Journal of Educational Technology in Higher Education. Impact factor: 2.894. to be published in February 2022.

2.2 WORK-BASED LEARNING

It is widely acknowledged that graduates need to develop skills and competences beyond theoretical knowledge nurtured within higher education curricula. In the last twenty years there has been an increased interest to support learners with work-based learning (WBL), sometimes also referred to as work-integrated learning (WIL) opportunities (e.g., apprenticeships, practice-based lab sessions, project-based learning). According to Jackson and Collings (2018, p. 404) WBL is defined as "the intersection of academic and workplace learning where students connect with industry as a formal component of their learning program". In a recent SLR Schuster and Glavas (2017) identified four eWIL typologies: from technology-supported (i.e., technology used to support information and administrative processes) to technology-facilitated (i.e., technology prepares students for, support during, and assess students after WBL), to applications more focussed on actual deliverance of WBL experience, namely technology blended (i.e., combination of online and offline activities allowing agents to work collaboratively) to technology-based (i.e., immersive technology is employed and all interactions are technology-mediated).With COVID-19 there has been a push to support and provide these opportunities for skills development online.

In this systematic literature review we explored RQ3) which innovative technologies and online WBL typologies are implemented in online WBL; and RQ4) to what extent there is evidence that online WBL is effective. From an initial 269 studies identified from two datasets we kept thirteen studies which implemented and evaluated online WBL. In Phase 1, following a one-hour online training and discussion of the online coding scheme, 41 studies were read in depth by six members of RAPIDE and categorised based upon inclusion criteria (i.e., 1) Is this study about WBL at least referring to blended or fully online WBL? 2) How does it use technology or pedagogy in an innovative way? 3) Is the innovation evaluated, if so how?) In Phase 2, six members of RAPIDE used an open coding approach to capture which (innovative) technologies were used in online WBL. All 16 studies were double coded and afterwards the first coders from Phase 1 checked the codes from the second coders in Phase 2, leading to thirteen studies that were finally included.

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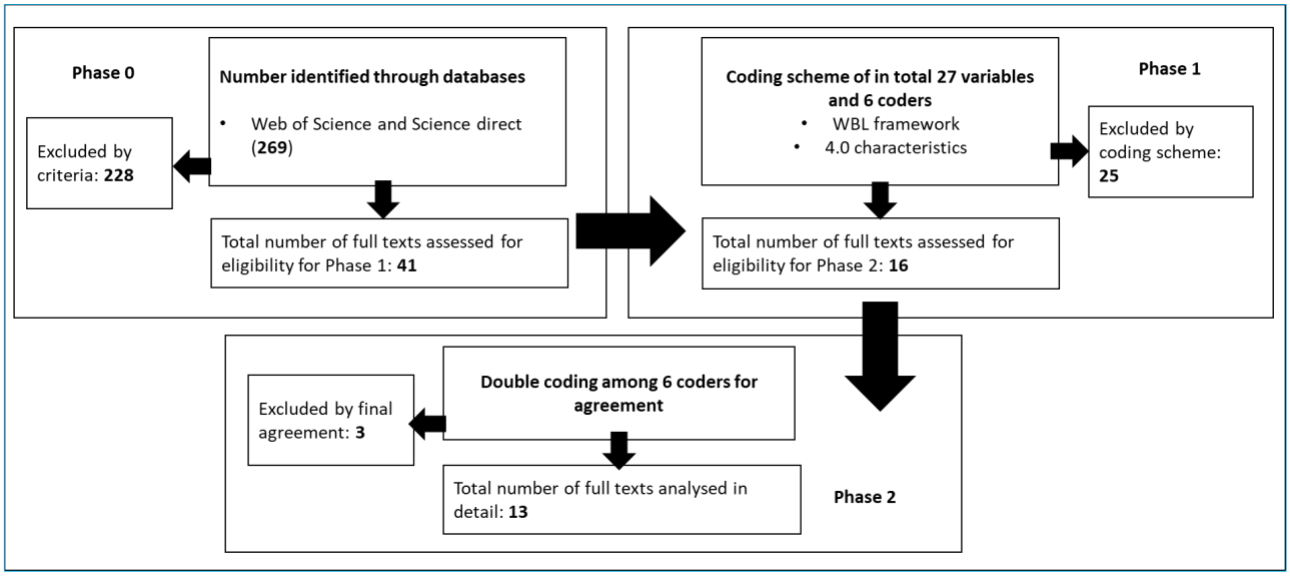

