

Create your own MOOC on Entrepreneurial and Global Competencies

Erasmus+ project “Stepping-up Entrepreneurship, Creativity and Intercultural Competences for High Quality Teaching in Ukraine”

ERASMUS-EDU-2023-CBHE-STRAND-1-101129457



October 2026



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Meet the UA-Talent-UP Consortium



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Gamified Micro-Certifiable MOOC 2: Create your own MOOC on Entrepreneurial and Global competencies

Meet the trainer



Yuriy SKORENKYY,

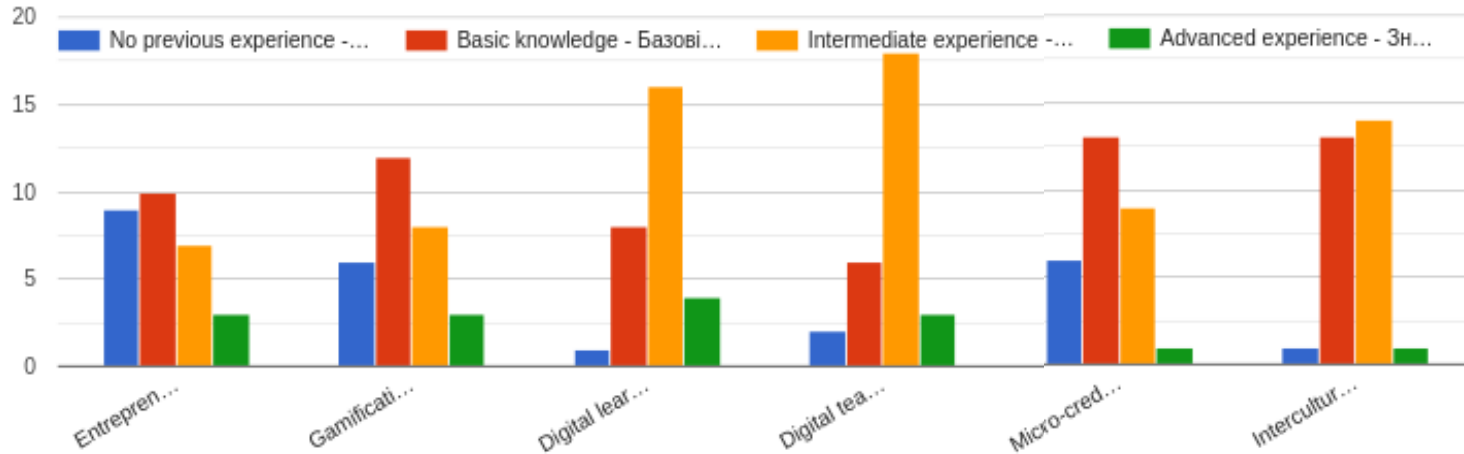
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Meet your co-trainees

Previous experience - Попередній досвід



Competencies we aspire to develop in this training:

Enhancing teaching and assessment: Improving methods for building digital and entrepreneurial skills, while fostering innovation, creativity, and intercultural awareness.

Applying gamification and digital tools: Using these methodologies to boost the skills and employability of students and the broader public.

Leveraging MOOCs: Utilizing Massive Open Online Courses to promote inclusive education, equality, equity, and non-discrimination.



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Training Contents and Timeline

Week 1

Day 1: Module 1 – Education 2.0 – Innovate&Impact.

Course presentation, introductions, alignment on goals and working procedures – 90 min.

Day 2: Module 2 – Master Entrecomp skills yourself and help others to succeed, Module 3 – Master Global Competencies and lead changes.

Explaining the gamification principles and tools, discussion on concepts and ideas, Q&A – 90 min.

Week 2

Day 3: Module 4 – Creating a living MOOC.

Presentation and discussion on practical aspects of creating and using H5P activities, principles of the development and awarding of micro-credentials – 90 min.

Day 4: Presentation of the participants' own developments, discussion, feedback and conclusions – 90 min.



