L2L MicroCred Delivery Pack

Part 1: Before the Course Starts

Welcome & Orientation

How will you introduce the course? How will learners be onboarded?

- Course information provided through a dedicated webpage, flyer and brochure.
- Recruitment through regional networks, newsletters and social media.
- Participants registered through an online registration form and completed a short mapping of prior digital competence and experience.
- Before the course, participants received information about the four themes and the course format.
- Communication before launch was mainly by email.

Expectations

What do learners need to know upfront? (time, tasks, engagement, assessment)

- Four themes delivered over four weeks, with approximately 10 hours of learning per theme.
- Flexible online learning combined with two optional face-to-face sessions, 3 hours each.
- Participants could work at their own pace and choose how deeply to engage with optional activities and resources.
- A concluding reflection/sharing task was included in each theme.
- Completion of the four final theme assignments was required to receive a course certificate.

Early Support

What supports are needed before course starts and in first sessions to get learners up to speed?

- Email support before and during course start.
- Two optional face-to-face sessions offering practical guidance and opportunities to try digital tools with support from course staff and peers.
- Individual technical support where needed.
- Particular support with university accounts, logins, Microsoft 365 and access to digital tools.

Access Check

How will you ensure learners can access materials and navigate the platform?

- Participants were registered and given access to Canvas and relevant university systems before start-up.
- Access and technical functionality were tested before launch.
- Support was provided for account activation, login and navigation.
- In practice, onboarding external learners proved considerably more complex and time-consuming than anticipated.

Part 2: During the Course

WEEK/SESSION 1:

Communication & Feedback: What will you send/do this week? (announcement, reminders, feedback)

- Email communication and information in Canvas.
- First optional face-to-face session provided opportunities for questions, dialogue and direct feedback.
- Participants shared experiences and supported each other during practical activities.

Learner Support: What specific supports are required?

- Extensive support with registration, user accounts, logins, Microsoft 365 and Canvas.
- Individual help with devices and digital tools.
- Practical guidance during hands-on activities.

Monitoring & Intervention: What will you track? What triggers action?

Track: Access to Canvas, technical difficulties, participation in activities and final theme task.
Action when: Learners cannot access systems or need individual support to complete activities.

Weekly Reflection: What worked well this week? What did learners struggle with? Who may need support next week? What will I adjust for next week?

- The face-to-face format created a positive and supportive learning environment.
- Much more time than expected was needed for technical and administrative support.
- Differences in participants' digital competence became clearly visible.
- Future delivery should complete more technical onboarding before the first learning session.

WEEK/SESSION 2:

Communication & Feedback: What will you send/do this week? (announcement, reminders, feedback)

- Email communication and information in Canvas.
- Second optional face-to-face session supported questions, practical work and immediate feedback.
- Peer feedback and exchange were encouraged through collaborative activities and the final discussion task.

Learner Support: What specific supports are required?

- Hands-on guidance in using communication, collaboration and shared-document tools.
- Support adapted to different competence levels and devices.
- Participants with stronger digital skills also supported peers.

Monitoring & Intervention: What will you track? What triggers action?

Track: Participation, ability to complete practical activities and final theme task, and requests for technical support.
Action when: Learners struggle with tools, navigation or instructions.

Weekly Reflection: What worked well this week? What did learners struggle with? Who may need support next week? What will I adjust for next week?

- Practical collaboration and hands-on use of tools worked particularly well.
- Peer support contributed positively to the learning environment.
- Differences in competence remained challenging: some learners needed detailed guidance while others wanted more advanced tasks.

WEEK/SESSION 3:

Communication & Feedback: What will you send/do this week? (announcement, reminders, feedback)

- Email and Canvas used for course information and reminders.
- Participants were encouraged to reflect on and share experiences in the discussion forum.
- Course staff and peers could respond to forum contributions.

Learner Support: What specific supports are required?

- Clear examples of digital threats, privacy and safe online behaviour.
- Reflection tasks linked content to participants' own experiences.
- Optional additional resources for learners wanting to explore topics further.

Monitoring & Intervention: What will you track? What triggers action?

Track: Engagement with online activities and completion of the final theme task.
Action when: Learners need clarification of concepts, instructions or digital navigation.

Weekly Reflection: What worked well this week? What did learners struggle with? Who may need support next week? What will I adjust for next week?