Figure 1 Coding process of online WBL

Innovative technologies used in online WBL

The first main finding (RQ3) is the notable increased adoption of technology and delivery online of WBL relative to the SRL study of Schuster and Glavas (2017). While in most of the studies identified by Schuster and Glavas (2017) technology supported WBL, mostly at a relatively low level of intensity, in the last five years most of our identified studies included seemed to focus on delivering online WBL in a high intensity (i.e., technology-based in the typology of Schuster and Glavas (2017)). However, as evidenced by the design descriptions and our categorisation of Education 4.0 substantial differences across these studies. Nine out of 13 studies included aimed to allow learners to learn anytime/anywhere, followed by encouraging learning to become more independent and assessing students differently (both 80%). Six out of 13 studies included students' opinion in designing courses, while half of the studies aimed to provide more hands-on learning activities. This latter finding might perhaps be surprising, but may also be a result that the other studies did not explicitly mention this as these hands-on learning activities were assumed to be in place. However, few studies included in their design specific elements for personalisation and how to learn. As indicated in Figure 2, on average the technology-facilitated and technology-based studies were more focussed on the wide spectrum of Education 4.0 characteristics in comparison to the technology-supported studies. In particular in the technology-based online WBL there was a relatively strong focus on project-based learning, hands-on learning and data interpretation. Therefore, a more nuanced understanding of the design patterns of online WBL is needed beyond the current conceptualizations of online WBL.

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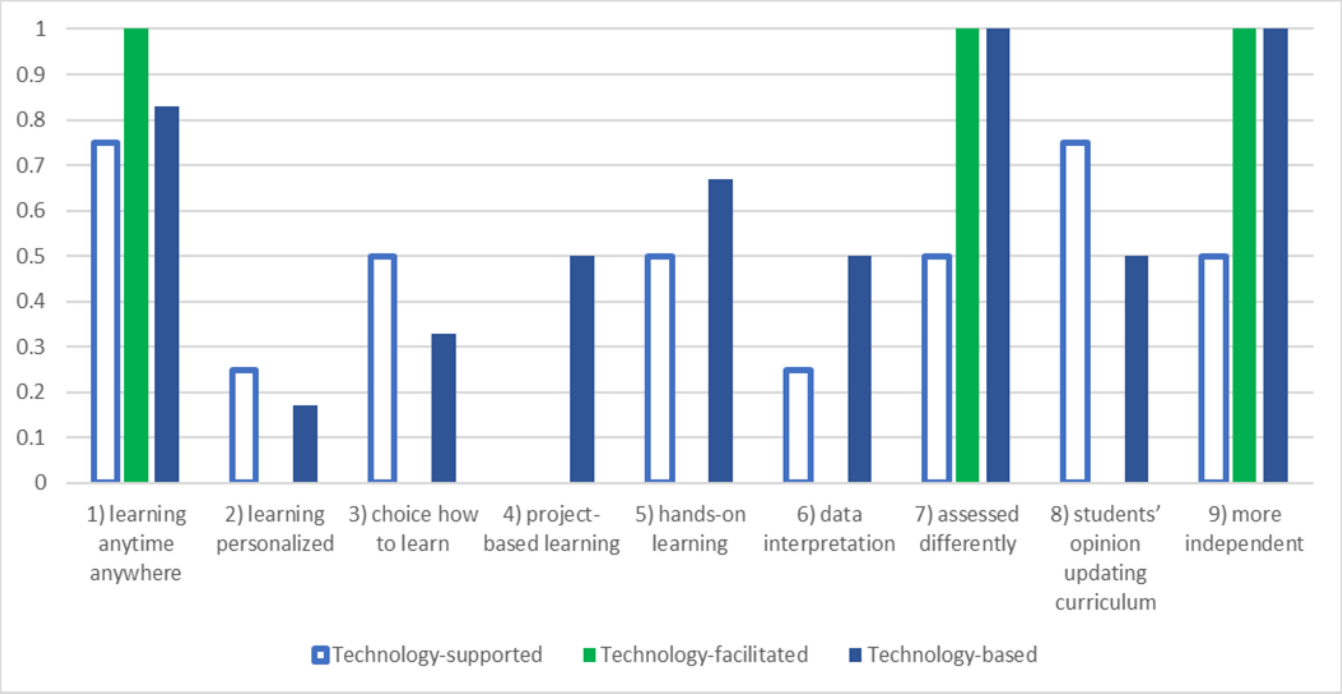

Figure 2 Online WBL and nine characteristics of Education 4.0 (range 0 to 1)

