

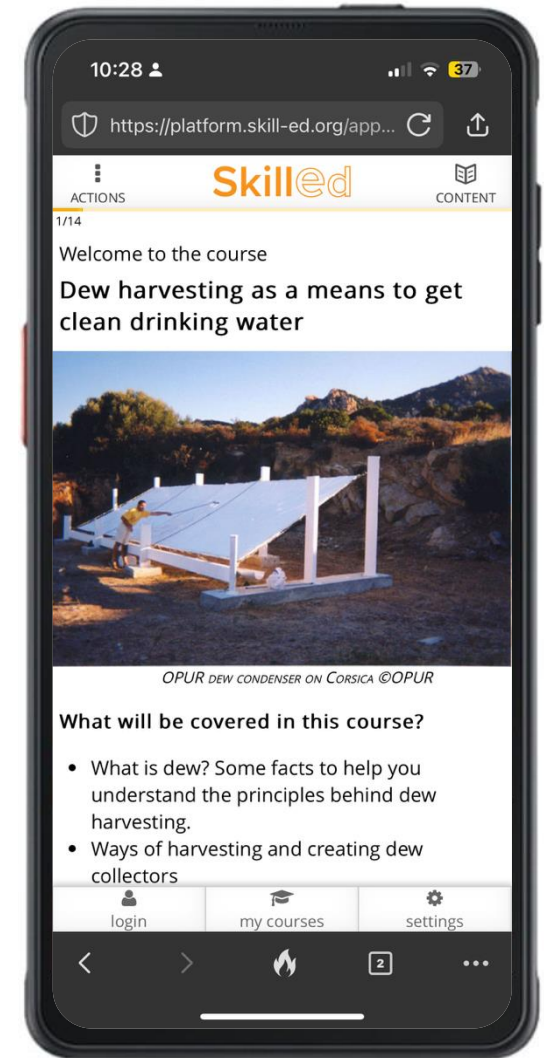
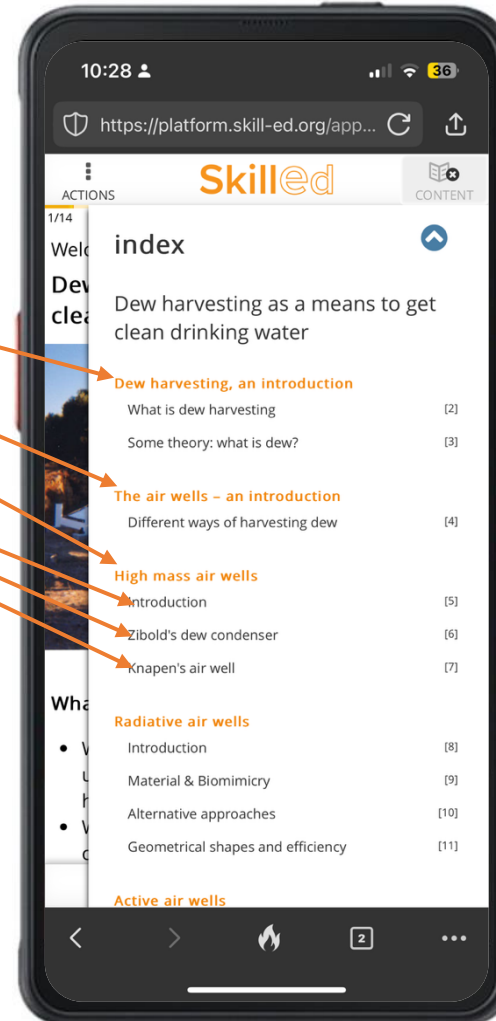
Skilled