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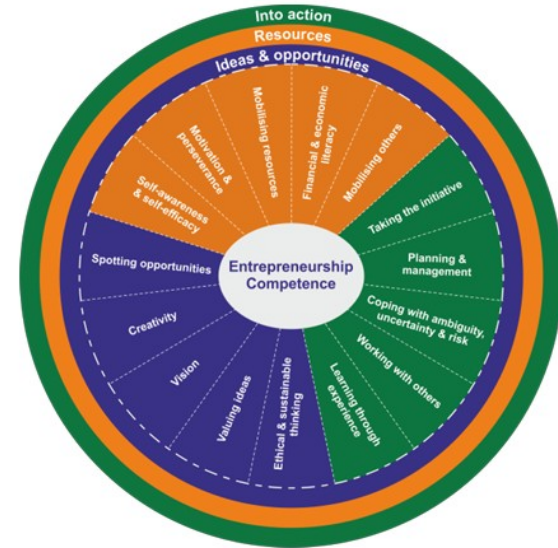
Where do we start:

Gamified Micro-Certifiable MOOC 1: [Entrepreneurial & Global Competences](#)



Entrecomp framework = modules 1 - 4

Global competences framework = modules 5 - 9



Module 1 – Equip yourself with the future skills

▼ Module 1. Equip yourself with the future skills

Future skills, also referred to as soft skills, social skills or personal skills define how you work and how you interact with others.

The world and job market are changing at a rapid speed and our lives are becoming increasingly busy. In order to develop and flourish as a professional and as a person, you need soft skills, the ability to work with others and to be flexible in the face of change. Moreover, jobs will also be automated and we need soft skills to distinguish ourselves from other people.

Soft skills are skills that are not easy to define and they are not measurable. Hard skills are teachable skills and are the technical skills acquired through formal education and training. Hard skills are job or role specific and can be learned and transferred. Skills include interpersonal skills, creativity, critical thinking, communication skills, listening skills, time management, and empathy, among others. They are among the top skills employers seek in the candidates they hire, because soft skills are important for just about every job.

"Soft skills may be harder to define and measure than hard skills, but they are just as critical. People get hired because of their hard skills but people get fired because of their soft skills."

In the following video (5'13") Simon Sinek, a visionary, inspirational speaker and author of bestsellers as *Start With Why* (2009) and *The Infinite Game* (2019) explains the importance of soft skills very clearly.



Personal Skills

✓ Done

Social Skills

✓ Done

Entrepreneurial Skills

Mark as done



Activity: Test your mindset



Activity: Quotes



Activity: Effectuation



Activity: Phases of learning



Activity: building blocks of developing your growth mindset



Activity: Critical thinking - decision-making scenario



Activity: Mastering communication skills



Activity: Key Aspects of Active Listening



Activity: Reflect on your communication style



Activity: understanding communication problems and conflict



Activity: Main take-away of this module



Activity: Myths and realities of Interpersonal Conflict



Activity: Growth Mindset Adventure



Activity: Answers on "Test your mindset"



Activity: Reflection of communication style



Activity: Empathy Map



Activity: Customer Journey



Module 1 - Quiz



Entrepreneurial & Global Competences



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Module 2 – Enhance your entrepreneurial knowledge

▼ Module 2. Enhance your entrepreneurial knowledge



Business Understanding

Ma



Planning & Management skills

Ma



Activity: Scenario: Launching a sustainable coffee shop

Ma



Activity: Customer Segment

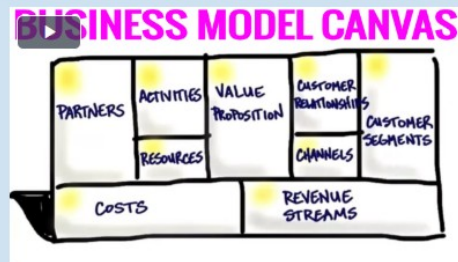


Activity: Value Proposition



Activity: Channel

Watch this BMC video to learn more!



Let's put this in practice with an exercise

Scenario: Launching a sustainable coffee shop

You are about to launch your own, sustainable coffee shop in your city. The coffee shop will focus on offering high-quality, locally sourced coffee, with an emphasis on environmental sustainability.

Task: Map out and visually describe your business using the Business Model Canvas (BMC) for your sustainable coffee shop. Each section of the BMC will ask you to define specific aspects of the business. Make sure to think carefully about how sustainability can be integrated into each part of the model.

Start Activity "Business Model Canvas"

Module 3 – Prepare yourself for global challenges



Challenge based learning: what is it? how to do it?



3.2. What is hackaton ?



Activity: Explore



Activity: Analyze Phase



Activity: Evaluate



Module 3 - Quiz



The Challenge

"How might we improve student well-being on campus in a simple, creative way?"