Effectiveness of online WBL

Another main finding from this SRL is the lack of robust evidence of the effectiveness and impact of online WBL (RQ4). While several studies (e.g., Bayerlein, 2020; Jordan et al., 2016; Miller et al., 2020) provided indications of potential positive impacts of online WBL in terms of learners' satisfaction and engagement with the designed learning activities and opportunities to gain hands-on work experience, except for Sheridan et al. (2019) no study compared or contrasted the findings with an alternative design or control group. Furthermore, except Robinson et al. (2020) none of the included studies included a simple pre-post test design to explore what affect, behavioural or cognitive gains students might have developed over time. Future research should consider how aspects such as the COVID-19 pandemic have influenced WBL by the pivot to purely online environments.

Note that the full details of the WBL SLR review partners can find here:
https://docs.google.com/document/d/1wD6lMTAOSVpAYB8gxsDsF-keP10UX7Hk/edit?usp=sharing&ouid=105625786107768105952&rtpof=true&sd=true

Prepared and submitted research article(s):
Rienties, B., Divjak, B., Iniesto, F., Pazur Anicic, K., Zizak M. (Submitted: 29-07-2021). Online work-based and work-integrated learning: a systematic literature review. Interactive Learning Environment. Impact factor: 1.722.

3. TEACHING SCENARIOS

As part of IO1 in IO1.2 we defined the teaching scenarios and implementational steps for integration of FC and WBL in an online environment using the experiences and expertise within the partnership. The preparation of the e-course included the research of best practice examples available to be used as showcases within RAPIDE e-course. The cases were prepared according to the proposed template to map teaching scenarios in e-WBL/flipped classroom. Structure includes:

1/Semi-structured interviews of max 40-45 min. Please find in APPENDIX 7.1 the proposed structure of the semi-structured interview

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For the purpose of these interviews the project Info Sheet/Consent Forms were prepared and distributed to interviewees. The interviews were recorded and auto transcribed via Otter.ai.
The activity resulted in 9 number of full showcases prepared and presented to the LTT1 participants.
The materials are now available within RAPIDE e-course.
Furthermore, in the next reporting period the project partners plan to use the materials gathered during the preparation of best cases and prepare research articles, submit them for publishing and to share them with a wider scientific audience by April, 2022. This material will be updated with the full links to published works.

4. E-COURSE 'LET'S GET FLIPPED' AND 1ST CHAPTER LET'S INNOVATE TEACHING

4.1 E-COURSE 'LET'S GET FLIPPED'

The course was designed by the team from the Faculty of Organization and Informatics to host the following chapters to be developed within RAPIDE project:
1. Let's innovate teaching
2. Let's innovate assessment
3. Dashboard model that supports inclusive flipped classroom and work based learning and WBL
4. Impact analysis of innovative pedagogies.