Guidelines content
creation for courses

Course Layout

A course consists of

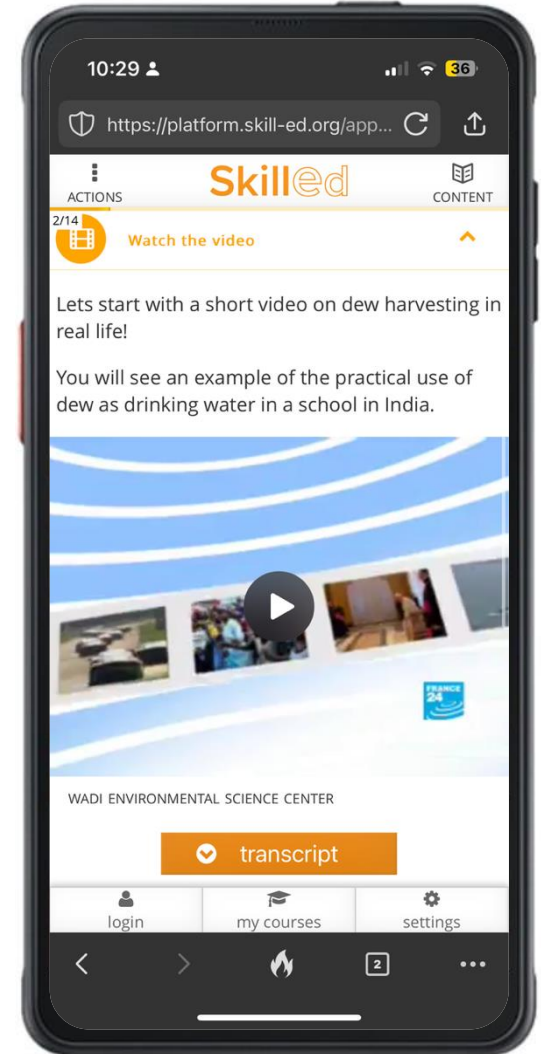
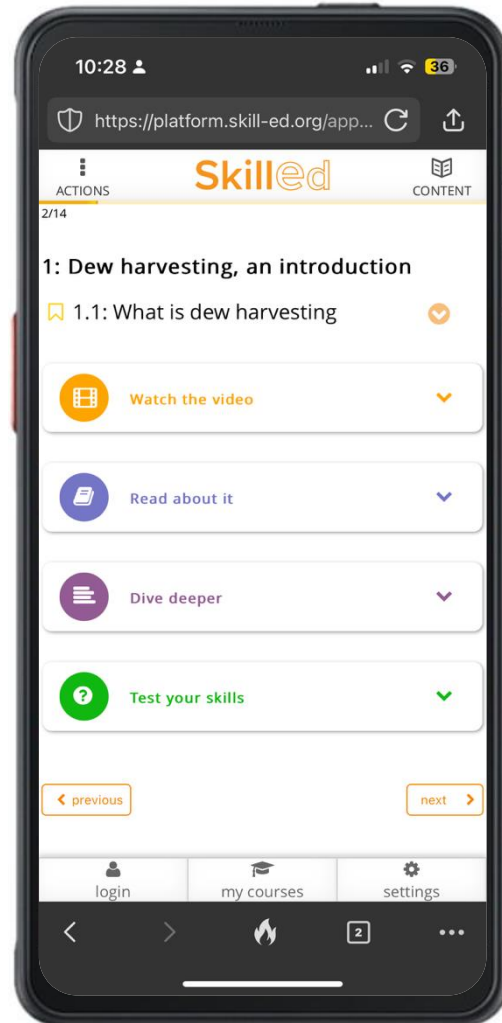
1. A course introduction
2. Modules (or chapters) and Lessons



Course Layout – Lessons and Sections

One lesson is displayed on one page, and can contain the following sections:

1. Introduction
2. Video
3. Audio
4. Slideshow
5. Text
6. Dive Deeper (further reading / expand your knowledge)
7. Quiz
 - a. Multiple choice
 - b. Multiple response
 - c. Fill in the blanks
 - d. Sorting game
 - e. Matching game
 - f. Reflection quiz (Likert scale)
8. Assignment
9. Flashcards
10. Tools
 - a. Decision tree
 - b. Membership request buttons
 - c. IWQI calculator



Sections - Introduction

Purpose

The introduction section is meant to provide a short introduction or summary of the lesson's content and learning goals.