Student life can be overwhelming. Many students experience stress, disconnection, or a lack of motivation at some point. Your task is to design a small but impactful intervention that supports the well-being of students on campus.

This could be a physical object, a service, an event, or even a digital tool - as long as it's realistic and student-centered.

Use the six steps of the ATOM model to explore the problem, generate ideas, and create a concrete concept that could truly make a difference.

Apply the ATOM Model

Your goal is to design a small but impactful solution - a service, object, digital tool, or intervention that helps students feel better, more connected, or more balanced.

Let's get started!

1. Explore

What affects student well-being most on campus?

Think about your own life and that of your fellow students. What daily struggles affect your well-being?

- What moments are stressful?
- What spaces on campus feel comforting or overwhelming?
- What habits or situations drain or support your mental health?

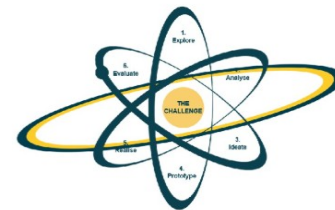
Think about stress, loneliness, finances, physical space, or pressure to perform. Observe or reflect on your own or peers' experience.

👉 Start Activity "Describe three observations about student well-being based on your experience or environment."

How Can We Solve Them?

Design Thinking is a creative problem-solving approach to come up with solutions to those challenges.

We like to introduce a framework, the **ATOM Model**, that is developed within an Erasmus project. Foremlink (Foremlink Home | Foremlink) and for an online environment DEMIND (Demind - Stimulating entrepreneurial learning & teaching) to guide you through the process of addressing global challenges with an emphasis on sustainability and innovation. The ATOM model helps you organize your thoughts and actions in addressing complex issues through a structured approach.



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Module 4 – Employability skills



Activity: Exercise to practise FAQ's



Module 4 - Quiz



Activity: Develop an inventory of your own skills & weakness



Activity: Identify the Strong Points in a Motivation Letter



Activity: Develop an inventory of your own skills & weakness



Activity: My selling proposition

Throughout this MOOC you have already been working on:

- Identifying your current strengths and areas for improvement
- Developing key employability skills like teamwork, time management, critical thinking, and emotional intelligence
- Building a proactive, reflective mindset that supports lifelong learning and career adaptability



Source: Adobe Stock, no 256222461

In this module you will learn how to:

Present your skills effectively in CVs, interviews and professional settings.

Whether you're entering the job market, switching careers, or preparing for future opportunities, this module will give you the practical tools and strategies to become more employable—and more confident in your professional potential.



Step 1 = Define your job goal

Mark as done



Step 2 = Applying for a job

Mark as done



Step 3 = Entrepreneurial & Global Competences

Mark as done

Common interview questions & sample answers

1. Tell me about yourself.

Tip: Focus on your academic background, relevant experience, and motivation.

Sample answer:

"I recently completed my degree in Business Administration at [University Name], where I developed a strong interest in project management and team collaboration. During my studies, I completed an internship at [Company Name], where I supported the coordination of marketing campaigns. I enjoy working in dynamic environments and am now looking for a role where I can apply my skills and continue learning."

2. What are your strengths?

Sample answer:

"I'm a strong communicator and very organized. During my group projects at university, I often took the lead in coordinating tasks and making sure deadlines were met. My internship supervisor also praised my ability to keep the team informed and motivated."



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Entrepreneurial & Global Competences

Module 5 – Communicative and collaborative competences

5.a. Effective Communication Skills

Mark as done

5.b. Multilingual Proficiency and Cultural Sensitivity

Mark as done

5.c. Collaborative Skills

Mark as done

Module 5 - Quiz

Mark as done

Activity: Try this activity to apply what you've learned.

Done

Activity: Say It, Show It, Hear It: Are You an Effective Communicator?

Mark as done

Activity: Think About It

Done

Activity: How Multilingualism Affects your Brain

Mark as done

Activity: Speak the Language, Respect the Culture

Done

Activity: From Understanding to Mediation

Mark as done

Step 1 = Define your job goal

Step 2 = Applying for a job

Step 3 = Feedback

Module 4 - Quiz

Module 5. Communicativ...

