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COOL-APA: A Pedagogical Handbook for Module Developers and Teachers

Laiho, Tiina; Farrelly, Tom & Reponen, Milla.

COOL-APA
Collabrative online and onsite learning
in adapted physical activity

2025-1-FI01-KA220-HED-000357318

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1 BACKGROUND

This pedagogical handbook supports the planning, implementation, and assessment of the COOL-APA study modules. The handbook guides teachers in designing each 5 credit study modules in a coherent, student-centered, competence-based, and constructively aligned manner, while ensuring the conditions for learning in a caring, safe, and inclusive learning environment despite its online or onsite module.

The guidelines presented in this handbook are fundamental and guiding in nature, allowing teachers a defined degree of pedagogical freedom. This handbook outlines the shared pedagogical framework underpinning the COOL-APA Modules. The appendix to this pedagogical handbook provides practical tools to support the design and development of the module and its units:

- Common online teaching and learning terminology and short explanation (Appendix 1)
- Module Descriptor (Appendix 2)
- ABC- learning design cards (Appendix 3)
- COOL-APA Module Planning Checklist for Teachers - Pedagogical quality assurance tool (Appendix 4)

The COOL-APA core partners are responsible for coordinating the development of the Modules; however, all partners share responsibility for development, student recruitment, and teaching. More detailed partner roles are agreed separately for each module.

2 COOL-APA – PEDAGOGICAL FOUNDATION

Author: Tiina Laiho

To develop a shared understanding of learning and teaching within the COOL-APA context, module planning and implementation must be grounded in a strong, shared pedagogical foundation. This foundation is not intended to provide step-by-step instructions, but rather to offer a common base that teachers can use to build their own interpretations and practices.

The pedagogical approach of the COOL-APA is guided by **student-centered learning, a competence-based approach, and constructive alignment.** All that happens in a caring, safe and inclusive learning environment. In COOL-APA learning is understood as an active, social, and contextual process in which students construct knowledge through engagement, interaction, and reflection rather than passively receiving information. The COOL-APA approach emphasizes that pedagogy and learning rely on the same core principles regardless of delivery mode: clear learning outcomes, meaningful interaction, active engagement, feedback, and the learner's active construction of competencies. While tools and formats may differ across **onsite + hybrid, online + asynchronous contexts**, the essential mechanisms of learning, and the importance of alignment, remain constant.

The COOL-APA pedagogy is built on four mutually reinforcing principles:

1. Student-centred learning
2. Competence-based approach
3. Constructive alignment
4. Caring, safe, and inclusive learning environment

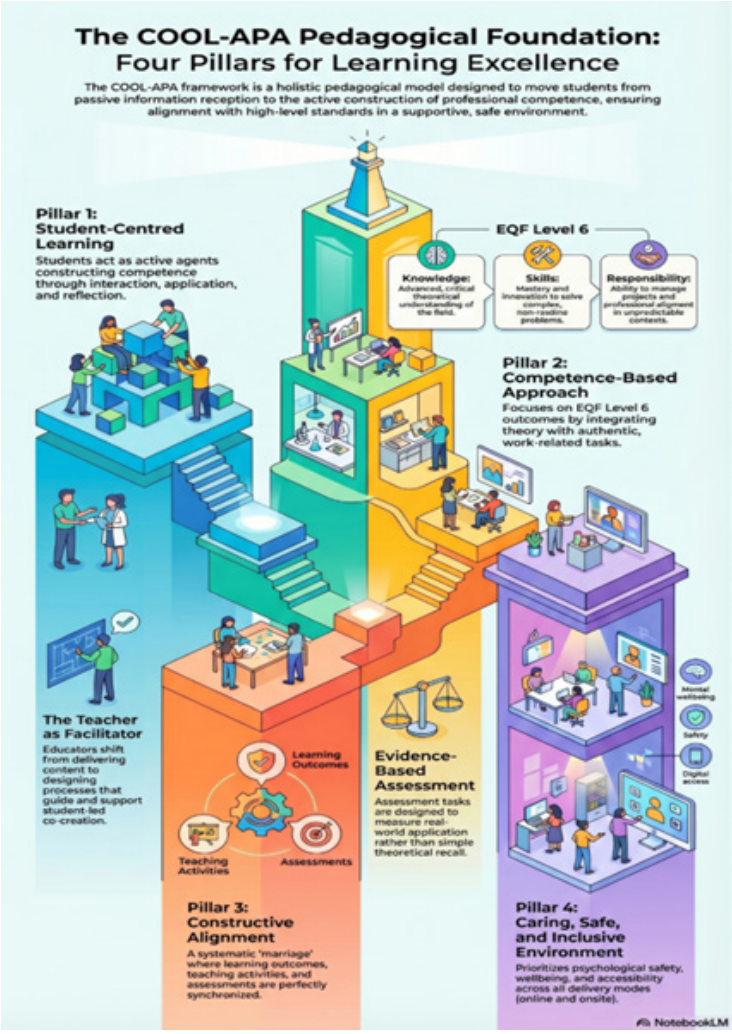

Figure 1. The COOL-APA pedagogical foundation: Four Pillars for Learning Excellence

2.1 Student centered learning

Student-centeredness is essential in contemporary higher education pedagogy because it aligns teaching with how learning actually occurs. In student-centered learning, **students are viewed as active agents who construct their competence through interaction with others, application of knowledge, and reflection on their learning.**

A student-centered approach fosters deeper learning by encouraging learners to actively engage with content through questioning, discussion, and practical application. This helps them move beyond surface-level memorization toward **meaningful understanding, critical thinking, and the ability to use knowledge in new situations.** It also contributes to the development of key meta-skills, including problem-solving, collaboration, self-regulation, and a capacity for lifelong learning.

Furthermore, giving students a more active role in shaping their learning, such as linking content to their own experiences and setting personal goals, can strengthen their motivation and involvement, as well as their sense of responsibility for learning. At the same time, student-centered practices support inclusivity by recognizing diverse backgrounds, learning preferences, and needs, and by fostering more equitable learning environments where a broader range of students can thrive (core elements of APA).

Student-centeredness is operationalized through intentional learning design choices. **Teaching is planned from the perspective of what students do to learn,** not only what teachers deliver. This requires a clear shift in roles: **the teacher acts as a facilitator, guide, and designer of learning processes, while students take an active role as participants, contributors, and co-creators of competencies.** In this approach, student-centeredness is not treated as a rhetorical principle but as a practical design criterion visible in tasks, interactions, and assessment.

2.2 Competence-based approach

The competence-based approach provides a structural backbone for this pedagogy. Competencies can be understood as integrated combinations of knowledge, skills, attitudes, and personal characteristics that enable effective performance in a given context.

There are two types of competencies: specific and general. Specific competencies refer to discipline- or profession-related knowledge and skills that students need to perform tasks and solve problems within a particular field, such as subject expertise, methods, or technical practices. Generic competencies, in contrast, are broad, transferable abilities, such as critical thinking, communication/ collaboration, collaboration, learning to learn, and self –awareness, that are applicable across disciplines and professional contexts and support students' lifelong learning and employability. Metaskills and soft skills are often used as synonyms for generic competencies.

The European Qualifications Framework (EQF) is closely linked to competence-based education because it focuses on what learners are able to do after completing their studies, rather than just what they have studied. This means that qualifications are defined by learning outcomes, including practical abilities, critical thinking, and responsibility, making education more transparent, comparable, and relevant to working life.

COOL-APA education is positioned at **EQF Level 6** that corresponds to a bachelor's degree and which requires:

- advanced and critical theoretical understanding
- the ability to apply knowledge in complex and unpredictable situations
- responsibility for one's actions and professional development

EQF level 6 competencies in adapted physical activity does not develop through isolated, module-specific learning alone. Instead, **competence emerges from interconnected and cumulative learning experiences.** Teaching aims to prevent fragmentation of learning and to strengthen:

EQF level 6 competencies in adapted physical activity does not develop through isolated, module-specific learning alone. Instead, **competence emerges from interconnected and cumulative learning experiences.** Teaching aims to prevent fragmentation of learning and to strengthen:

- core professional competences (e.g. professional knowledge and applied skills within the field)
- meta-level competencies = metaskills = generic competencies (e.g. collaboration, reflection, professional communication)
- the integration of theory and practice

Competence development is supported by embedding authentic, work-related tasks into teaching, such as real case examples and client situations, simulations and practice-based scenarios, project and portfolio-based learning. These approaches support professional reasoning and help students understand how competence is applied in real-life APA contexts.