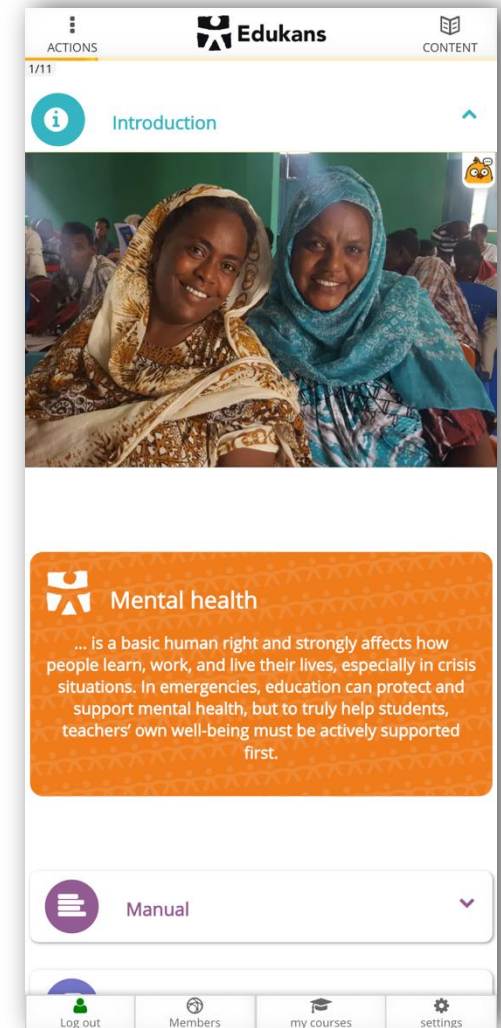
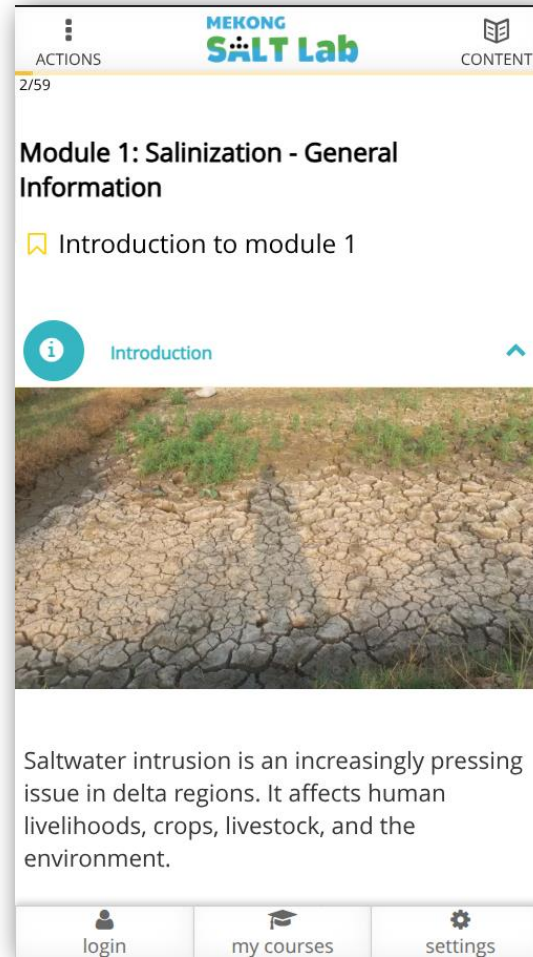
Content

Text

Images

Guidelines

- Provided images should be sharp and clear.
- Images should have copyright information (if not own work)
- No need to think about image format and size, they will be optimized at the backend.



Sections - Video

Purpose

Engage learners by presenting information in a dynamic and visually appealing way, making it easier to understand complex concepts. It also helps maintain attention and improves knowledge retention through concise, focused delivery.

Content

Text (before the video) *

Video

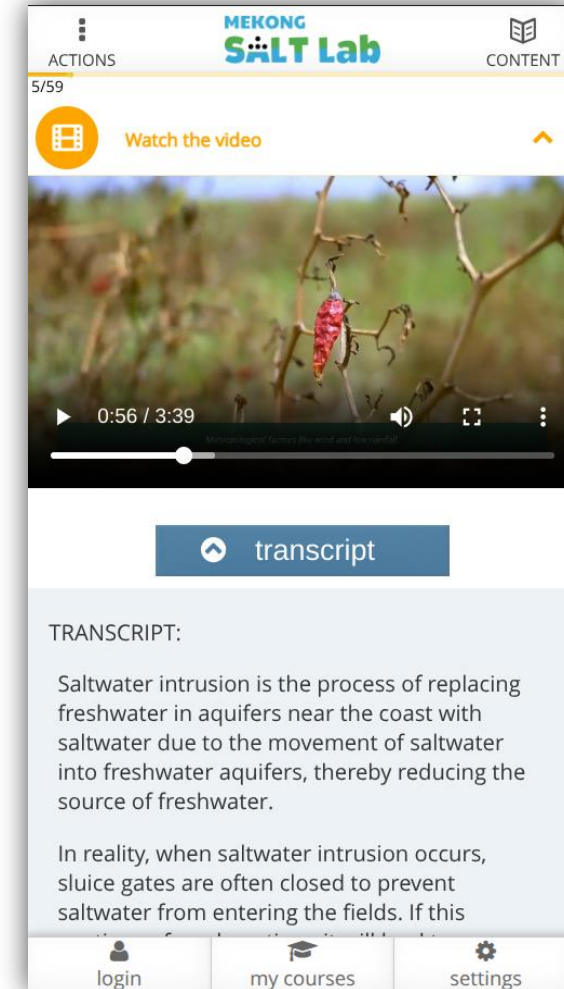
Transcript *

Text (after the video and transcript) *

* = Optional

Guidelines

- Keep it short and to the point (better more videos of 3 to 5 minutes than fewer that are longer)
- Provide a transcript
- No need to think about Video format and size. We will compress and convert.



Sections - Audio

Purpose

An audio fragment conveys information clearly and adds a personal touch, enhancing engagement. Offering audio versions of text can also improve accessibility, making the content easier to understand for less literate learners.