5.a. Effective Communication Skills

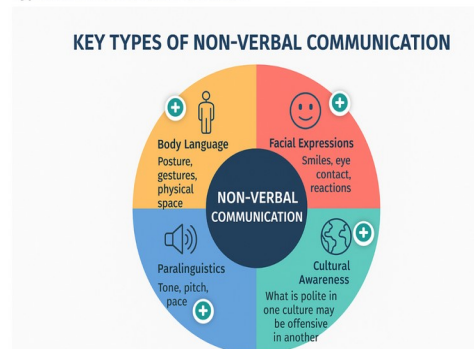
5.b. Multilingual Proficiency and Cultural Sensitivity

5.c. Collaborative Skills

Module 5 - Quiz

Module 6. Cultural and GL...

Types of non-verbal communication



Reflection: Think of a group project you've worked on.

- What made the collaboration succeed or fail?
- What role did you naturally take: leader, mediator, planner, motivator?

"Teaming in Action"



This video illustrates how effective teamwork can emerge in extreme situations when individuals act with humility, curiosity, and willingness to collaborate across differences.

[Start Activity "Teaming in action"](#)

5.c.2. Inclusive Collaboration

Inclusive collaboration means intentionally building a team environment where everyone feels respected, valued, and able to contribute fully—regardless of cultural background, identity, communication style, or experience level. Inclusion is not just a "nice to have"; it's essential for innovation, trust, and equitable participation in diverse teams. Truly inclusive teams go beyond avoiding bias; they actively create systems that ensure every voice is heard, ideas are credited fairly, and differences become strengths rather than barriers.

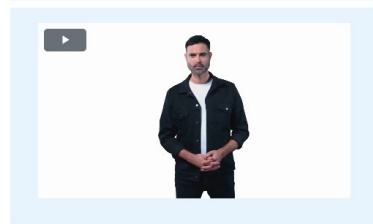
Why Inclusion Matters in Global Teams

- > Richer Ideas and Innovation
- > Bias and Stereotype Reduction

Module 6 – Cultural and global awareness

Module 6. Cultural and Global Awareness

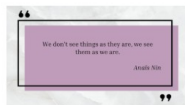
Introduction



The world is more interconnected than ever before. Whether we collaborate online, travel abroad, or work in multicultural environments, one thing is certain: understanding other cultures is not optional—it's essential.

This module focuses on building your Cultural and Global Awareness—the ability to recognize, understand, and appreciate the perspectives, values, and experiences of people from around the world. It's not just about being tolerant. It's about being curious, open, respectful, and responsive in culturally diverse settings.

In our society, the ability to think and act globally while staying locally rooted is one of the most powerful competencies you can develop. It prepares you to engage thoughtfully in a world shaped by migration, technology, conflict, cooperation, and difference.



Through this module, you will:

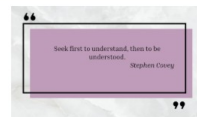
- Explore your own cultural identity and biases
- Learn how global issues affect individuals and communities
- Develop empathy and adaptability in international and intercultural contexts
- Understand the role of power, privilege, and perspective-taking

Mini-Case Scenario

Scenario: You are in a meeting with colleagues from three different countries. One colleague remains silent during most of the discussion.



Start Activity "Mini-Case Scenario"

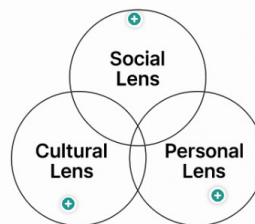


Lenses of Perspective

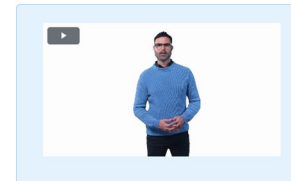
Our perceptions are never neutral—we interpret the world through different "lenses" shaped by culture, society, and personal experience. Becoming aware of these lenses helps us recognize why the same behavior may be understood in very different ways.

Lenses of Perspective

Our perceptions are shaped by different lenses through which we interpret the world.



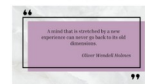
6.c.2. Flexibility and Open-Mindedness



Adaptability goes hand in hand with mental flexibility. When we encounter new cultural contexts, we are often challenged to step outside of what feels familiar and safe. Flexibility means being willing to adjust your behavior, expectations, and even communication style in response to different cultural environments. It is not about abandoning who you are, but about recognizing that what feels "normal" to you may look very different to others. This unit requires openness and a willingness to let go of rigid assumptions about the "right" or "wrong" way of doing things.

Being flexible often means accepting situations that initially feel uncomfortable or even confusing. You might face unfamiliar rules, try foods you have never eaten, adjust to new time orientations, or encounter ways of showing respect that are unlike your own. These moments can be unsettling, but they are also opportunities to learn. By approaching them with a mindset of growth rather than resistance, flexibility allows us to transform discomfort into understanding and connection. This process strengthens our resilience and prepares us to interact with diverse perspectives more effectively.

