

A SELF-CHECK TOOL

to self-reflect how You are prepared for student monitoring, supporting and engagement

Use the strategies provided by the Training Materials to design and implement a learning activity within your course:

- *design the course to generate evidence-based data and support self-regulated learning (technical decisions on what tools to use, what activities to plan and so on).*

Prompts:

- I will decide what data is important to collect and monitor in order to make informed interventions
- I will include a statement to notify students that the data will be collected and monitored and I will explain the purpose of the data collection
- I will revise the course items carefully, select the resources that will be monitored and indicate their activity completion settings
- I will design and incorporate activities that generate evidence of learners' progress and engagement to adapt the learning design and make informed decisions using appropriate tools and strategies
- I will embed forum activity to engage students and configure its settings to monitor learners' participation in the activity
- I will configure learning assignments and link them with the learning outcomes to collect data on learners' progress towards achieving learning outcomes
- I will design learning activities that facilitate learners' perception of their role and self-concept of being a learner
- I will design learning activities and embed tools to help students plan their learning and reflect on it
- I will design learning activities to promote critical thinking, personal interest and original understanding and use tools to support these activities and collect data
- I will develop self-assessment quizzes for learners throughout the course to collect data on their learning
- I will develop prompt tool-based feedback activities to collect data on learning design and learners' engagement
- I will design and customise the LA dashboard according to the context and the objectives

In case more information is needed, please check Conceptual introduction and Unit 1



→ *monitor and analyse the evidence-based data to support and engage learners and foster self-regulation.*

Prompts:

- I will decide which data on student activity and progress are important and relevant for monitoring and analysis
- I will use the activity completion report in the middle of the course to check learners' progress and engagement with the learning items and if there are students who are struggling. According to these data, I will send an email, have a discussion or add a discussion topic to share the concerns
- I will use the activity completion report at the end of the course to check the overall activity completion situation and learners' engagement
- I will analyse activity completion and course participation reports to have more data about the students at risk. Knowing about their interaction with the specific learning items, logins and assignment submission situation, I will make an informed decision to contact the study program coordinator and send students a message about the emerging risks
- I will encourage students to engage in discussion forums by asking them questions to stimulate their critical thinking and will monitor the data of their engagement with specific discussion questions
- I will provide students with feedback on their engagement and performance in the course and will foster them to reflect and share how they see their own learning
- I will analyse the data generated by feedback tools, reflect on it and make informed decisions on what needs to be improved in the course
- I will analyse the quiz data to know whether there was enough time appointed for taking a quiz, what questions took most of the time, and what questions learners failed to answer. After critically analysing these results, I will make improvements in the course content of the quiz.
- To draw more objective conclusions about the specific situation or problem under analysis, I will make sure to review and analyse the data generated by different reports and interpret them in a broader context.

In case more information is needed, please check Conceptual introduction and Units 2 and 3.