Content

Text (before the audio) *

Audio

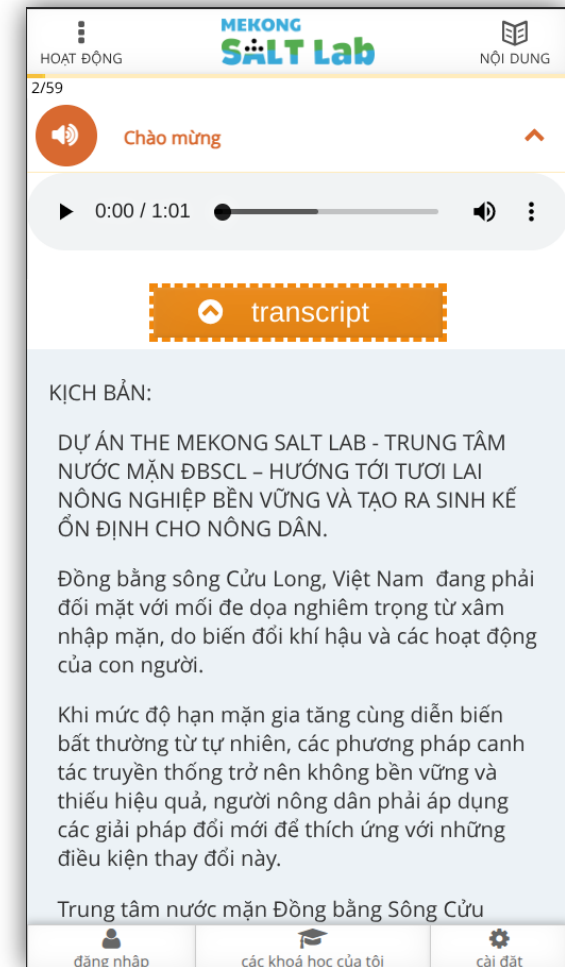
Transcript *

Text (after the audio and transcript) *

* = Optional

Guidelines

- If the audio fragment is not an audio version of a displayed text, provide a transcript
- No need to think about audio format and size. We will compress and convert.
- All courses will automatically show text-to-speech buttons in the sections that contain text, *if* the language is available in the browser. When you provide *all* text as audio files yourself, you can disable the text-to-speech functionality.



Sections - Slideshow

Purpose

Serves to display less-essential pictures that act as examples, enriching the learning experience without overwhelming users.

Content

Text (before the slideshow) *

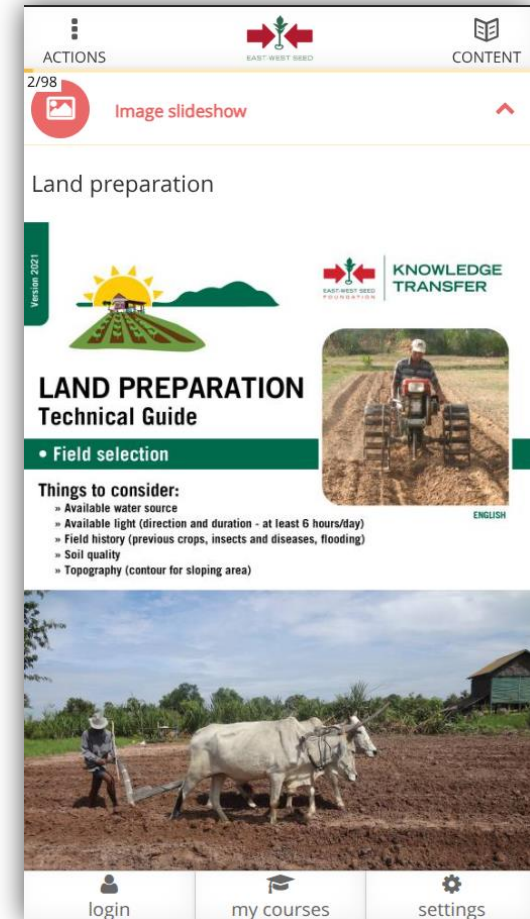
Slideshow images

Text (after the slideshow) *

* = Optional

Guidelines

- For optimal mobile use, images are often best integrated thoughtfully within the text to ensure a smooth and visually appealing presentation. A slideshow presentation is best suited when there are many, or less essential, images to show.
- A slideshow can be used to display presentations (mainly when the presentations contain many graphs and images, and little text)
- Always consider how it will look on a small screen.



