D-LIGHT

Erasmus+ KA2 Partnership Programme: D-Light Network Project

Blueprint for Digital Learning Solutions: Networking

An ADDIE based Template for Designing Digital Learning Solutions.

SOSU · TALLINN HEALTH CARE COLLEGE · prakticum · da Vinci college · CALASANZ

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2.1. Learning Objectives: Specification of a Competency Focus and Creation of Learning Goals.

This digital learning solution is focused on training the networking skills of the students, so that they will be able to participate and collaborate in a professional network and involve the social network of the client.

The learning objectives/goals for this learning solution are specified through the general (GC) and partial competencies (PC) listed below.

- GC1 Make a client network analysis and strengthen the social network of the client.
  - o PC1.1 Map the client social network (for example with a sociogram).
  - o PC1.2 Compare the clients needs with the social map and the possibilities that he/she has, and find possibilities for the client to engage.
  - o PC 1.3 Motivational conversation techniques for effective social intervention.
- GC2 Participate in the professional network of the client and shared decision making.
  - o PC 2.1 Discuss the needs of the client with the multi-disciplinary team and communicate with other professionals (speak the same language)
  - o PC 2.2 Weigh the different interests of everyone involved in the professional and social network, especially the clients and make informed decisions.

The cursive competencies are out of the scope of this learning solution. In the other competencies is focused on applying the knowledge and skills.

2.2. Instructional Strategies: Determination of the Required Learning Activities, Educational Contents and Methods for Reaching the Learning Goals.

The proposed learning solution will focus on a serious game, in which the student works in a health care facility for the elderly. In this game the student will encounter different situations or tasks: they meet clients and participate in a team. To "win" the game, the students should complete every task successfully. You could work at different levels, at which the tasks get harder.

By playing the game the student will encounter the following learning activities:

Kommenterede [jv1]: If it is possible I prefer to play the game not only individuel but also in cooperation. In the game students should have to work together to get higer grades, because in real life they also cooperate together.

- Analyze and compare a sociogram
  The sociogram should be analyzed compared with the needs and limitations of the client provided in the case, and with the possibilities in the organization or other social organizations in the city. With this the student should be able to make a choice about how to engage a client.
  For this we could use:
    o Cases of clients with different:
      ▪ Sociograms.
      ▪ Wishes, likes and dislikes.
      ▪ Possibilities and limitations (both physically and mentally).
    o A social map of the organization and other social organizations.
    o Questions and/or branching scenarios in which the students make choices.

- Motivate the client in a dialogue
  When the student wants to engage the client in, e.g., a social activity, they should enter a dialogue with the client to motivate them to actually participate.
  For this we could use:
    o Branching scenarios of dialogues, with increasing difficulty, with the earlier mentioned clients.

- Participate in the professional network
  Regarding more health-related issues, the student needs to participate in a multi-disciplinary team and communicate clearly.
  For this we could use:
    o Cases of the earlier mentioned clients, with questions/assignments to present the client information and questions to interpret the information of other clients that other professionals present.
    o Questions about the cases about prioritizing their needs.
    o Questions or branching scenarios of the cases about the steps of shared decision making, in which the student needs to communicate with the multi-disciplinary team about the decisions.

2.3. System Design: Design of Appropriate Delivery Medium, Format, Usability, Application, Availability, and Interface of the Digital Learning Solution According to the SAMR-model.

It is a serious game, students should be able to play it on their own, it should be available on their laptop (see the playboard). Programs already available that can do some of it similar to the instructional strategies above are: for the branching scenario, Roblox for the game design, Dialogue training for the conversation techniques. But, it should be an integrated solution, where the students can apply all the skills mentioned.

2.4. Testing Strategies: Integration of Methods for Evaluation and Feedback into the Digital Learning Solution.

In the game, the students should get an immediate feedback, as they play it on their own. This feedback can have multiple forms. When it comes to questions, the student should see if the answer is wrong or right,

Kommenterede [MS2]: How do you want them to work with the analysis an make choices? And how is this translatable to a digital solution?

Kommenterede [jv3R2]: The idea is that students/employers who play this game will use different tools and for example if the choose the right tool and they fullfill the total sociogram they will be graduate to the next level. If they haven't than there will me an other problem to solve, because they have not used the perfect network..

Kommenterede [MS4]: How does this motivational "dialogue" proceed nad what does it contain? How do you think that this "dialogue" should be implemented in a digital solution (e.g., how do you/we account for adaptative difficulty levels)?

Kommenterede [jv5R4]: We could use dialoguetrainer as an example https://www.dialoguetrainer.com/en/?_gl=1*1ejwgpo*_up*MQ..*_ga*MjE0MDc3MjY5LjE2ODMxODYwMjg.*_ga_EQMGZEN73N*MTY4MzE4NjAyNy4xLjAuMTY4MzE4NjAyNy4wLjAuMA..&gclid=Cj0KCQjwr82iBhCuARIsAO0EAZzMdJXKG96moLCbxG7oGt-HgRNeNv5fjVgxsmx62CSSon3gihULPW1kaAoHpEALw_wcB

Kommenterede [MS6]: What part does this play in the overall learning solution; how does this activity interact/coher with the two previous activities? What are the students actions/choices used for? How will the students receive feedback that is relevant to the central case + dialogue that they were previously working with?

Kommenterede [jv7R6]: Good questions. In my opinion it is part of the game. They will work in this game as close as in a real environment

Kommenterede [MS8]: Why only a laptop? Is there a reason for choosing a laptop and excluding tablets? Is it a programme (app) or a webpage since there is a requirement for a laptop?