- Security and privacy were experienced as highly relevant.
- Participants valued content that increased awareness and encouraged critical reflection.
- Some learners wanted greater depth, while others needed accessible explanations and guidance.

WEEK/SESSION 4:

Communication & Feedback: What will you send/do this week? (announcement, reminders, feedback)

- Email and Canvas used for information and follow-up.
- Participants shared reflections and experiences with AI in the final discussion task.
- Peer learning was encouraged through reading and responding to others' contributions.

Learner Support: What specific supports are required?

- Practical examples and opportunities to test AI tools.
- Guidance on prompting, critical evaluation, privacy and responsible use.
- Optional resources for further exploration.

Monitoring & Intervention: What will you track? What triggers action?

Track: Engagement with AI activities and completion of the final theme task.
Action when: Learners need support with tools, prompting, concepts or instructions.

Weekly Reflection: What worked well this week? What did learners struggle with? Who may need support next week? What will I adjust for next week?

- AI generated considerable interest and curiosity.
- Practical experimentation and prompt writing were particularly useful.
- Participants valued combining practical use with critical and ethical reflection.
- Some participants wanted more advanced AI activities and examples.

Part 3: After the Course

Reflection *Focus on what actually happened during delivery — keep responses brief and practical.*	
What worked well overall?	- Strong relevance to work and everyday life. - Combination of online learning and optional face-to-face sessions. - Practical experimentation, reflection and peer learning. - Consistent structure across the four themes. - Positive and supportive atmosphere.
Where did learners struggle most?	- Access to university systems, accounts and digital tools. - Large variation in prior digital competence. - Some instructions and activities were too demanding for beginners, while others were too basic for experienced learners. - Participation in the online course and discussion forums varied.
Which activities were most engaging?	- Hands-on testing of digital and AI tools. - Collaborative activities and shared documents. - AI prompting and experimentation. - Security and privacy activities. - Final discussion/reflection tasks allowing participants to learn from each other.
Did the course fit learners' lives (time, flexibility)?	- The flexible online format allowed participants to work at their own pace. - Optional face-to-face sessions provided additional support without making attendance compulsory. - Views on workload varied according to prior competence and level of engagement.
What will you change next time?	- Strengthen technical onboarding before course start. - Clarify minimum digital skills and expectations. - Differentiate activities more clearly for different competence levels. - Provide more step-by-step guidance for beginners and optional advanced tasks. - Increase practical activities and examples. - Consider additional synchronous online support between face-to-face sessions. - Define the assessment approach more clearly from the outset, including what is required for completion, how learning outcomes are assessed, and how assessment should differ between non-credit and future credit-bearing versions. - Strengthen feedback during the course. - Use more targeted recruitment to reach the intended learner group.

Learner Feedback Survey Results *Capture general feedback here. Use a focus group to gather deeper insights where possible*	
How was the course useful?	Participants reported increased confidence and awareness in using digital tools and AI, with particular value placed on practical application, prompting, digital security and critical use of technology.
How manageable was it?	Generally manageable and flexible, although experiences varied according to prior competence. Technical access created an additional burden for some participants.
What worked well?	Practical tasks, testing tools, reflection activities, quizzes, face-to-face interaction and opportunities to learn from peers.
What was difficult?	Technical access and navigation, differences in competence levels, and some tasks or instructions that were either too basic or too demanding depending on the learner.
What would you improve?	More practical exercises, clearer differentiation, more advanced optional activities, clearer instructions for beginners, stronger follow-up and feedback, and improved technical onboarding.

Improvement Action Plan *Turn insight into clear, actionable changes.*		
Change/Remove/Update	**Why?**	**When?**
Strengthen pre-course technical onboarding and access checks	Registration, accounts and system access took considerably more time than expected	Before next delivery
Clarify target group, prerequisites and expectations	Participants entered with very different competence levels	Before recruitment
Introduce differentiated learning paths/tasks	Beginners need more guidance; experienced learners need greater challenge	During course redesign
Increase practical exercises and examples	Hands-on activities were among the most valued elements	During course redesign
Strengthen feedback and synchronous support	Participants suggested more follow-up between sessions	Before next delivery
Review institutional solutions for external learners	Current systems require substantial manual administration and create access barriers	Before scaling the course

***Add more rows as required**