Sections - Text

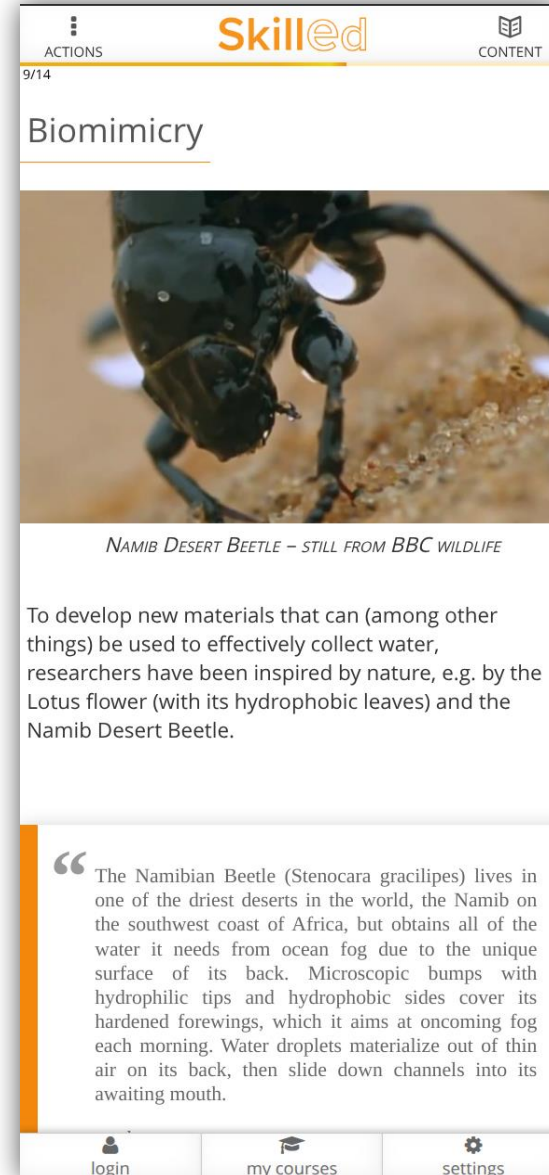
Purpose

Providing detailed information in a clear and structured format, allowing learners to absorb content at their own pace. It works best when broken into short paragraphs, supplemented with headings, bullet points, tables and images for better readability and engagement.

Content

Text

Images




The screenshot shows a mobile application interface for 'Skilled'. At the top, there is a navigation bar with 'ACTIONS' on the left, the 'Skilled' logo in the center, and 'CONTENT' on the right. Below the navigation bar, the page number '9/14' is displayed. The main title of the lesson is 'Biomimicry'. Below the title is a close-up photograph of a Namib Desert Beetle. Underneath the image is the caption 'NAMIB DESERT BEETLE - STILL FROM BBC WILDLIFE'. The main text of the lesson reads: 'To develop new materials that can (among other things) be used to effectively collect water, researchers have been inspired by nature, e.g. by the Lotus flower (with its hydrophobic leaves) and the Namib Desert Beetle.' Below this text is a quote: '“ The Namibian Beetle (Stenocara gracilipes) lives in one of the driest deserts in the world, the Namib on the southwest coast of Africa, but obtains all of the water it needs from ocean fog due to the unique surface of its back. Microscopic bumps with hydrophilic tips and hydrophobic sides cover its hardened forewings, which it aims at oncoming fog each morning. Water droplets materialize out of thin air on its back, then slide down channels into its awaiting mouth.' At the bottom of the screen, there is a navigation bar with three icons: a person icon labeled 'login', a graduation cap icon labeled 'my courses', and a gear icon labeled 'settings'.

ACTIONS Skilled CONTENT

9/14

Biomimicry



NAMIB DESERT BEETLE - STILL FROM BBC WILDLIFE

To develop new materials that can (among other things) be used to effectively collect water, researchers have been inspired by nature, e.g. by the Lotus flower (with its hydrophobic leaves) and the Namib Desert Beetle.

“ The Namibian Beetle (*Stenocara gracilipes*) lives in one of the driest deserts in the world, the Namib on the southwest coast of Africa, but obtains all of the water it needs from ocean fog due to the unique surface of its back. Microscopic bumps with hydrophilic tips and hydrophobic sides cover its hardened forewings, which it aims at oncoming fog each morning. Water droplets materialize out of thin air on its back, then slide down channels into its awaiting mouth.

login my courses settings

Sections – Dive Deeper

Purpose

Inviting learners to explore additional resources for a broader understanding of the topic. Tabs can showcase external webpages, offering curated articles, tools, or videos, while alternative options like booklists or recommended readings provide offline opportunities for further study.