In competence based approach knowledge refers to the theoretical and conceptual understanding that forms the foundation of professional competence. It includes facts, concepts, principles, and frameworks that enable learners to understand, analyze, and justify their actions. Knowledge is not treated as an end, but as a component of competence that gains value through application. When integrated with skills, attitudes, and values, **knowledge supports problem solving, informed decision making, and the ability to adapt learning to new and complex contexts.**

Generic competencies

Generic competencies are essential for COOL-APA students because they enable them to adapt, learn continuously, and function effectively in complex and changing professional and societal contexts. While subject-specific knowledge may become outdated, generic competencies such as critical thinking, problem solving, communication, collaboration, and self-regulated learning support students in applying their expertise flexibly, working across disciplines, and responding to uncertainty. These competencies promote lifelong learning and empower them to take responsibility for their personal and professional development beyond their studies.

For APA professionals, competencies should not be treated as isolated pieces of knowledge or skills tied to individual modules, as this can fragment learning and limit the development of real-world expertise and generic competencies. Instead, **competencies emerge as interconnected capabilities shaped in authentic contexts. Generic competencies, such as collaboration, reflective and critical thinking, and problem solving, are best developed through meaningful, work-related learning experiences like real cases, simulations, and client-based projects.** These approaches help students connect theory with practice and build professional reasoning.

Four key generic competence areas in COOL –APA:

Social- and emotional competencies

Collaboration refers to working together to achieve a shared goal by taking and sharing responsibility and by valuing others. In constructive interaction, people act proactively, listen to one another, respond to others' messages, and experience a sense of belonging. Emotional skills involve the ability to recognize and regulate one's own behavior, as well as the ability to empathize with others. They are an essential part of interaction situations and play a key role in effective collaboration.

Learning to learn skills:

Learning to learn is defined as active and responsible engagement, encompassing the knowledge, skills, and attitudes that individuals actively direct and regulate themselves while maintaining motivation for continuous self-development. Competence develops through the interaction between the individual and the environment. Learning can be enhanced and learning strategies developed when learners recognize, monitor, and regulate how they learn in different situations, understand the learning strategies available to them, and are able to evaluate their effectiveness in various contexts.

Self-management and self-awareness

Self-management begins with self-awareness. Self-awareness is the ability to recognize one's own thoughts, emotions, needs, and aspirations, as well as one's strengths and areas for development. Understanding one's own values is an essential part of self-awareness, and recognizing them helps in making personally meaningful choices. Self-awareness supports living an authentic life and promoting well-being.

Self-management refers to the ability to direct one's own actions in order to accomplish goals and meet personal needs. It can be described as a process in which individuals influence themselves by guiding and motivating their behavior in line with their own goals and the opportunities provided by the situation.

Information searching, processing, and analysis, as well as critical thinking

Information searching is a process in which one becomes sufficiently broadly and comprehensively acquainted with what is known about a given topic. A critical thinker is able to evaluate the reliability of information, examine issues from multiple perspectives, and take these perspectives into account in their actions. They are also able to identify and solve problem situations and justify their choices.

(Generic competence areas are the same than HHUAS uses in their programs.)

2.3 Constructive alignment

Constructive alignment refers to an approach to teaching and learning in which learning outcomes, content, teaching activities, and assessment are systematically designed to support one another. John Biggs (1996) describes it as "a marriage of constructivism and instructional design." The concept is grounded in **the idea that learning is an active process in which students construct their own understanding, and that teaching should be intentionally structured to support this process.** When these elements are aligned, students are more likely to achieve learning.

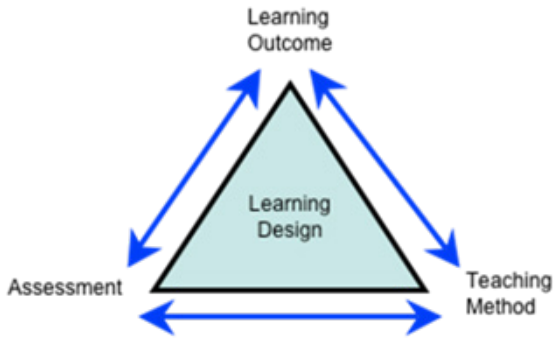

Figure 2: Contructive alignment (Biggs & Tang 2011).

At the core of constructive alignment is the principle that all components of teaching must work together. Learning outcomes should clearly describe what students are expected to learn. These outcomes guide the selection of teaching methods, content, and the design of assessment. Importantly, assessment should focus on students' demonstrated understanding and competence, not just their ability to recall information.

In practice, designing aligned teaching can be approached through a series of logical steps. First, learning outcomes need to be defined clearly and concretely. Effective outcomes use precise, skill-oriented language and specify both the content and the context of learning. For example, instead of stating that a student "understands inclusive teaching," a more aligned outcome would be: "The student can design and justify an inclusive exercise session for a group with diverse mobility needs."

Second, teachers identify the essential course content. This involves distinguishing between core knowledge and supplementary material, ensuring that students focus on what is most relevant for achieving the intended outcomes.

Third, assessment methods are selected to match the learning outcomes. If the goal is to develop practical or professional competence, assessment should require students to demonstrate those abilities in authentic or applied ways, rather than relying solely on theoretical recall.

Fourth, teaching and learning activities are chosen to support the achievement of the outcomes. These methods should encourage active engagement and deep learning. In adapted physical activity studies, this may include case-based tasks, collaborative learning, problem-solving activities, and practice-based simulations.

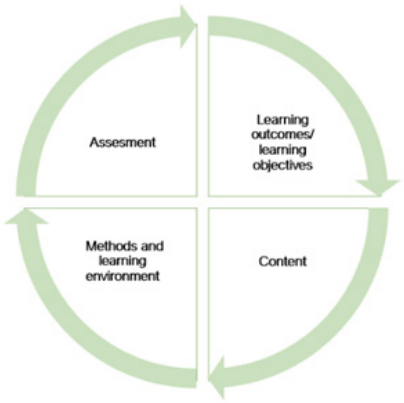

Figure 3: Four steps of contructive alignment

The pedagogical approach of COOL-APA emphasizes the intentional use of diverse teaching methods, such **as problem-based learning, peer learning, project work, and reflective practices.** However, the key principle is not variety for its own sake, but coherence: methods are selected and combined in ways that consistently support the intended learning outcomes and meaningful student engagement.

Overall, constructive alignment provides a structured way to design teaching so that all elements contribute to students' development of deep understanding and professional competence.

2.3.1 Learning outcomes

Intended learning outcomes describe what students are expected to know, understand, and be able to do by the end of a module. Clearly defined outcomes provide direction for both teaching and learning, helping students understand what is expected of them and guiding teachers in planning instruction and assessment.

The first step in designing a module is to formulate clear learning outcomes. These should explicitly communicate the expected learning to students, focusing not only on content knowledge but also on skills and attitudes (EQF 6). Well-defined outcomes make learning more transparent and purposeful.

To support this process, taxonomies can be used to formulate clear and measurable outcomes. A taxonomy helps specify the level of learning expected, such as remembering a concept, understanding a theory, or applying knowledge to practical situations. This ensures that objectives are not vague but instead describe observable and assessable student performance.

In summary, **well-designed learning outcomes form the foundation of coherent teaching.** When outcomes, teaching activities, content, and assessment are aligned, they create a clear and meaningful learning process that supports student development and achievement.