The e-course is available at: learn.rapide-project.eu

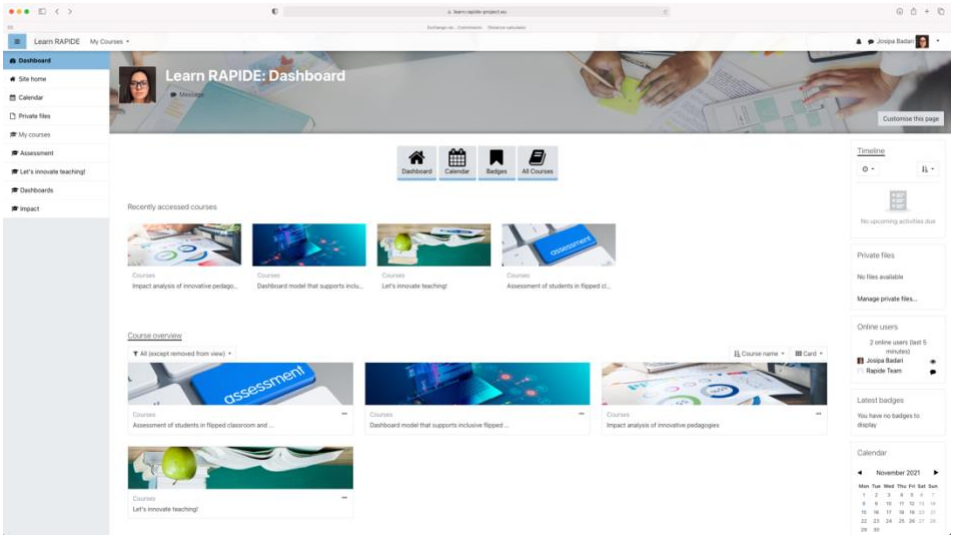

Figure 3 Print Screen of the RAPIDE online course home page

4.2 1ST CHAPTER LET'S INNOVATE TEACHING

The chapter was developed in coordination of the Open University and the Faculty of Organization and Informatics as a result of the extensive literature review and in line with the project goal to enable education to the higher education teachers.
The course is designed to fulfil the plan to provide 2 ECTS teacher-participant workload (in submission process to UNIZG) that encompasses preparation activities (Prepare! LEARN INDEPENDENTLY), training activities (Engage - LEARN TOGETHER) and post training activities (Extend! - LEARN BEYOND). It includes 50 hours teacher-participant workload, out of which approximately 10 hours for preparation using the project e-course, 25 hours in f2f training activities and 15 hours for post training activities and formative assessment via project e-course 'Let's get flipped'.

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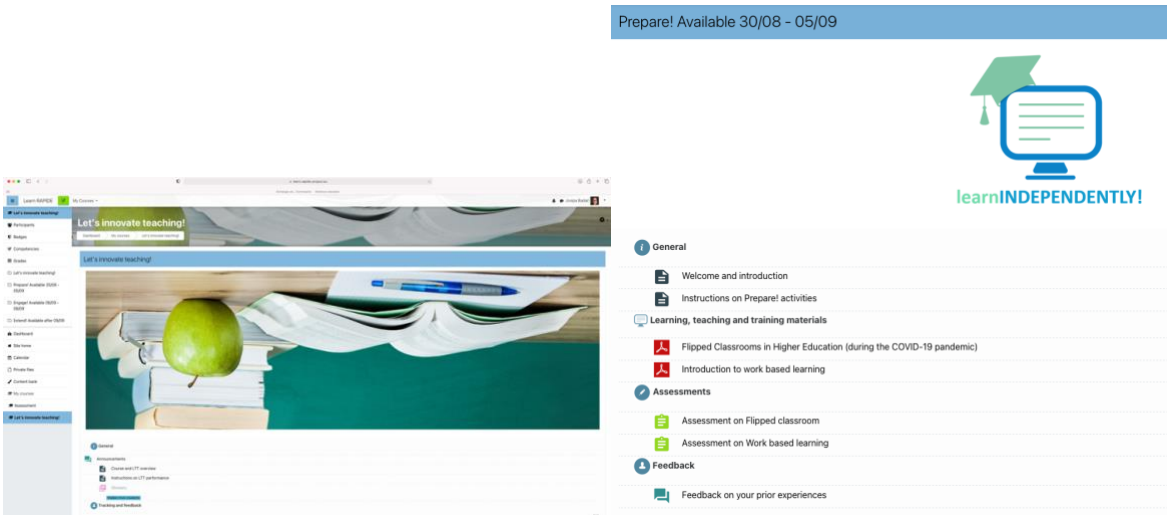

Figure 4 Print Screen of the RAPIDE on-line course chapter 1 Let's get flipped.

After the LTT1 event the chapter was further developed as Module 1 of the RAPIDE e-Course to be piloted with 154 registered participants in July, 2022. The module was organised according to the principles of flipped classroom and the final feedback was gathered from participants to enable module creators further work on improvements. The Module 1 and the piloting process is described in more details in the document - RAPIDE e-course Let's get flipped.

5. LTT 1 EVENT

Due to Covid-19 pandemics the first LTT activity - "Let's innovate teaching" was not performed in M5 at OU, as originally planned. It was held in September, 2021 (M7) at the Faculty of Organization and Informatics in hybrid form since some partners were not able to travel due to restrictions.
The activity was attended by 37 persons (17 f2f and 20 persons online via Zoom). All participants were awarded the Certificate of attendance/online participation (Appendix 7.4).
The Agenda is available in Appendix 7.3.

LTT1 activity lasted for 3 days with approximately 2 ECTS credits for participants to be granted by the University of Zagreb (in submission). The goal of LTT1 was dual. The primary goal of LTT1 was to provide teachers with hands-on training on using innovative teaching approaches - FC and WBL in an online environment and to be able to transfer the knowledge to peers at their institutions within local workshops.

The second goal of this activity was to get feedback from teachers/participants on content, design and transferability of IO1 and on training performance.

Learning outcomes of the LTT1 activity were related to:

- understanding concept of innovative teaching approaches that stimulate students engagement and deep approach to learning
- analysis of different academic subjects and their implementation in online environment
- design and implementation of FC and WBL in an online environment taking into account study and subject field and student background and needs.