Ultimately, flexibility is a core dimension of cultural intelligence, the ability to function and relate effectively across cultures. People with high cultural intelligence do not simply tolerate differences; they manage them consciously with sensitivity and awareness. They recognize that each culture brings unique value and valid logic to human interaction. Flexibility, therefore, is not about losing your identity, but about expanding it. It helps you move beyond survival in multicultural contexts and toward building stronger, more collaborative relationships in a global world.



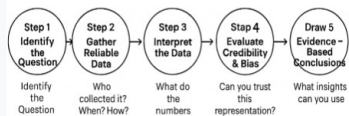
Being Open-Minded includes...



Module 7 – Critical thinking and problem solving

Visual Diagram: Steps for Gathering, Interpreting and Evaluating Data

STEPS FOR GATHERING, INTERPRETING & EVALUATING DATA



Start Activity "Data Literacy Challenge: Can You Read the Data Correctly?"

7.c.2. Bias Awareness and Evidence Validation

Recognizing bias is one of the most essential skills for critical thinking. Bias does not always mean that information is false — but it can shape how data are collected, presented, or interpreted. Headlines may exaggerate, statistics may be framed to emphasize one outcome over another, and even well-designed studies can have limitations that skew results. Evidence validation means going beyond the surface: asking who produced the information, how it was gathered, and whether alternative interpretations exist. By questioning context, sources, and methodology, we ensure that our conclusions are based on reliable and balanced evidence, rather than on partial or distorted representations. Developing bias awareness allows you to pause before accepting a claim, examine its underlying assumptions, and separate signal from noise — a crucial skill in an age of information overload.

Common types of bias

Confirmation Bias

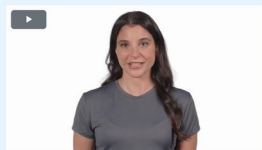
Sampling Bias

Cherry-Picking

Funding Bias

Publication Bias

Introduction



In a world of constant change, ambiguity, and global interdependence, the ability to think critically and solve problems effectively is more valuable than ever. Whether you are making decisions in your personal life, collaborating in international projects, or working across cultural boundaries, these skills are essential for navigating complexity.

Critical thinking goes beyond memorizing facts or applying fixed rules. It is the practice of questioning, reflecting, and making connections between ideas. It enables you to recognize patterns, evaluate evidence, and consider multiple perspectives before reaching a conclusion. Similarly, problem-solving is not only about reacting to what is broken—it is about imagining and creating what could be better.

Together, critical thinking and problem-solving prepare you to address global challenges with creativity and resilience. They encourage you to move beyond surface-level answers and to engage deeply with the root causes of issues. These skills also cultivate intellectual humility: the willingness to reconsider assumptions, adapt to new information, and learn continuously in diverse contexts.

As a result, developing these competences will strengthen your ability to act thoughtfully, flexibly, and responsibly in an interconnected world—qualities that are essential not only for academic and professional success, but also for becoming an engaged global citizen.



This module focuses on helping you develop the tools:

- Question assumptions and biases
- Analyse situations from multiple perspectives
- Evaluate information and evidence critically
- Make informed, strategic decisions
- Design effective, context-aware solutions

	Activity: Analytical Thinking	Mark as done
	Activity: Interactive Boxes - Metacognitive Strategies	Mark as done
	Activity: Are You Aware of Your Thinking?	Mark as done
	Activity: Interactive graphic - Common patterns and logical fallacies	Mark as done
	Activity: Interactive examples - Spot the flaw	Mark as done

Interactive Examples – Spot the Flaw

Logical fallacies are common errors in reasoning that can lead us to false conclusions—even when they sound persuasive. Being able to spot them quickly is an essential part of critical thinking. Read each situation below, decide which logical fallacy from the previous chart is being used, and check your answer for an explanation.



Situation 1

"If we don't adopt this new software immediately, our productivity will collapse, clients will leave, and the company will go bankrupt."

Logical fallacy used:

Check



Situation 2

"Either we keep the same schedule or the entire project will fail."

Logical fallacy used:

Check



Situation 3

"Our class got better results after using this method once—therefore it always works."

Logical fallacy used:

Check



Situation 4

"We shouldn't listen to his proposal on sustainability—he drives a big car and wastes energy."