2.3.2 Assessment

Assessment is the next key component and must be aligned with the learning outcomes. Assessment in higher education can be understood as a process of generating evidence about student learning, but this definition alone is insufficient. Contemporary research emphasizes that assessment is also a powerful pedagogical mechanism that shapes how students learn, what they prioritise, and what they come to value. In practice, students tend to align their efforts with what is assessed, meaning that assessment implicitly defines what “counts”.

Importantly, assessment is not a neutral activity. It plays a significant role in shaping student identities, values, and professional development. Through processes such as grading, selection, and progression, assessment functions as a form of gatekeeping, determining who advances and who does not. At the same time, it contributes to socialisation, guiding students toward the norms, expectations, and standards of their professional fields. Thus, **assessment does not merely evaluate learning, it actively constructs it and supports future learning**

One central purpose of assessment is supporting learning and engagement. Assessment strongly influences student motivation, priorities, and study behavior. At the same time, assessment serves as a certification and accountability function. It provides evidence that students meet academic and professional standards, and it underpins institutional quality assurance systems. This dual role, supporting learning while also certifying achievement, can create tensions, as practices that optimize measurement are not always those that best support learning.

The effectiveness of assessment depends on how it is designed and implemented.

Several key principles:

Alignment Assessment should be closely aligned with intended learning outcomes and teaching methods. This ensures that what is assessed accurately reflects what students are expected to learn.	**Authenticity** Assessment tasks should reflect real-world or professional contexts. Authentic assessments enhance relevance and better prepare students for applying their knowledge in practice.
Programmatic Assessment Rather than relying on single high-stakes tasks, assessment should consist of multiple methods over time. This approach provides a more comprehensive and valid picture of complex competencies.	**Feedback-Centred Design** Feedback is central to effective assessment. It should not be limited to final judgements but should support ongoing learning, improvement, and self-regulation. High-quality feedback helps students understand standards and develop evaluative judgement.

Assessment criteria are used to evaluate the achievement of learning outcomes. They describe the quality and depth of competence and clarify how the required competence should be demonstrated. They also guide students in making their competence visible so that it can be recognized and assessed. In competence-based curricula, criteria help specify what kind of actions demonstrate competence, such as analyzing, comparing, or reflecting.

For skills-based competence, assessment criteria further specify the learning outcome by describing how an action should be carried out, for example, what kind of plan to produce or how to perform a task. This helps students understand how to demonstrate their competence.

To maximize the course's digital affordances, the Learning Management System (LMS) should serve as a centralized hub for both formative and summative assessments, specifically designed to leverage the unique affordances of a blended learning model. Because this is not primarily a face-to-face program, the digital environment must do the heavy lifting: formative strategies, such as automated quizzes or peer-review forums, provide the real-time feedback needed to catch misconceptions early, while summative assessments utilizing digital rubrics and e-portfolios ensure grading remains transparent and evidence-based. These e-portfolios allow students to curate and host diverse evidence of APA activity such as video uploads demonstrating practical techniques, providing a comprehensive record of competency. By utilizing the LMS for these tasks, the program gains essential local flexibility, allowing instructors to tailor assessments to specific platforms and regional needs while maintaining a robust, standardized core.

Crucially, the asynchronous units (built in Articulate Rise) should be reserved strictly for formative assessment strategies. These low-stakes touchpoints serve as a "safety net" for students to practice in a self-paced environment, keeping the asynchronous space focused on active learning and immediate feedback rather than high-pressure evaluation. This clear separation ensures that while the core asynchronous units remain consistent and standardized across all cohorts, the LMS-hosted assessment layer allows for customization and adaptation to the specific student cohort. This strategic balance ensures the program remains scalable and consistent in its delivery while staying responsive to the unique requirements of different teaching contexts.

When formulating competence descriptions and assessment criteria, it is important to include several key elements:

- Choose verb(s) that clearly reflect the intended level of understanding or performance (EQF 6).
- Specify the subject matter the verb applies to, what is, what knowledge or skill the student is expected to act upon.
- Indicate the disciplinary or contextual setting in which this knowledge or skill will be used.

For example: Students are able to apply, analyze, and justify adapted physical activity principles by designing and implementing inclusive physical activity programs for individuals with diverse functional abilities in community or rehabilitation settings. They can evaluate participants' needs, select appropriate adaptations, and reflect on the effectiveness of their decisions using evidence-based knowledge

The selection of verbs requires careful consideration. They should communicate as precisely as possible what learners are expected to do after completing the module. Crucially, the outcomes must be observable and assessable. Vague expressions such as "appreciate," "understand," or "grasp" are generally unsuitable, as they lack clarity and are difficult to measure in practice.

Taxonomies, such as Bloom's taxonomy, are useful tools for defining assessment criteria, especially for knowledge-based competence. However, learning outcomes and criteria are often context-dependent, and general taxonomies alone may not be precise enough.

The steps in designing the learning outcomes.

The first step

Alignment of knowing, doing, and being with EQF Level 6

At EQF Level 6, learning outcomes integrate advanced knowledge, applied skills, and responsibility and autonomy in professional contexts.

Knowing (Knowledge – EQF 6):
Learners demonstrate advanced knowledge of a field, including critical understanding of key theories, concepts, and frameworks. This knowledge enables them to analyze, evaluate, and interpret complex information relevant to professional practice.

Doing (Skills – EQF 6):
Learners apply this advanced knowledge through specialized skills, methods, and practices to solve complex and non-routine problems. They demonstrate initiative, creativity, and methodological competence in designing and implementing solutions in professional settings.

Being (Responsibility and Autonomy – EQF 6):
Learners take responsibility for decision-making, manage complex and unpredictable work or learning situations, and act autonomously. They develop a professional identity, demonstrate ethical and accountable practice, and engage in ongoing personal and professional development.

The second step

A learning outcome should include an active verb that reflects the intended competence. Depending on nature of the studies, the verb may describe knowing (e.g., identify, know, understand, analyze), doing (e.g., design, construct, produce, guide), or being (e.g., demonstrates accountability and responsible decision-making).

Bloom's Taxonomy as Support for Describing Competence, but just for a reminder: The taxonomy can't cover all possible professional competencies and there might be a good reason to use other verbs.

Remembering: list, define, identify, find

Understanding: classify, distinguish, modify, explain, summarize

Applying: apply, calculate, change, classify, construct, generalize

Analyzing: analyze, evaluate, combine, criticize

Evaluating: justify, compare, explain, interpret, relate

Creating: expand, generalize, develop, design, modify

See a more detailed description of how to articulate competencies and the verb lists HERE: ***REVISED Blooms Taxonomy Action Verbs***

OR HERE: ***EASO Guide to writing learning outcomes***

In addition to levels of thinking, Bloom's taxonomy, according to Anderson and Krathwohl, includes four types of knowledge:

A teacher can use Anderson & Krathwohl's (2001) listing below as a guide to choose the depth and type of learning they expect from students when writing learning outcomes and assessment criteria for them.

- Factual knowledge→ outcomes focus on remembering and identifying (e.g., define terms, list concepts).
- Conceptual knowledge→ outcomes target understanding relationships (e.g., explain, compare, classify, interpret theories).
- Procedural knowledge→ outcomes emphasize doing and applying (e.g., use methods, apply techniques, solve problems in practice).
- Metacognitive knowledge→ outcomes aim at thinking about thinking (e.g., evaluate one's approach, choose strategies, reflect on learning).

In practice, the teacher picks the level that matches the module and writes outcomes and assessment criteria with verbs that reflect that level moving from identifying/define concepts to deeper understanding, application, development and reflection.

Making assessment criteria explicit is essential for both teaching and learning. Clear criteria help teachers select appropriate assessment methods and enable students to understand the expected level of performance as well as evaluate their own competence. Because assessment criteria guide students' actions, they should be communicated at the beginning of the course. In addition, **assessment should cover not only subject-specific knowledge and skills but also the general workplace competencies embedded in the learning outcomes.**

The third step

A practical way to create assessment criteria across three grade levels (e.g., satisfactory, good, excellent) is to base them directly on the learning outcomes and then describe qualitative differences in performance. The same core competence is assessed at each level, but the depth, independence, and quality of performance vary.

Start by identifying the key components of the learning outcome (e.g., applying knowledge, problem-solving, reflection).