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Means for LTT included open e-course (implemented in Moodle) with educational resources enriched with good practice examples about implementation of FC and WBL and formative assessment for teachers participating in the training.

6. QUALITY FEEDBACK

The quality feedback of the performed activity LTT1 was performed immediately after the end of the activity via google forms and reported to the project Quality Manager. The form consisted of 7 short questions which covered: Quality, content and duration of the training, Training methods, Acquired skills and knowledge, and Overall satisfaction with the training.
The final report is available to all project partners in the shared GDrive folder. The quality of the 1st chapter Let's innovate teaching was performed during LTT 1 activity via questionnaire administered on GDrive. All LTT1 participants provided their feedback. The report is available to all project partners on GDrive.

7. INCLUSIVENESS

This result is created to support higher education teachers to improve their skills and transcultural experience which will enable them to be more competent in further delivering the education and assessment within a diverse student population.

In its Communication on achieving a European Education Area (EEA) (4) by 2025, the Commission outlines two key initiatives. These aim to address pressing educational challenges related to underachievement and early leaving from education and training within the EU. As one indicator of the need for education improvement, the level of underachievement, in the EU as a whole, has increased in science and reading, while remaining stable in mathematics. It is generally recognised that underachievement and early leaving are symptoms of more deeply rooted challenges in education. **These relate to a need for education providers to have access to approaches and competences enabling them to embrace student diversity; to offer secure and inspiring learning environments; and to motivate all learners regardless of their socioeconomic background, ethnic origin or disabilities.** (https://education.ec.europa.eu/et/news/inclusive-education-in-europe-learning-from-erasmus)

This result, therefore, is in line with the conclusions of the OECD Teaching and Learning International Survey (TALIS), particularly this that teachers and trainers need continuous opportunities for professional development. (https://read.oecd-ilibrary.org/education/talis-2018-results-volume-i_1d0bc92a-en#page7)

According to the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions the higher education and VET systems need to adapt to strengthen their key role in supporting lifelong learning and reaching out to a more diverse student body. The need for more flexible and inclusive learning paths has increased as the student population is becoming more diverse and the learning needs more dynamic. (https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0625&from=EN)

Inclusive teaching

Inclusive teaching should reduce the need for individual adjustments, because many of the barriers that students may face have been anticipated and removed. It recognises that many of the adjustments made for disabled students could benefit many other students if made available to all.

Every student has their own preferences for learning, at different paces and using different methods. Inclusive teaching practice values the diversity and difference in individual learners, and harnesses this to improve the learning experience for every student. The results within this IO were developed in line with the inclusive teaching practices that tend to give students greater choice and control over their learning, and make fewer assumptions about prior experiences or knowledge.

The term 'inclusive teaching' is broad-ranging and encompasses various ideas and strategies. Many of the techniques that are widely recognised as good inclusive teaching practice were also used in work of IO1:

- materials made available to participants in advance so they have time to read and prepare
- group work was encouraged so participants could learn from each other and encounter different perspectives
- there were different opportunities for participants to contribute and demonstrate their learning
- reading lists were provided so that participants could learn from a variety of critical approaches
- aims and expectations were clarified in written and oral form so participants know what they should expect to learn and work towards
- possible differences in participants' prior knowledge were taken into account when teaching was designed
- teaching content and activities were designed to align with the other modules so that the participants could build on knowledge and skills progressively
- video transcripts were provided to support participants.

All these techniques are in line with the basic principles of inclusive teaching such as provide students with a variety of opportunities to demonstrate their learning and knowledge, coordinating sources of learning support and considering a variety of teaching and learning approaches and methods.

IO1 designers took care to encourage a sense of belonging in participants through learning environments and events.

7. APPENDIX(ES)

7.1 PROPOSED STRUCTURE FOR THE SHOWCASE INTERVIEWS

Introduction

Q0 Please briefly introduce yourself and background (warm-up question)
E.g., State your name, academic title, your institution(s) and your position at the institution and main teaching area/research interest

Q1. Tell us a little about your context. When (time) and why (context) did you start to implement work-based learning/work-integrated learning and/or flipped classroom in your course/context/setting?
Open warm-up question
Who is using it?
Scale and intensity of use
Single teacher/course, multiple, cross department?
Tell us a bit about the duration of approach (how long has this been running)

Q2. Would you consider your approach to be innovative (important at your institution/subject area?)? Why (not)?