Content

External webpages

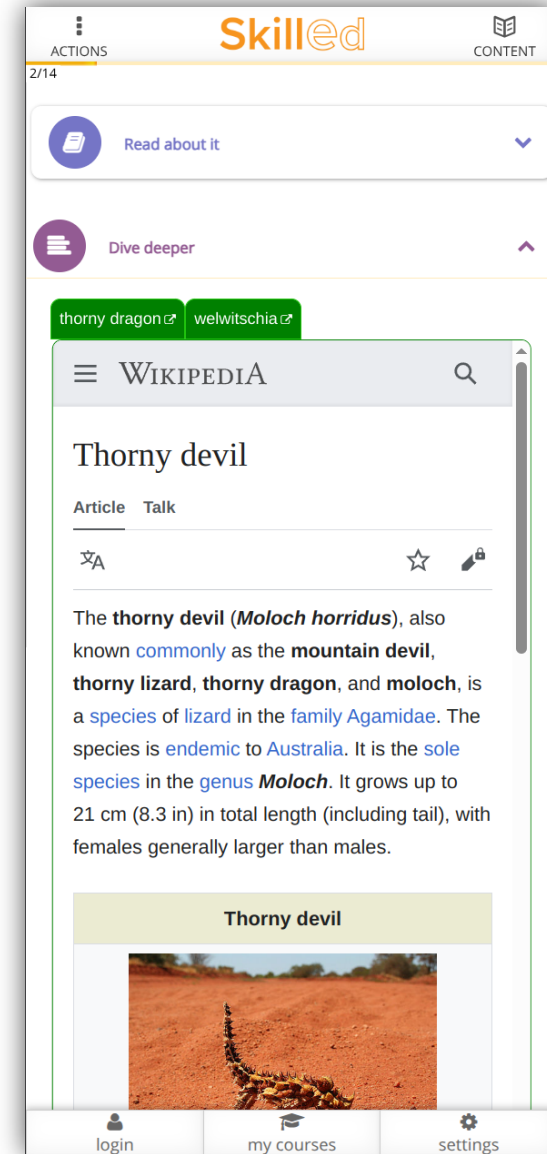
Alternatively:

Text

Images

Guidelines

- Only secure URLs (starting with *https*) are allowed
- Note that not all websites allow integration in other websites or applications.



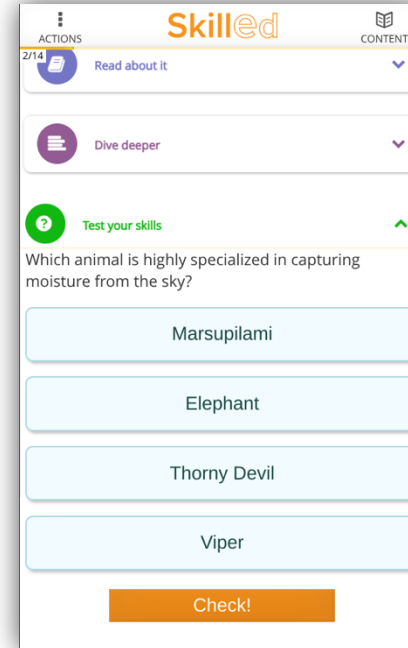
Sections – Quiz (1)

Purpose

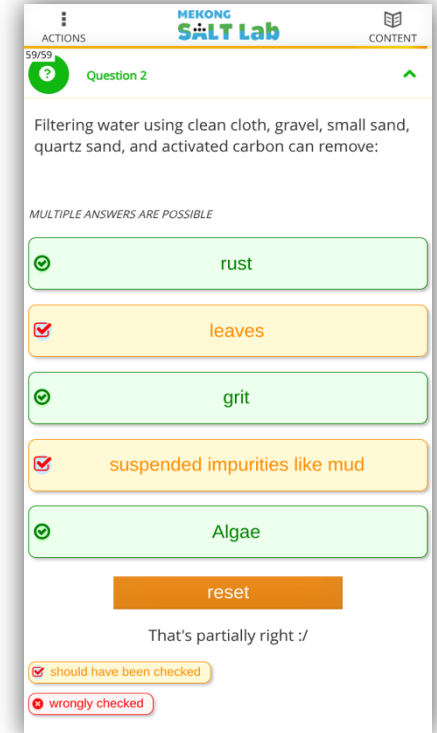
Provides a single, focused question for quick self-assessment, ensuring learners can instantly gauge their understanding. It supports multiple-choice and multiple-response formats, as well as an interactive "sorting game" where learners organize cards into category boxes, making the process engaging and educational. Other options are "fill in the blanks", "matching game" and "reflection quiz" (see next page).

Guidelines

- Answers are always shuffled before display, so no fixed order.
- With the sorting game, you can create as many sorting boxes as you like, but for usability reasons 2 is often best.



Multiple choice quiz



Multiple response quiz

Sections – Quiz (2)

What is the purpose of setting clear rules and expectations?

Read each statement carefully.

Is it true or false? If your answer is incorrect, try again before moving to the next statement.

(to move a card: click the box, or drag the card)

you nailed it!

Explanation: Teachers co-create group rules to ensure ownership and safety.

Teachers are expected to share their personal expectations and goals publicly.

Sorting game

click or drag to sort the cards

You can choose the number of boxes and their labels

Well-being

This questionnaire helps you reflect on your mental well-being. For each of the five statements, think about how you have been feeling over the past two weeks (higher scores mean better well-being).

I have felt calm and relaxed.

At no time

Some of the time

Less than half of the time

More than half of the time

Most of the time

All the time

2 / 5

previous next

Your score

19 (76%)

Your score is over 50%; you may choose to complete the extra reflection on anxiety and depression. The goal is self-awareness, and you decide what to do with the results.

previous reset

Anxiety

Depression

Reflection quiz

You can choose the number and labels of the answers, and the final texts based on the results, for score ranges you choose yourself.