Then define how performance differs across levels using clear, observable descriptors:

- **Satisfactory (basic level):** The student demonstrates fundamental competence. Performance is often guided, somewhat limited in scope, and may lack consistency. Application of knowledge is basic and may require support.
- **Good (intermediate level):** The student shows solid and consistent competence. They can apply knowledge independently in familiar situations, justify their choices, and demonstrate clear understanding.
- **Excellent (advanced level):** The student demonstrates comprehensive and flexible competence. They apply knowledge critically and creatively in varied contexts, justify decisions with strong reasoning, and reflect deeply on their actions.

The key is to keep the same criteria across all levels, but vary the quality descriptors (e.g., basic → consistent → advanced; guided → independent → critical and creative). This makes the criteria transparent, supports fair assessment, and helps students understand how to progress from one level to the next.

3 LEARNING METHODS AND ENVIROMENT

Author: Tiina Laiho and Tom Farrelly

In higher education, learning methods should be intentionally aligned with intended learning outcomes and assessment, following the principle of constructive alignment. Once the learning outcomes and following assessment have been established, teaching and learning activities and learning environment should be designed to support their achievement. **This means selecting methods and tasks that actively guide students toward the intended outcomes.** For example, if the objective is to develop problem-solving skills, teaching activities should include opportunities for analysis, discussion, and application rather than passive content delivery.

Effective learning methods are therefore active, student-centered, and purposefully chosen. These may include case-based learning, project work, collaborative tasks, simulations, and reflective assignments. Such methods encourage students to apply knowledge, practice skills, and develop professional reasoning in ways that mirror real-world demands. When learning methods are clearly aligned with outcomes and assessment, they create a coherent learning process that supports students in achieving the expected level of competence.

A well-designed learning process in higher education requires attention not only to methods but also to the learning environment in which those methods take place. Even the most carefully chosen activities may fall short if students do not feel able to engage with them. As Finnish philosopher Esa Saarinen has expressed, "Even a child dares to play when it feels safe." Similarly, students learn more effectively when the environment is supportive, respectful, and psychologically safe. **Constructing an appropriate learning environment therefore enables participation, encourages risk-taking, and ultimately makes meaningful learning possible.**

Learners in the COOL-APA programme bring with them diverse cultural perspectives, languages, and educational histories. Supporting such diversity calls for thoughtful planning and sensitivity. In this context, **teachers have an important role in creating learning environments where each student feels at ease to engage and contribute based on their own background and level of experience**.

Learning environment involves creating psychologically safe learning environments, supporting student wellbeing, and ensuring accessibility and inclusivity. In practice, this is reflected in **clear module structures and accessibility to everyone, facilitated interaction between students, transparent expectations, timely feedback, and a visible and approachable teacher presence, including in online settings.**

In online and onsite contexts, this requires deliberate pedagogical design. Decisions about when and how students interact, what is done synchronously or asynchronously, and how learning is guided throughout the process are central. **Well-designed learning environments make student activity visible, support interaction, and provide continuous guidance, ensuring that flexibility does not come at the expense of engagement or support.**

3.1 Synchronous, Onsite and Hybrid Modes of Instruction

The primary instructional mode for this program is asynchronous, a strategic choice designed to maximize accessibility. By prioritizing asynchronous units within the Learning Management System (LMS), we account for varying time zones, inconsistent internet connectivity, and the diverse personal circumstances that may prevent students from participating in real-time. For five out of the six modules, teaching activities will occur predominantly through these pre-built asynchronous units in tandem with the institutional LMS. The LMS serves as the central hub for this experience, providing a stable environment for content delivery, communication, peer discussion boards, and assignment submissions.

While the asynchronous framework provides the foundation, on-site sessions offer students vital opportunities for practical, hands-on activities. Even during these face-to-face intensives, the LMS remains essential for delivering preparatory materials and post-session supplementary tasks. Recognizing that physical attendance may not be feasible for everyone, we have factored in a hybrid delivery model. In this context, hybrid refers to the simultaneous teaching of on-site students and online participants in a synchronous environment. We acknowledge that this "dual-mode" approach presents unique technical challenges for the host university, requiring robust infrastructure to ensure a seamless experience for both cohorts.

4 TECHNICAL AND UNIVERSAL DESIGN FOR LEARNING (UDL) PRINCIPLES

Author: Tom Farrelly

4.1 Pedagogical Script: Digital-by-design

The pedagogical script serves as the essential blueprint for ensuring the program is digital by design. It moves beyond the mere transposition of on-site curriculum into an online space, instead functioning as a comprehensive application of the TPACK (Technological Pedagogical Content Knowledge) framework. This script necessitates an intentional convergence of subject matter expertise and instructional strategies with the specific technical affordances of the Learning Management System (LMS) and Articulate Rise. By acknowledging that technology is an active variable rather than a passive container, the script ensures that teaching and learning strategies are natively adapted to the digital environment from the outset.

Under this "digital by design" philosophy, the pedagogical script must critically evaluate both the opportunities and delimitations inherent in a blended and asynchronous model. It requires a deliberate assessment of how digital tools can expand engagement, such as through asynchronous collaboration and multimodal content, while remaining cognizant of technical constraints like connectivity, time zones, and the absence of a shared physical space. Assessment strategies, in particular, are reimagined to leverage these digital affordances, moving away from traditional on-site models toward flexible, tech-enabled evidence of mastery.

Within this framework, the educator's role shifts fundamentally to that of a facilitator. As the primary instructional content is delivered via self-paced Articulate Rise units, the educator's presence is concentrated on high-value moderation and support. This includes active facilitation of discussion boards, responding to student queries, and providing feedback on asynchronous activities. However, the script maintains the flexibility for responsive enhancements; educators may supplement the pre-built units with short explanatory videos or "just-in-time" synchronous check-ins to address emerging student hurdles or navigation issues.

Within this framework, the online units should be intentionally designed to function as Open Educational Resources (OER). These Articulate Rise units are built as self-contained learning objects, allowing APA practitioners globally to access high-fidelity, user-friendly content independently of the formal course. While these units hold the core subject content, it is the narrative created within the LMS that "stitches" the units together to form a cohesive module. The LMS provides the connective tissue, integrating these independent learning objects with discussion boards, assessment portals, and supplementary materials to form a cohesive academic journey.

Finally, the pedagogical script acts as a safeguard for inter-institutional consistency. Regardless of which partner institution is delivering a specific module, the script ensures a unified "look and feel" and a predictable student experience. By standardizing the interface, navigation logic, and instructional tone across all digital assets, the program provides a seamless journey for the learner, ensuring that the quality and delivery of education remain stable across the entire consortium.

4.2 Structure of the modules

This proposal outlines a potential structural template for a 12-week Adapted Physical Activity (APA) module. It is important to emphasize that this framework is strictly indicative, intended to demonstrate how the various software modes, teaching strategies, and assessment tools can be integrated into a cohesive learner journey. While it provides a functional roadmap for a "digital by design" program, the final design, specific content, and instructional decisions must be driven by a Subject Matter Expert (SME) to ensure academic accuracy and professional relevance.

The Instructional Rhythm

The module operates on a fortnightly cycle to promote deep reflection and flexibility for a global cohort. This "bi-weekly pulse" prevents learner fatigue by alternating between intensive content acquisition and collaborative application.

• **Week A (Content Acquisition):** Students engage with a primary Articulate Rise Unit. These units are designed as self-contained learning objects, taking approximately 60 to 90 minutes to navigate. Rather than requiring a single sitting, the content is chunked into segments, allowing practitioners to integrate learning into their professional schedules.

• **Week B (Integration & Application):** The focus shifts to the LMS narrative. During these weeks, the LMS "stitches" the concepts from the Rise unit into broader practice through directed readings, discussion boards, and collaborative tasks facilitated by the educator.

12-Week Module Structure

The semester is divided into six thematic blocks, each spanning two weeks:

• **Block 1 (Weeks 1–2):** Foundations of APA The first Rise unit explores the history and models of disability. In the following week, the LMS facilitates a discussion board focused on reflecting on personal bias and directed readings on global APA legislation.