Q3. What made you to adopt this main approach/philosophy to design inclusive online WBL practices/flipped classroom

Q4. What kind of technology/approach did you use to support WBL/flipped classroom?
- What were the affordances and limitations of this technology/approach/tool
- What was the balance between synchronous and asynchronous activity?
- What was the balance between f2f and online?

Q5. Which graduate skills (e.g., communication, team working, programming skills X) were you aiming to achieve to develop/nurture/strengthen? How effective are these online WBL practice in terms of developing graduate skills.

Specific Questions related to Flipped Classroom

FC1: What is the role of the teacher in your learning scenario? Is it more

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- Knowledge transfer (teacher-centered) or more
- Advising the learning process (student-centered)
- Learner role

FC2: What is the primary learner role in your learning scenario? Is it more

- active,
- self-directed acting or
- receiving, preserve knowledge

Degree of interaction (e.g. with content, social, spatial or technological environment: I, S, R, T)
FC3: What type and level of interaction is being pursued? (Degree of multimediality)

- high
- medium
- low

FC4: What level of multimedia is used?

- high (many different media, multimodal, multicodal)
- medium
- low
- Individualization

FC5: What degree of individualization of learning processes is used, for example in terms of learning content, level of difficulty, media, learning duration and learning path?

- high
- medium
- low

FC6 Which type of flipped classroom did you implement?

- Flipped classroom focused on exercises: during the class, the teacher proposes exercises focused on consolidate the knowledge.
- Flipped classroom focused on group activities: the class is divided into different groups. Depending on the activity, the groups can be homogeneous or heterogeneous.
- Flipped classroom focused on laboratory practical assignments: students use the laboratory to apply the concepts in “real” situations (for example, chemistry laboratories).
- Flipped classroom focused on the participation of the student: students create academic resources to explain the concepts to their classmates. These resources are consulted by the other students and evaluated by the teacher (to check if they explain all the concepts that they should explain).

FC7 How does flipped classroom learning fit within your organisation?
Do students often go to FC? (probing questions)
What enables your students to be active and to inquire and interact?
Is it part of the curriculum?
Do students receive credits/awards/financial compensation

Specific Questions related to WBL
WBL0 How would you define work - based learning from your experience?

WBL 1 There are different forms of e-WBL/WIL. Schuster and Glavas (2017) distinguish four types of e-WILs. Which do you think your approach fits in?

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Typology of eWIL.

		Degree of Technological Involvement	
		Low	High
Function of Technology	Support WIL processes *(administrative function)*	**Technology-Supported** Technology is used to support the information and administrative processes surrounding WIL *(e.g., web-based portal for industry to engage with university for the purposes of WIL)*	**Technology-Facilitated** Technology is used to prepare students for, support students during and assess students after a WIL experience *(e.g., digital platforms, such as OpenSim, used to provide simulations to prepare students for WIL)*
	Deliver WIL experience *(pedagogical function)*	**Technology-Blended** There is a combination of online and offline activities allowing agents (students, educators and industry partners) to work collaboratively *(e.g., face-to-face placements combined with digital components such as online role-plays)*	**Technology-Based** Immersive technology is employed, whereby all interactions between agents (students, educators and industry partners) are technologically mediated *(e.g., WIL through virtual reality)*

WBL2. How does work-based learning/work-integrated learning fit within your organisation?

- Do students often go to WBL? (probing questions)
  - What enables your students to be active and to inquire and interact
- Is it part of the curriculum?
- Do students receive credits/awards/financial compensation

Overall effectiveness of approach

O1. What enabled you to implement this WBL/flipped innovation?

- To what extent was this influenced by students, teachers, researchers, decision makers, infrastructure/technological support

O2 What problems/challenges have you encountered? How did you try to solve them?

- To what extent was this influenced by students, teachers, researchers, decision makers, infrastructure/technological support

O3 Do you have any evidence that your approach works?

- (Not to ask this in this way, but think about the Kirkpatrick 4 level model: reaction; learning; behaviour; results)

O4 If applicable, what are you planning to change/implement in the future?
O5 Could your approach be replicated or has it been used outside your organisation/subject area?
O6 Is there anything that we did not ask that you would like to mention?
Thanks for participating in this interview.

7.2 PROJECT INFO SHEET AND CONSENT FORM (EXAMPLE FROM OU)

The Open University

RAPIDE
Relevant assessment and pedagogies for inclusive digital education

The Open University is a university established in the UK by Royal Charter. In addition to our world-leading distance education provision, we design, carry out, and analyse, research studies in the scholarship of learning and teaching.