2/4

Current selection: Social context. Now choose the matching item on the right.

Why self-awareness matters for teachers

Self-concept

Social context

Self-awareness

How I see myself; who I am to myself

Who am I in my community? (Social roles and factors such as culture, age, gender, occupation, traditions)

Understanding who you are, how you think and feel, and how this shapes your behaviour and beliefs.

It is the first step in managing stress and helps teachers respect and support students whose identities may also be affected by crisis.

Matching game

Test your skills

To develop the best possible materials for dew collectors, researchers used inspirations from nature. Biomimicry means replication of elements and solutions of nature to solve human problems. For instance, the surface of the wings of the _____ served as inspiration for the development of _____.

Namibian Beetle

Biomimicry

condensing foil

Check!

previous next

Fill the blanks

Sections – Flash Cards

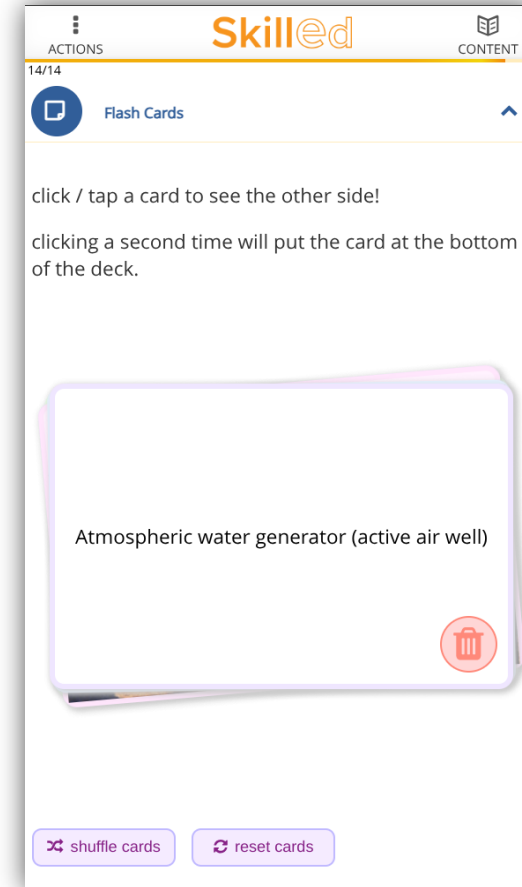
Purpose

Supports active recall and quick memorization by presenting key concepts in various formats, such as term-explanation, picture-description, or question-answer.

Learners can shuffle, remove, and reset cards for a personalized and flexible study experience.

Guidelines

- Cards can contain rich content elements like tables, images etcetera.
- Cards are scrollable when content doesn't fit the card.



Sections – Tools

Purpose

Tools can be seen as small, tailor-made applications within a course.

While we often make them on request of organizations we work together with, we will always make them publicly available for everyone to use.

Currently we have an 'Irrigation Water Quality Index Calculator', a 'Decision Tree' and a 'Membership Request Button'

Guidelines

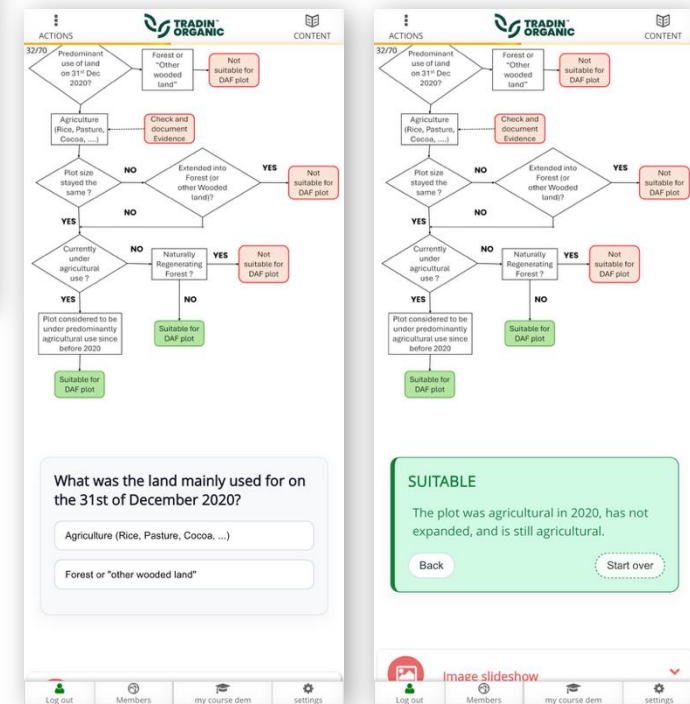
- With a membership-request button you make it easy for your students to become member of your organization environment in SkillEd, where you can share more material, have discussions, organize members in different groups and much more.
- A membership button can be configured to add the user automatically to your organization, and to specific groups you choose.
- You can also choose if the user is added automatically or after manual approval.