• **Block 2 (Weeks 3–4):** Assessment Protocols The second Rise unit introduces standardized versus authentic assessment tools. Week 4 utilizes the LMS for a video case study analysis and a formative quiz to identify common assessment errors.

• **Block 3 (Weeks 5–6):** Instructional Strategies & UDL Students work through a Rise unit focusing on the TREE model (Teaching, Rules, Equipment, Environment). The integration week in the LMS involves a practical task where students modify a standard PE lesson plan and engage in peer review.

• **Block 4 (Weeks 7–8):** Community & Competitive APA This unit covers inclusion in community settings and elite disability sport. The LMS then hosts a podcast interview with a community lead and directs students toward reflecting on local accessibility barriers.

• **Block 5 (Weeks 9–10):** Assistive Technology The fifth Rise unit explores high-tech and low-tech equipment solutions. The subsequent LMS week involves a collaborative wiki project where students curate emerging tech trends in APA coaching.

• **Block 6 (Weeks 11–12):** Collaborative Practice & Synthesis The final Rise unit focuses on working within multi-disciplinary teams and with families. The module concludes in the LMS with a final synthesis activity, portfolio submission, and a module-wide reflection

Key Learning Components

• **The Articulate Rise Units:** These serve as the "content engines." They are interactive and multimodal, featuring built-in knowledge checks and "Pause & Reflect" prompts. Because they are designed as Open Educational Resources (OER), they remain functional as independent references beyond the life of the course.

• **The LMS Narrative:** This acts as the "connective tissue." It provides the weekly roadmap, hosting the rubrics (kept separate from Rise), assignment portals, and the asynchronous communication tools that allow the educator to act as a facilitator.

• **Formative Activities:** Learning is reinforced through a mix of in-unit interactions and LMS-based activities, such as directed academic reading and facilitated forum debates, ensuring students remain active participants even in an asynchronous environment.

4.3 Tools in Articulate Rise 360

Articulate Rise 360 offers a sophisticated suite of responsive affordances that allow for the creation of high-fidelity, visually immersive learning experiences. By moving beyond a linear stream of text, Rise enables the use of modular blocks that encourage active exploration rather than passive reading. The platform's native ability to seamlessly integrate high-definition video, image carousels, and stylized "Impact" blocks ensures that the content is as visually appealing as it is informative. This aesthetic quality is not merely decorative; it serves to reduce cognitive load and maintain learner motivation in a self-paced, asynchronous environment.

The true strength of these units lies in their interactivity and multimodal design, which transform static information into a dynamic "learning object." Instead of scrolling through dense paragraphs, students engage with knowledge-check questions, flashcards, and scenario-based decision-making blocks that provide immediate, automated feedback. These interactive elements ensure that the learner is constantly prompted to apply concepts in real-time. By prioritizing a variety of media and interactive touchpoints, the units achieve a professional, modern feel that makes the acquisition of complex APA concepts both intuitive and engaging.

Interactive Block Types in Articulate Rise

To ensure the content remains dynamic and accessible, the following blocks should be utilized to replace long-form prose:

• **Interactive Graphics:** Labeled graphics that allow students to click on specific parts of a diagram (e.g., adaptive equipment) to reveal deeper technical details.

• **Sorting Activities:** Interactive "drag-and-drop" grids used for categorizing concepts, such as distinguishing between different models of disability.

• **Process Blocks:** Step-by-step interactive carousels that walk a student through a specific protocol or instruction set, ensuring information is scaffolded.

• **Accordion and Tab Blocks:** Interactive headers that hide and reveal text, allowing students to explore content at their own pace without being overwhelmed by a wall of information.

• **Knowledge Checks:** Multiple-choice, multiple-response, or matching questions that provide instant feedback to reinforce learning before moving to the next section.

•**Flashcards:** Bi-lateral cards used for defining key APA terminology or visualizing specific exercise modifications

• **Multimedia Blocks**: Seamlessly embedded video players, audio clips for interviews, and high-quality image galleries to support visual and auditory learners.

• **Scenario Blocks:** Branching "mini-stories" where students make a choice based on a case study and see the immediate pedagogical or practical consequence of that decision

Presentation and Sustainability

When designing these units, significant attention must be paid to visual clarity and guidance. This includes the strategic use of dividers to provide "white space" and visual breathing room, ensuring the student can clearly distinguish between different concepts. Content should be presented with consistent font sizes and high-quality imagery that reflects the diverse world of Adapted Physical Activity.

Furthermore, a critical strategy for the long-term sustainability of these units is the management of external links and documents. To avoid the need for frequent technical updates within the Rise units themselves, it is recommended to use generic text directions rather than direct file embeds or specific external URLs. For example, the Rise unit should direct the student to "Review the current National APA Guidelines found in the LMS Resource Folder." By linking to the document or external site through the LMS narrative rather than hard-coding it into the Rise unit, the program remains agile. If a policy or document is updated, the change only needs to be made once within the LMS, maintaining the integrity of the Rise "learning object" without requiring a re-export of the Rise package.

4.4 Instructions for Creating and Using Instructional Media

In an asynchronous program serving a global cohort, the management of the total media footprint is a critical consideration for both technical stability and student equity. Adopting a strict 720p Resolution Protocol for all video content is a strategic decision rooted in the balance between professional aesthetics and functional accessibility. On standard laptop displays (typically 13–15 inches), 1080p offers no discernible pedagogical improvement; the human eye cannot effectively distinguish the increased pixel density at standard viewing distances in a learning context.

However, the technical cost of 1080p is substantial. A 1080p file contains over double the pixel count of a 720p file, leading to significantly inflated file sizes. By standardizing at 720p, the total media footprint is reduced by approximately 45% without compromising professional visual standards. This reduction is vital for several practical reasons:

- **Global Accessibility:** High-definition video (1080p and above) requires high-bandwidth connectivity. For students in regions with inconsistent internet speeds or high data costs, 720p ensures that content loads reliably and does not consume prohibitive amounts of data.

- **LMS Performance:** Reducing the cumulative size of Articulate Rise SCORM packages ensures faster upload/download times and minimizes the risk of server timeouts or "crashing" within the Learning Management System during peak usage.

- **Hardware Compatibility:** 720p is the "sweet spot" for mobile responsiveness. It ensures that students accessing content via tablets or smartphones experience smooth playback without the excessive battery drain and processor heat associated with rendering higher-resolution files.

- **Sustainability:** Lower file sizes translate to lower storage requirements and reduced energy consumption for hosting servers, aligning with the program's commitment to sustainable digital practices.

- By prioritizing functional clarity over unnecessary resolution, the program ensures that high-fidelity instructional content remains accessible to all APA practitioners, regardless of their local technological infrastructure.

Image Quality and Accessibility Standards

Just as with video, the use of static imagery must be governed by a balance of visual impact and technical efficiency. Images should be crisp and professional but optimized for web delivery to prevent slow page loads.

• **Quality and Clarity:** High-resolution imagery is essential for illustrating complex APA movements or equipment; however, files should be compressed to ensure they do not unnecessarily bloat the unit size.

• **Alt-Text Compliance:** To meet UDL and baseline accessibility standards, Alternative Text (Alt-Text) is mandatory for every functional image. This ensures that screen-reader users receive a meaningful description of the visual content, while decorative elements should be tagged appropriately to be ignored by assistive technology.

Copyright and Intellectual Property

Maintaining the integrity of the program as an Open Educational Resource (OER) requires strict adherence to copyright law. It is essential that all media—whether video, photography, or diagrams—is ethically sourced.

• **Author Permissions:** Authors must ensure they have explicit, written permission for any proprietary images used within the units.

• **Open Licensing:** The preference is for imagery sourced via Creative Commons (CC) licenses or public domain repositories.

• **Attribution:** Even when using CC-licensed material, proper attribution must be provided within the unit (often placed in the caption or at the end of the lesson). This not only ensures legal compliance but also models best academic practice for the global APA community.