The Research Team
Prof Bart Rienties
Professor of Learning Analytics

Dr Simon Cross
Senior Lecturer

Dr Duygu Bektik
Lecturer

Dr Paco Iniesto
Research Fellow

The Open University
Walton Hall
Milton Keynes
MK11 1AF
UK

+44 (0) 1908 32671
Our responsibilities to you
We ensure your safety: all our researchers carry photographic

identification. The project has been reviewed and approved by the OU Human Research Ethics Committee: HREC/3952/Olney

We guard your privacy: your participation will be treated in strict confidence in accordance with the UK Data Protection Act. Your contribution will be used for research purposes only. Nobody will be individually identified in the final report.

We respect your wishes: participation in the study is voluntary and you are not obliged to answer any questions you do not wish to.

We answer your questions: we will be happy to answer any questions you may have about the research.

Evaluating the effectiveness of flipped/work-based learning at the OU

A research study supported by:
The Open University is leading this research project, exploring the impact and effectiveness of flipped/work-based learning at the OU has had on your practice.

This leaflet provides further information about the study.

What is the aim of this research?
The aim of this research is to better understand the impact the flipped/work-based learning innovation has had on your daily practice. The information will be used to inform future possible professional development opportunities and support mechanisms.

What is involved?
Interviews will involve a researcher talking to you online for about 45 minutes on MS Teams. The interview will be recorded so that we can be sure that we correctly remember everything that you tell us. We will work around you to arrange a venue and time convenient to you for this interview.

What will I be asked?
We will ask you to talk about the following broad topics:

The extent to which you have been able to implement any flipped classroom/work-based learning practices
The impact this has had on your professional practice, confidence and pedagogical thinking.
The challenges you have faced.

Is it confidential?
Yes. Everything that you tell the interviewers will be in confidence.
Your personal information will be kept confidential to the research team. It will not be shared with anyone else, including other staff from The Open University. We will write a report of the study but no individual will be identifiable from the published results of the research.
Do I have to take part?
No. We are relying on your voluntary co-operation. No one is taking part in this study who does not want to. Even if you say yes to begin with, you are free to withdraw at any time.

What happens now?
We will contact you again to ask for your consent to take part in the research and to arrange an appointment to interview you. In the meantime, if you have any queries at all about the study, please contact us.

What if I have other questions?
If you have any other questions, we would be happy to answer them.

Please contact:

Prof Bart Rienties
Professor of Learning Analytics
The Open University, UK

bart.rienties@open.ac.uk

Evaluating the effectiveness of flipped/work-based learning at the OU

Qualitative research consent form
Participant

	Yes	No
I have read/had read to me the information leaflet about this research project, and I understand its content.		
I understand that my participation is voluntary and that I am free to withdraw at any time by contacting Dr Simon Cross (simon.j.cross@open.ac.uk), up to final publication of the project findings in March 2022, without giving a reason.		

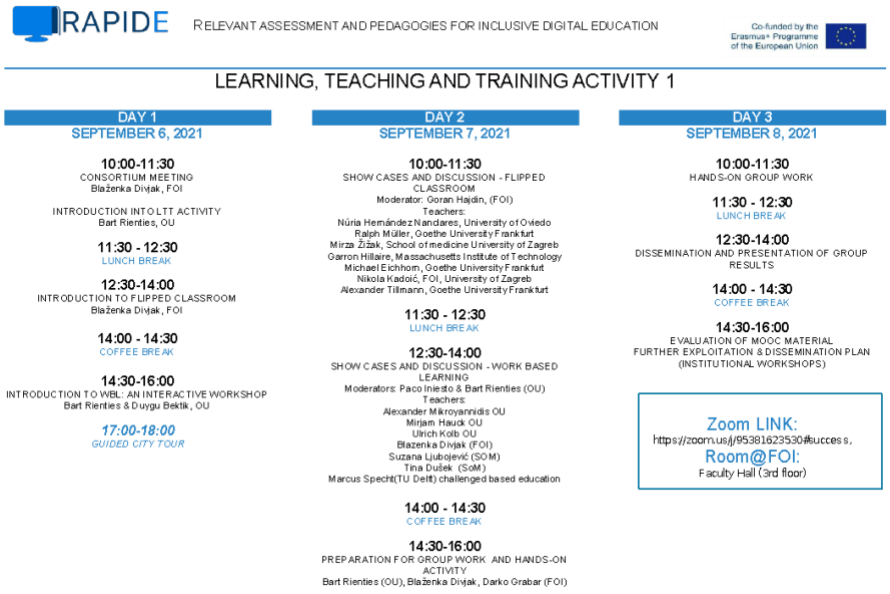
Co-funded by the Erasmus+ Programme of the European Union