Logical fallacy used:

Check



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Entrepreneurial & Global Competences

Module 8 – Self-management skills

8.a.2 Time Management

Time management is more than making a schedule – it is intentionally allocating your time and energy to what matters most. Effective time management helps you balance academic, professional, and personal responsibilities while maintaining well-being.

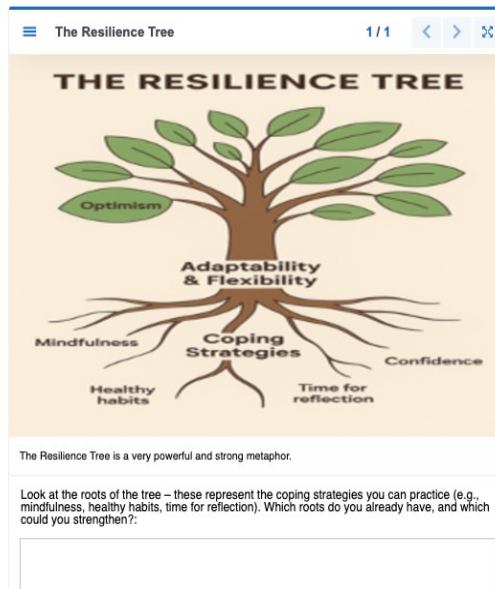
It involves planning, prioritizing, and self-regulation. These skills help you avoid procrastination, stay on track with deadlines, and create space for meaningful activities.

Key Elements of Time Management

These five elements represent the building blocks of effective time management. Explore each one in the interactive infographic, and reflect on which areas you already manage well—and which you could improve.

- Prioritization**
Distinguishing between what is urgent and what is truly important
- Planning**
Creating weekly or daily schedules
- Goal Alignment**
Ensuring that short-term tasks contribute to long-term goals
- Flexibility**
Adjusting plans when unexpected events arise
- Balance**
Including time for rest, exercise, and social connections

The Resilience Tree



SELF-AWARENESS

SELF-DISCIPLINE

Reflective prompt with introductory image 1/2

LEARNING NEWS

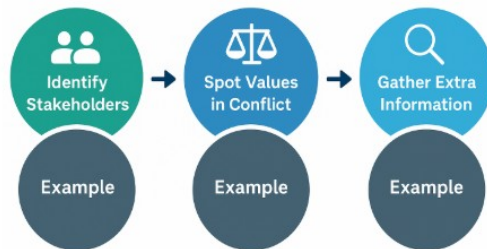
SUNDAY, NOVEMBER 31 2055 GREATIDEAS.PIT

STUDENTS WHO MANAGE THEIR TIME SUCCEED 2X MORE IN ONLINE LEARNING, STUDY FINDS

Module 9 – Global ethics and social responsibility

Interactive Diagram – Steps for Ethical Analysis

Steps for Ethical Analysis



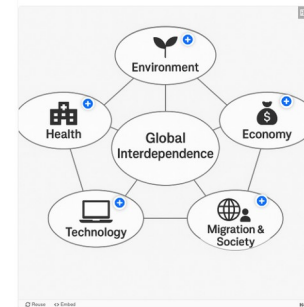
Step 1 – Identify Stakeholders

Start by asking: Who is involved, directly or indirectly? Stakeholders can include individuals, groups, or institutions affected by the decision – students, teachers, investors, NGOs, governments, and even future generations.

Example: In the AI tutoring case, stakeholders include students using the platform, universities purchasing it, the company's employees and investors, NGOs monitoring digital equity, and regulators ensuring privacy compliance.



Activity: UNESCO short video	Mark as done
Activity: Tracing Global Links	Done
Activity: Ethical Challenges of Globalization	Mark as done
Activity: Reflection Prompt	Mark as done
Activity: Everyday Ethical Choices	Mark as done
Activity: My Ethical Footprint	Mark as done
Activity: Your Ethical Footprint	Mark as done
9.a. Global Perspectives Understanding	Mark as done
9.b. Ethical Decision-Making	Mark as done
9.c. Sustainability Awareness	Mark as done
Activity: Reflection Prompt	Mark as done



Practical Example

Global interdependence becomes easier to understand when we look at a single event and trace its effects across multiple domains. Imagine that an extreme heatwave hits Southern Europe, with record-breaking temperatures lasting for weeks. How do you think this event might affect the different domains of global interdependence? Click on each domain to explore its impact.