4.5 UDL Tiers and Technical Implementation

Universal Design for Learning (UDL) should not be viewed not as a static destination, but as a sliding scale of inclusivity. Movement along this scale is dictated by practical constraints, including development costs, the specific skill sets available within the instructional design team, and the time allocated for production. Each tier represents a deeper level of commitment to multimodal learning, requiring a strategic evaluation of where to set the baseline for the program.

The technical strategy relies on a symbiotic relationship between Articulate Rise 360 and the Learning Management System (LMS). Since Rise is a block-based system with inherent customization limits, the LMS is utilized to provide the structural support and "Multiple Means of Representation" required to meet accessibility standards.

Tier 1: Baseline Accessibility (Standard)

- Focus: Perception and Basic Access.

- Platform Alignment: Rise 360 handles fundamental "reading order" and responsive design. The LMS ensures that login and landing pages meet WCAG 2.1 AA standards so users can reach the content.

- Technical Requirements:
  - Semantic Structure: Proper heading levels (H2, H3) within Rise to guide screen readers.
  - Alt-Text: Mandatory text descriptions for all functional images.
  - Consistent Navigation: Standardized module layouts in the LMS that follow a predictable pattern.

Tier 2: Intermediate UDL (Targeted Interactivity)

- Focus: Interaction and Engagement.

- Platform Alignment: This tier ensures every interactive element has a functional alternative if a student cannot navigate the standard interface.

- Technical Requirements:
  - Keyboard Operability: Selection of Rise blocks that are fully navigable via Tab/Enter keys.
  - Captions and Transcripts: Synchronized CC files for all video. For audio blocks, a text transcript is placed directly underneath the player within the Rise unit.
  - Descriptive Hyperlinks: All links must describe the destination (e.g., "Access the Module 2 Discussion Forum") rather than generic text.

Tier 3: Comprehensive Inclusivity (Gold Standard)

- Focus: Multimodal Autonomy.

- Platform Alignment: Tier 3 is achieved by hosting "parallel content" within the LMS. This level of design is highly resource-intensive and requires significant manual remediation.
- Technical Requirements:

  - Alternative File Provision: For every Rise unit, the LMS contains a folder of "Accessible Alternatives," such as tagged PDFs or simplified Word documents.
  - Sign Language/Audio Description: Hosted as separate, selectable video files within the LMS module.
  - Choice in Assessment: The LMS is configured to allow multiple submission formats (e.g., text-based essay, recorded audio, or visual infographic).

4.5.1 Selection of the Minimum Viable Product (MVP)

Upon review of the available budget, production timelines, and the technical capabilities of the workflow, Tier 2 has been selected as the program's Minimum Viable Product (MVP). This selection is based on the following factors:

- **Skill Availability:** Tier 2 leverages the native strengths of the Articulate Rise framework without requiring bespoke coding or complex external authoring tools that the current team is not equipped to maintain.

- **Time and Cost Efficiency:** While Tier 3 is the ideal, the time required to create entirely parallel learning paths for every module is not currently feasible. Tier 2 ensures high-quality, "plug-and-play" accessibility that is sustainable for the design team.

- **Practical Balance:** Tier 2 moves beyond "checkbox compliance" by ensuring meaningful keyboard navigation and media synchronization, providing a professional and inclusive experience for the majority of learners.

Ultimately, the level of UDL incorporated must strike a pragmatic balance, between fulfilling the core mandate and application requirements while remaining within the bounds of what is feasible and sustainable within the project's resources.

4.5.2 UDL Considerations - LMS Module Structure and Practicality

To support the Articulate Rise units and manage production efficiency, the LMS modules are structured to reduce cognitive load while ensuring technical stability:

- **Assessment and Rubrics:** To ensure clarity and ease of updates, rubrics will not be embedded within the Rise units. Instead, they will be hosted directly within the LMS assignment portals. This allows for better visibility, easier modification by teaching staff, and ensures they are accessible via the LMS's native grading interface

- **The "Landing Page" Framework:** Each LMS module begins with clear learning objectives and a "road map" of estimated time requirements. This supports executive function and self-regulation.

- **Scaffolded Resource Folders:** Resources are organized by type (e.g., "Required Reading," "Visual Aids"). This allows students to select the representation that best suits their needs before opening the Rise unit.

- **Technical Redundancy:** Essential documents (schedules, guides) are hosted directly in the LMS as well as within the Rise unit. This minimizes risk for students with low-bandwidth connectivity who may struggle to load external SCORM packages.

Key Strategy: The goal is a "Wraparound" UDL model. The Articulate Rise unit provides the interactive experience, while the LMS provides the structural support, assessment rubrics, and accessibility alternatives.

5 MODULE PLANNING AND DEVELOPMENT PROCESS

Author: Milla Reponen

When initiating the planning of a module, the following structured process should be followed:

1) Establish a clear and detailed timeline for module development.

2) Form a module development team consisting of partner representatives and define shared responsibilities and a clear distribution of tasks. The team should be actively engaged throughout the entire development process.

3) Use the COOL APA Module Planning Checklist for Teachers to identify all elements that need to be addressed during development.

4) Define the learning outcomes in accordance with EQF Level 6.
- Identify and integrate relevant APA specific skills and generic skills.

5) Formulate clear, transparent, and understandable assessment criteria in three grade levels (1-3-5).

6) Specify the module content.

7) Determine the learning methods and develop a pedagogical script, including:
- Articulate Rise
- Learning Management System (LMS)

8) Plan assessment (methods)
- Formative assessment
- Summative assessment

9) Create the course structure in Articulate Rise and verify that the module complies with Universal Design for Learning (UDL) principles (external help from UP).

10) Export the course as a SCORM package from Articulate Rise and upload it to the LMS (external help from UP).

11) Create and finalize the course within the LMS environment.

12) Double check that the module complies with Universal Design for Learning (UDL) principles, meeting at least Tier 2 requirements.

13) Use the COOL APA Module Planning Checklist for Teachers to ensure that all required components have been completed.

14) Collect feedback on the module from the following stakeholders:

- Partner institutions
- Steering Committee members
- Students and individuals with UDL related needs

Once these steps have been completed, the module is ready for implementation.

Post Pilot Development and Teacher Support

Following the pilot implementation, modules are further developed based on feedback collected from students.

The partner(s) responsible for each module is to prepare **a Teacher's Guidebook** for module instructors. The purpose of the guidebook is to support teachers in adopting COOL APA modules or individual units for their own teaching contexts and LMS platforms.

The guidebook includes:

- Comprehensive pedagogical and technical instructions
- Step by step guidance on creating a COOL APA module in different LMS environments
- A direct reference and link to this Teacher Pedagogical Handbook.

Upon completion of the project, all module specific Teachers' Guidebooks and the Teacher Pedagogical Handbook will be published on the COOL APA website.

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Attachements

Laurea ABC -CARDS TO HELP TO PLAN LEARNING METHODS

ABC Learning Design is a method by which using teacher teams will create visual manuscript from the certain study unit/ course. ABC-method is taking into account different ways of learning and digital solutions to support those.