Kommenterede [jv9R8]: All devices will be perfect :-)

Kommenterede [HR10]: Visually we could use a journey map like Moodle plugin has Moodle plugins directory: Learning map

Kommenterede [HR11R10]: Role-playing digital cards A, B, C + Situations digital bank (preselected or randomly selected)

Kommenterede [MS12]: How do we evaluate the students actions in dialogue and professional networks as right/wrong? Because the students actions cannot be prose-based, but need to consist of predefined categories (answers/actions) that are linked to predefined responses (feedback). Yes. Maybe "energy bars" could work.

Kommenterede [jv13R12]: It is about theoretical questions I suppose.

with an explanation why it is wrong or right. In branching scenarios, it is also possible to give indirect feed-back: when the student makes a less ideal choice, the client will react by not cooperating or with emotions. At the end of the scenario, there is a possibility to give some extra information on what went wrong. Then the student can try again (later). This works for the team branching scenarios as well.

Another way of providing feedback, is to work with some sort of "energybar": when the student decides to do a lot themselves and make no use of the social or professional network, then their energy will go down and maybe they have not enough left to do their other tasks. Then they won't be able to complete the level.

2.5. **Validation:** Feedback from Ongoing Stakeholder (TP 2+3+5) Review of the Proposed Learning Solution.

2.6. **Visual Representation:** Model of the Digital Learning Solution.

3. **Develop:** Creation of a Showcase that Realizes a Part of the Blueprint.

3.1. **Showcase System Design:** Detailed Description of the System Design of the Showcase.

3.2. **Learning Resources:** Creation of Educational Content, Media, Guidance for Activities, and Instructions for Using the Digital Learning Solution.
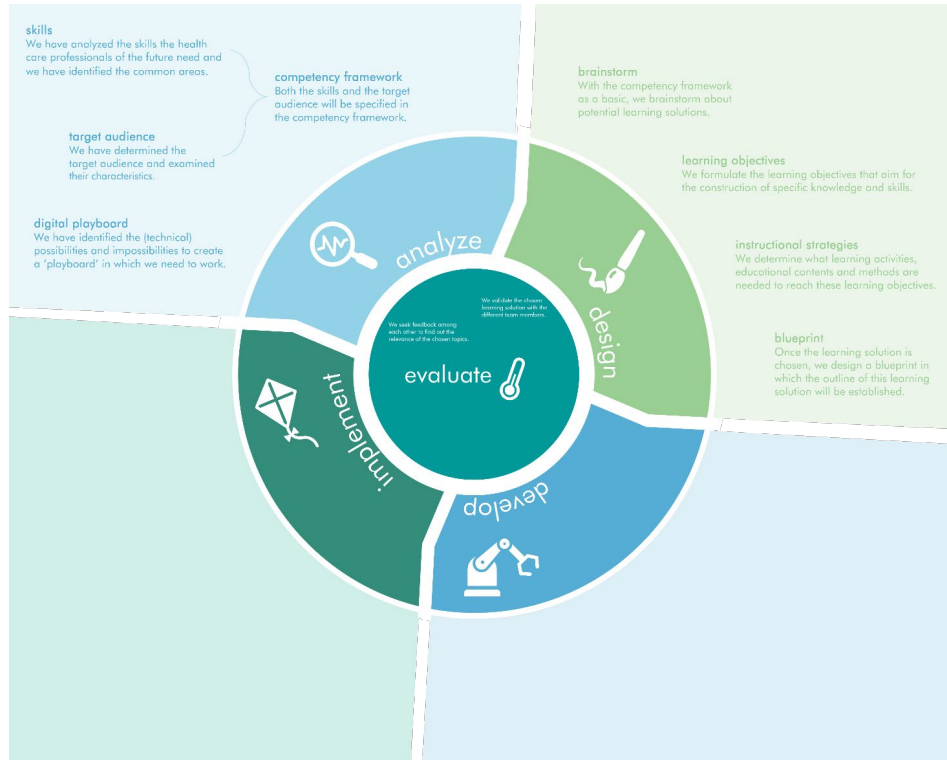
3.3. **Validation:** Ongoing Stakeholder (TP2+3+4) Review of Learning Resources and Activities.

3.4. **Pilot Test**: Adjustments are Made to the Showcase based on Small-Scale Tests.

4. **Appendix:** Relevant Documents and Models

4.1. Competency Framework

4.2. Modified ADDIE Model

skills
We have analyzed the skills the health care professionals of the future need and we have identified the common areas.

competency framework
Both the skills and the target audience will be specified in the competency framework.

target audience
We have determined the target audience and examined their characteristics.

digital playboard
We have identified the (technical) possibilities and impossibilities to create a 'playboard' in which we need to work.

brainstorm
With the competency framework as a basic, we brainstorm about potential learning solutions.

learning objectives
We formulate the learning objectives that aim for the construction of specific knowledge and skills.

instructional strategies
We determine what learning activities, educational contents and methods are needed to reach these learning objectives.

blueprint
Once the learning solution is chosen, we design a blueprint in which the outline of this learning solution will be established.

analyze

design

develop

implement

evaluate
We validate the chosen learning solution with the different team members.
We seek feedback among each other to find out the relevance of the chosen topics.

4.3 SAMR Model

THE SAMR MODEL
Dr. Ruben R. Puentedura

S SUBSTITUTION
Technology acts as a direct substitute, with no functional change

A AUGMENTATION
Technology acts as a direct substitute, with functional improvement

M MODIFICATION
Technology allows for significant task redesign

R REDEFINITION
Technology allows for the creation of new tasks, previously inconceivable

ENHANCEMENT

TRANSFORMATION

4.4 Digital Playboard