The screenshot shows the 'IWQI Calculator' interface. It has a header with 'BUCRA' and navigation icons. The main content area contains input fields for 'EC (dS/m): 0,6', 'SAR: 3,3', 'Na+: 3,6 meq/L', 'Cl-: 1,6 meq/L', and 'HCO3-: 3,6 meq/L'. Below these is a large green button displaying 'IWQI: 80.1 (low restriction)'. The bottom navigation bar includes 'Log out', 'Members', 'my courses', and 'settings'.

IWQI Calculator

The screenshot shows the 'Membership Request' interface. It features a 'Task' header and a red error message: 'NO ACCESS. YOU NEED TO BE MEMBER OF THE ORGANIZATION THAT OWNS THE EXAM / ASSIGNMENT, AND TO BE LOGGED IN.' Below this is a 'Become member' button and a text block explaining that users need an account and membership to ask questions and do end-tests. A 'Request membership' button is visible at the bottom. The bottom navigation bar includes 'Log out', 'Members', 'my course dem', and 'settings'.

Membership requests



Decision Tree

Use the decision tree's question path to lead the user interactively toward a clear explanation of their situation.

Sections – Assignments

Purpose

Allows learners to complete tasks ranging from simple instructions to full-fledged exams with multiple-choice, multiple-response, and open questions. After submission of an exam the learner gets the score (as percentage) and can see which questions were answered correctly.

Options

- Provide feedback per question (shown after submission)
- Certificates for successful completion
- For registered learners, open questions can be graded after submission. In 'public' exams, open questions do not contribute to the final grade but are included for the learner's review, with possible answers provided in the feedback.

Guidelines

- Note that exams only work when the user has internet connection.
- Instead of simple instructions or full exams, microsoft or google forms can also be integrated.

The screenshot shows a Jamboard interface for an assignment titled "General Vegetable Production". At the top, there are navigation tabs for "ACTIONS", "EDUKANS", and "CONTENT". Below the title, it indicates a "passing rate: 70%". A form for entering the full name is shown, with a note that this is how the name will appear on the certificate. The assignment contains three multiple-choice questions:

1. How high should the raised bed be in rainy season to prevent flooding and increase drainage? (1 point)
 - 20 to 30 cm
 - 40 to 60 cm
 - 30 to 50 cm
2. What is the recommended thickness of organic mulch to be efficient? (1 point)
 - 5 cm
 - 10 to 12 cm
 - 8 to 10 cm
3. When is the trellis installed for cucurbits? (1 point)
 - after 2 weeks

At the bottom, there are navigation buttons for "login", "my courses", and "settings".

The screenshot shows a Jamboard interface for an assignment titled "Assignment Zoom for interaction". At the top, there are navigation tabs for "ACTIONS", "EDUKANS", and "CONTENT". Below the title, it indicates a "passing rate: 70%". The assignment contains a text-based question:

Now that you have learned how Zoom works think of one way how to involve your students in your online training using one of the features of Zoom.

Write this down and be prepared to present this during the next webinar.

Fill in this form:

How to involve your students in online (Zoom) training

1. Name
Enter your answer
2. Now that you have learned how Zoom works think of one way how to involve your students in your online training using one of the features of Zoom, write this down in the textbox.
Enter your answer

At the bottom, there are navigation buttons for "login", "my courses", and "settings".

The screenshot shows a Jamboard interface for an assignment titled "Assignment". At the top, there are navigation tabs for "ACTIONS", "EDUKANS", and "CONTENT". Below the title, it indicates a "passing rate: 70%". The assignment contains two numbered instructions:

1. Open a new Jamboard session and make two columns. On top of the left column you put a green sticky note with the word Pro; on top of the right column you put a blue sticky note with the word Con.
2. Think of a way how to use the Jamboard to evaluate a training session;

Now you will use a new yellow sticky note for each sentence. you are going to write down, from your learning experience, two pros and two cons of using Jamboard in your teaching. Take this exercise with you to the next webinar and be prepared to share it with the group.

Prepare a Jamboard with the following evaluation questions:

- What did you like (about today's training session)?
- What can be improved (of about today's training session)?

Think about how you want to make your trainees participate in this evaluation during a webinar. How will you share the Jamboard link with them during a webinar? How will you explain them how to take a sticky note and answer the two questions in Jamboard?

One of the participants of the Digital Pedagogy training will evaluate next session using this Jamboard you will prepare for next webinar. So be prepared to do the evaluation!

At the bottom, there are navigation buttons for "login", "my courses", and "settings".

Website: <https://skill-ed.org>

Applications: <https://platform.skill-ed.org>

Support: support@skill-ed.org

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