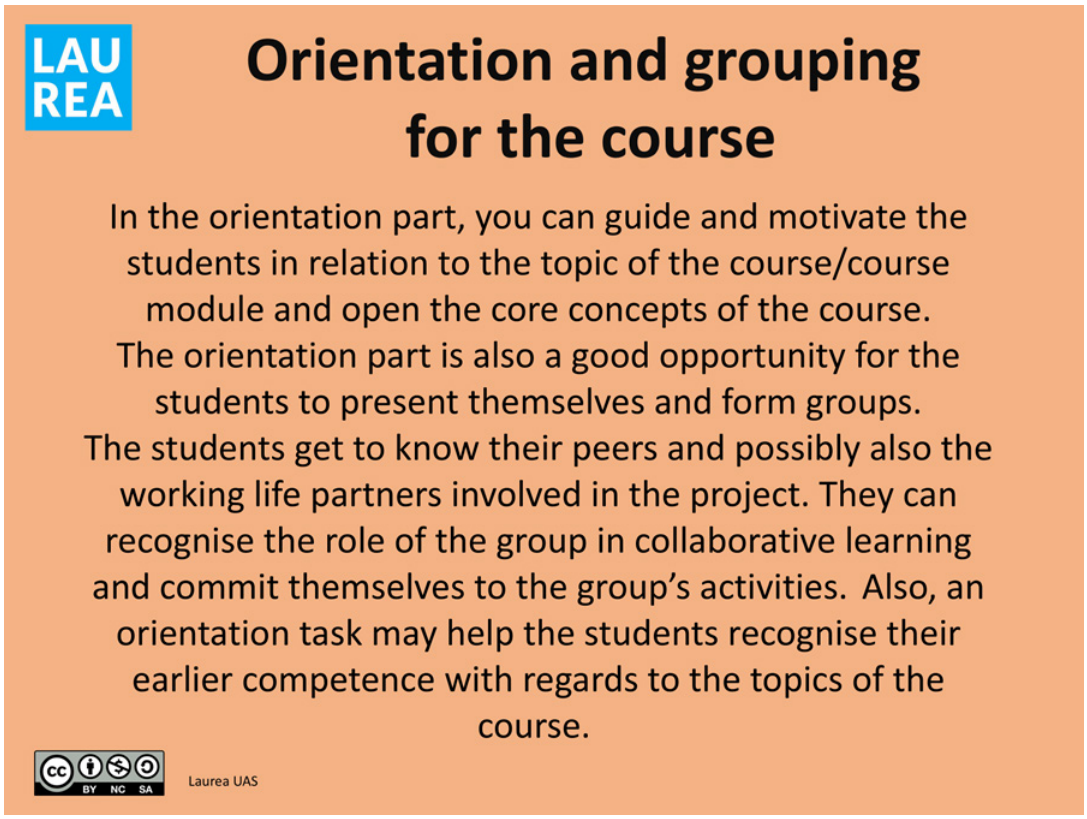
Original ABC Learning Design -cards are based on theory by Diana Laurillard (2012) about how students learn. This theory is called Conversational Framework, and it has been described in book teaching as a Design Science (2012).

Laurea´s ABC-cards has been formed based on cards by University College London (UCL), Lund University and Haaga-Helia University of Applied Sciences. Learning types, demonstrated in these cards suitable both in class and online teaching, are:

Orientation
Gathering and adopting information
Collaborative learning
Learning through discussion
Learning by developing LbD
Practice-based learning assignment
Production of new knowledge and skills

Reference: ABC Learning Design at Laurea - Laurea-ammattikorkeakoulu

In COOL-APA project the cards can be used as a tool when planning the learning methods in Modules.



Orientation and grouping for the course

F2F meeting	Online
Description of the course in the curriculum Description of the course objectives Personal introductions Icebreakers Link to the students' earlier knowledge Group tasks Group agreements	Description of the course in the education management system Video presentation of the course Personal introductions Virtual icebreakers Link to the students' earlier knowledge Forming the study groups Group agreements **TOOLS:** LMS: Discussion forums, tests, Mastery Paths MIRO, Mentimeter, MS Forms Padlet H5P personality quiz LinkedIn

Information acquisition

Students learn by acquiring and absorbing information when they, for example, actively follow a lecture, read literature or websites, conduct interviews, watch videos or listen to podcasts.

Information acquisition

Face-to-face meeting (F2F)	Online
Reading books and articles Following lectures F2F Presentations Demonstrations and observations Interviews	Reading multimedia documents, websites, e-books and other digital materials Watching videos
TOOLS: Blogs, wikis Information databases Podcasts, audio books Zoom, Teams meetings YouTube MOOC courses, TED presentations Questionnaires AI tools, e.g. for explaining content	Listening to audio recordings and podcasts Following online lectures and broadcasts

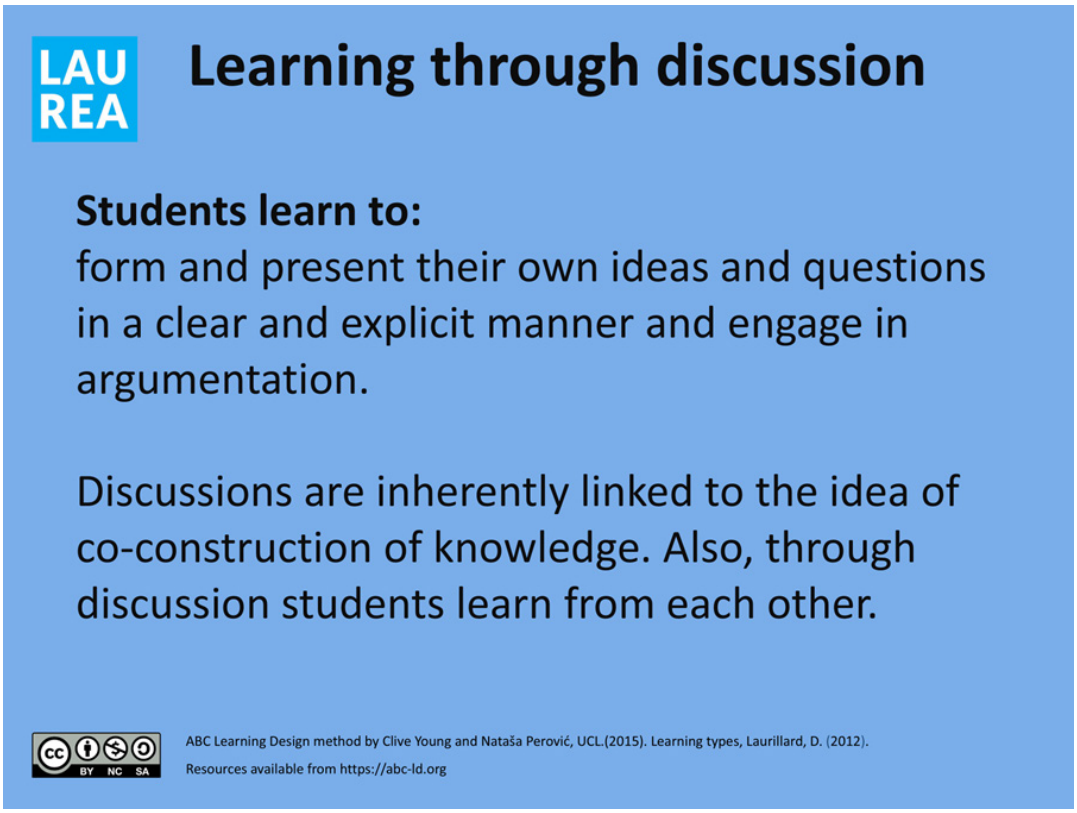
Learning through collaboration

In collaboration, students produce something together: a presentation, video, report etc. This means learning together, sharing competence and constructing knowledge through, for example, discussion, practise and material production.

Collaboration supports the shared absorption and analysis of information and the knowledge construction.

Learning through collaboration

F2F meeting	Online
Discussions Team projects Commenting & opposition Producing common materials Escape room game **TOOLS:** ☐ Flipchart and Marker ☐ Canvas LMS collaborations ☐ Padlet, Flinga, MIRO, O365, Google Drive ☐ Online meetings (Zoom, Teams, Google Meet) ☐ Instant messages (chat)	Online discussion, webinar, virtual meetings, co-writing, project work Commenting/opposition in an online discussion, blog or online meeting Production and construction of shared digital materials in, for example, a wiki or blog, as an audio recording or video, or by means of augmented reality technology Escape room game



Learning through discussion

F2F meeting	Online
Meetings with your own team, tutor, working life representative and supervisor Seminars Discussion groups Interactive lectures Learning Café Distribution of roles in a discussion	Guidance meetings online, webinars, interviews, group work in online meetings **TOOLS:** Learning management system Teams, Zoom Blogs and social media apps: e.g. WhatsApp

Learning through investigation

Learning through investigation guides the learner to explore, compare and critique the texts, documents and other resources that reflect the concepts and ideas being taught.

At its best the learning process is transformed into a research and development process, which combines conceptual work with a hands-on approach.