I understand that the information I provide may be used for internal project reports and/or external academic publications but only in anonymised form.		
I understand that the interview will be recorded on audio and video and a written record produced later. The recording will be securely stored in accordance with the UK Data Protection Act (2018) and General Data Protection Regulation (GDPR).		
I understand that anything I say will be treated confidentially and only used for research purposes, in accordance with the UK Data Protection Act (2018) and General Data Protection Regulation (GDPR).		
I agree to take part in the *Evaluating the effectiveness of flipped/work-based learning at the OU interview*.		

Name of participant	Signature (electronic signature accepted)	Date

This research project has been reviewed by The Open University Human Research Ethics Committee and was exempted from review.

7.3 LTT1 AGENDA



RAPIDE RELEVANT ASSESSMENT AND PEDAGOGIES FOR INCLUSIVE DIGITAL EDUCATION

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

LEARNING, TEACHING AND TRAINING ACTIVITY 1

DAY 1
SEPTEMBER 6, 2021

10:00-11:30
CONSORTIUM MEETING
Blaženka Divjak, FOI

INTRODUCTION INTO LTT ACTIVITY
Bart Rienties, OU

11:30 - 12:30
LUNCH BREAK

12:30-14:00
INTRODUCTION TO FLIPPED CLASSROOM
Blaženka Divjak, FOI

14:00 - 14:30
COFFEE BREAK

14:30-16:00
INTRODUCTION TO WBL: AN INTERACTIVE WORKSHOP
Bart Rienties & Duygu Bektik, OU

17:00-18:00
GUIDED CITY TOUR

DAY 2
SEPTEMBER 7, 2021

10:00-11:30
SHOW CASES AND DISCUSSION - FLIPPED CLASSROOM
Moderator: Goran Hajdin, (FOI)
Teachers:
Núria Hernández Nanclares, University of Oviedo
Ralph Müller, Goethe University Frankfurt
Mirza Žižak, School of medicine University of Zagreb
Garron Hillaire, Massachusetts Institute of Technology
Michael Eichhorn, Goethe University Frankfurt
Nikola Kadoić, FOI, University of Zagreb
Alexander Tillmann, Goethe University Frankfurt

11:30 - 12:30
LUNCH BREAK

12:30-14:00
SHOW CASES AND DISCUSSION - WORK BASED LEARNING
Moderators: Paco Iniesto & Bart Rienties (OU)
Teachers:
Alexander Mikroyannidis OU
Mirjam Hauck OU
Ulrich Kolb OU
Blazenka Divjak (FOI)
Suzana Ljubojević (SOM)
Tina Dušek (SoM)
Marcus Specht(TU Delft) challenged based education

14:00 - 14:30
COFFEE BREAK

14:30-16:00
PREPARATION FOR GROUP WORK AND HANDS-ON ACTIVITY
Bart Rienties (OU), Blaženka Divjak, Darko Grabar (FOI)

DAY 3
SEPTEMBER 8, 2021

10:00-11:30
HANDS-ON GROUP WORK

11:30 - 12:30
LUNCH BREAK

12:30-14:00
DISSEMINATION AND PRESENTATION OF GROUP RESULTS

14:00 - 14:30
COFFEE BREAK

14:30-16:00
EVALUATION OF MOOC MATERIAL
FURTHER EXPLOITATION & DISSEMINATION PLAN
(INSTITUTIONAL WORKSHOPS)

Zoom LINK:
https://zoom.us/j/95381623530#success,
Room@FOI:
Faculty Hall (3rd floor)

7.4 LTT1 PARTICIPATION CERTIFICATE

foi

RAPIDE
Relevant assessment and pedagogies for inclusive digital education

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

Certificate

of online participation

RAPIDE - Relevant assessment and pedagogies for inclusive digital education
LEARNING TEACHING AND TRAINING ACTIVITY
September 6th-8th, 2021 at the Faculty of Organization and Informatics, Varaždin, Croatia.

To

NAME

The aim of the activity was to provide workshop on flipped classroom, work-based learning and assessment methods in general.

Certified by
Prof. Blaženka Divjak, PhD
On behalf of the RAPIDE Project Coordinator
Varaždin, Croatia, September 8th, 2021