Learning through investigation

Conventional method

- Using text-based study guides
- Using conventional methods to collect and analyse data
- An authentic challenge created through interaction with working life (problem-based/renewal-based) or a development target in need of a solution

Partnership

- Commission from a workplace
- Collaboration, sharing knowledge, learning together
- Getting involved parties committed to a development project

Online

- Using digital tools to search, collect and analyse data
- Searching for meanings to understand working life information and related explanatory data

Tools:

- SPSS for statistical analysis
- Keenious for searching articles
- Zotero for reference management

Practical learning assignment

A practical learning assignment includes tasks that allow students to practice the skills that are essential to meet the requirements of their degree. Typically, these include authentic assignments and learning through experiences. Feedback and reflection are important for the learning process.

Practical learning assignment

F2F meeting	Online
☐ Practising exercises ☐ Labs ☐ Field trips ☐ Simulations ☐ F2F roleplay, drama ☐ ☐ ☐ ☐	Modelling Practising exercises Utilisation of simulations Virtual laboratories and simulations Roleplay activities online Augmented and virtual reality **TOOLS:** Quizzes & H5P tests, e.g. for practicing language Workseed (on-the-job training) VR and AR tools Videos Robots

Development and demonstration of competence

Students process, combine and demonstrate what they have learned. Thus, they can show what they know, how they currently understand concepts related to their studies, and how they apply them in practice.

Development and demonstration of competence

F2F meeting	Online
Essays, reports and learning diaries Calculations, budgets, analyses	Multimedia (videos, audio recordings, streaming, animations, podcasts)
Oral presentations Examinations and tests	Slideshows Digital models Blog texts
Portfolios, designs Presentations	Digital portfolio
Comics	Websites and online materials
Mind maps	Online tests and examinations
TOOLS	VR and AR materials
Blogs and wikis	
Learning badges ePortfolio, LinkedIn	
Self-produced videos, streaming	
O365	
Flinga, Padlet, MIRO, Mural	

Common online teaching and learning terminology and short explanation

Asynchronous learning – learning that doesn't require everyone to be online at the same time; often pre-recorded or self-directed material where students work at their own pace.

Synchronous learning – live, real-time learning such as Zoom classes or live webinars.

Learning Management System (LMS) or Virtual learning environment (VLE) – the platform that hosts courses, assignments, grades, and communication (e.g., Moodle, Canvas).

Blended learning – a mix of online and in-person learning.

Hybrid learning – students can choose to attend online or in person for the same session.

Self-paced course – a course with no deadlines; learners progress whenever they choose.

Discussion forum – an online space where learners post messages, ask questions, and interact.

Webinar – a live online seminar or presentation.

SCORM – a technical standard that ensures online courses work across different LMS platforms.

COOL-APA Module Planning Checklist for Teachers

1. Program and Context Alignment

 I understand how my module fits into the overall COOL-APA study programme
 I know what competencies students already have before entering my module
 I know which subsequent modules build on the competences developed here
 My module supports EQF Level 6 (advanced knowledge, critical understanding, independent work)
 Module design avoids fragmentation and contributes to integrated professional competence development

2. Learning Philosophy and Pedagogical Approach

 My module is clearly student-centred (focus on what students do, not only what I deliver)
 I have intentionally designed student roles (active learner, contributor, reflector)
 My role is primarily facilitator, guide, and learning designer
 Learning tasks promote active, social, and reflective learning
 The learning environment supports psychological safety, inclusion, and accessibility (“pedagogy of care”)
 Teaching methods are chosen for alignment, not variety for its own sake
 Online / hybrid / onsite solutions are pedagogically justified (not only technically convenient)

3. Competence-Based Design

 Learning is designed around competences, not isolated content
 I have identified:
    Subject-specific APA competencies
    Generic / meta-competencies (e.g. reflection, critical thinking, collaboration)
    Competences reflect authentic professional practice
    Learning tasks connect theory to real working-life contexts (cases, simulations, projects, portfolios)
    Students have opportunities to apply, justify, and reflect, not just recall information

4. Constructive Alignment

- Learning outcomes, teaching methods, and assessment are intentionally aligned
- Teaching activities clearly support achievement of each learning outcome
- Assessment tasks genuinely measure the intended competence, not surface memorisation
- There are no mismatches (e.g. analysing outcomes assessed with recall-level exams)
- Constructive alignment is used as a design principle throughout the module

5. Learning Process and Structure

- The module has a clear structure and learning path
- The learning process makes student activity visible
- Balance between synchronous and asynchronous work is pedagogically justified
- Instructions are clear, transparent, and accessible
- Learning materials are available in multiple formats where possible (UDL principles)
- Interaction is intentionally designed (not left to chance)
- Students know what to do, when, how, and why at each stage

6. Teaching Methods and Learning Activities

- Teaching methods support active learning
- Methods are appropriate to the learning outcomes and assessment
- Collaborative / peer learning
- Reflective tasks
- Students engage in meaningful interaction with content, peers, and teacher
- Technology (e.g. Articulate Rise, LMS) supports pedagogy, not the other way around

7. Assessment Design

□ Assessment serves learning as well as certification
□ I have intentionally used:
    □ Assessment of learning (summative)
    □ Assessment for learning (formative)
    □ Assessment as learning (self-regulation, reflection)
    □ Assessment tasks are authentic and profession-oriented
    □ Students are informed about assessment from the start of the module

Assessment criteria are:
□ Transparent
□ Shared with students early
□ Criteria describe the quality and depth of competence, not just task completion
□ Criteria help students understand: What counts as good performance
□ Criteria align with EQF Level 6 descriptors (An active verb (aligned with EQF 6))
□ Generic competences are also assessed where included in outcomes
□ Outcomes reflect knowing, doing, and being
□ No learning outcome is defined that cannot be assessed
□ Generic / metaskills are explicitly included where

8. Guidance, Feedback, and Teacher Presence

□ I have planned regular guidance points
□ Students know how and when they can ask for support
□ Teacher presence is visible and approachable, including online
□ Feedback supports:
    □ Improvement
    □ Reflection
    □ Development of evaluative judgement
    □ Opportunities for self-assessment and peer-assessment are included when appropriate

Module Descriptor
Programme Title:
Module Title:
Alignment with Erasmus Plus Priorities:
Alignment with other COOL-APA study modules:
ECTS Credits:
European Qualifications Framework (EQF) Level 6:
Total Module Hours: **Contact (class-time) hours):** **Directed Study:** **Independent Study:** (Note, 5 ECTS = 125 total module hours).
Module Description: **This module aims to** **(**Explain how the module will develop specific knowledge, skills autonomy/ responsibility) of the learner)
Teaching strategy for generic competencies (Descripe what generic competencies are practiced in the module and how)
Learning Outcomes: Formulate clear and observable learning outcomes integrating knowledge, skills and responsibility/ autonomy (EQF 6). Choose verbs that clearly reflects the intended level of knowledge and/or performance. If possible, limit learning outcomes to 1 per ECTS credit or less.

Learning Outcomes:
1 .
2 .
3 .
4 .
5 .

Indicative Syllabus Content:

No.	Content Heading	% of Module	Details
1			
2			
3			
4			
5			
6			

Assessment Strategy: Describe the assessments to be set in this module

Assessments:

No.	Content or Final Assessment:	Method	Additional Information	Weight (%)	Learning Outcomes Examined:
1					
2					
3					

Repeat Assessment Strategy: Describe the repeat assessment strategy to be set in this module (if different from the Assessment Strategy.

Repeat Assessment

No.	Content or Final Assessment:	Method	Additional Information	Weight (%)	Learning Outcomes Examined:
1					
2					
3					

Reading List:		
No.	**Essential or Recommended?**	**Description:** **Online notes:** Provide weblink **Website:** Provide full web address **Book:** Provide title, Author, Year, ISBN. **Article:** Provide DOI or full reference details **Other:** Please fully describe how students will access
1		
2		
3		
4		
5		
6		

COOL-APA

Collabrative online and onsite learning
in adapted physical activity

**Co-funded by
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