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Still not enrolled?

Step 1: Create an Account on the Learning Platform (Moodle)

Go to the UA Talent Up E-Learning Platform: <https://ua-talent-up.cs.ucy.ac.cy/moodle/>

Click on Log in (top right corner) and select "Create new account".

Fill out the registration form with your username, secure password, and valid email address.

Check your email inbox (including the Spam folder) for a confirmation email and follow the link to activate your account.

Step 2: Complete the Initial Self-Assessment

On <https://ua-talent-up.cs.ucy.ac.cy/moodle/> platform, chose the Self-Assessment section.

Take the self-assessment. This helps evaluate your baseline knowledge and tailor your learning journey.

Submit your responses and review your results.

Step 5: Self-Enroll into Your MOOC

Log in to your new account at <https://ua-talent-up.cs.ucy.ac.cy/moodle/>.

Go to the Course Catalog / Site Home or search for the title of the MOOC for the training you have chosen.

Click on the course name. Click the "Enroll me" button (Self-enrollment) to gain access to the course content.



<https://uatalentup.eu/>



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Now, finally

'Create your own MOOC on Entrepreneurial and Global Competencies'

Gamified microcertifiable MOOC to teach how to create and publish MOOCs based on a gamification framework with the Opensource Software.

This MOOC is designed to transform educators into innovative facilitators by mastering modern pedagogical frameworks like EntreComp, Global Competencies, and Challenge-Based Learning. As a result, participants will be equipped to design and manage impactful, gamified MOOCs that foster entrepreneurial mindsets and global awareness in their students.



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Contents

- Module 1: Education 2.0 – Innovate & Impact
- Module 2: Master Entrecomp skills yourself and help others to succeed
- Module 3: Master global competencies and lead changes
- Module 4: Creating a living MOOC



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[‘Create your own MOOC on Entrepreneurial and Global Competencies’](#)

General

Welcome to UA-Talent2MOOC !

Course Prerequisites

Let's work as a team!

What do you think about MOOCs?

Feedback is important

Announcements

Module 1 – Education 2.0 ...

1.1 Technology-driven teaching

1.2 Incorporating pedagogical strategy

1.3 Collaborative education

UA-Talent2MOOC / General / Welcome to UA-Talent2MOOC !



Welcome to UA-Talent2MOOC !

Welcome to UA-Talent-UP guide on how to create a gamified MOOC on entrepreneurship and global competences!

This guide is designed to help you create your very own gamified MOOC focused on entrepreneurship and global competences. By the end of our journey together, the goal is for you to have a vision, or even a working prototype, for a course that will allow you to help others develop these crucial skills.

This course stems from the ERASMUS+ project "Stepping-up Entrepreneurship, Creativity and Intercultural Competences for High Quality Teaching in Ukraine" (UA-Talent-UP) which is driven by a commitment to improve the competences of teachers in Ukrainian higher education institutions. Key objectives we will keep in mind include:

- Enhancing teaching and assessment mechanisms of HEI and VET teachers concerning digital and entrepreneurial capacities, improvement of entrepreneurship, innovation, creativity and intercultural competences;
- Improving the skills and employability potential of students and general public;
- Promoting inclusive education, equality, equity and non-discrimination.

What do you think about MOOCs?

[Add discussion topic](#)[Subscribe to forum](#)

Discussion

Started by

Last post ↓

Replies Subscribe



Have you created online courses before?



Yuriy Skoren...
21 Mar 2026



Yuriy Skoren...
21 Mar 2026

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Have you taken MOOCs before?



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Module 1: Education 2.0 – Innovate & Impact

- **Key topics covered:** The module focuses on Education 2.0 principles, technology-driven teaching models, European and Ukrainian and Qualification Frameworks (EQF/NQF).
- **Learning objectives:** Objectives emphasize understanding the shift from teacher-centered to student-centered learning and the integration of digital, self-management, and communicative skills into education.
- **Activities:** Engagement is driven through Moodle-based activities including interactive quizzes, group assignments, and discussion forum.
- **Assessment and competence measurement tools:** Assessments consist of multiple-choice quizzes for knowledge checks, rubric-based assignment grading, and a self-reflection exercise.



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Module 1: Education 2.0 – Innovate & Impact

- **Gamification:** Integrating game-like elements (points, badges, leaderboards) into non-game contexts to increase engagement and motivation.



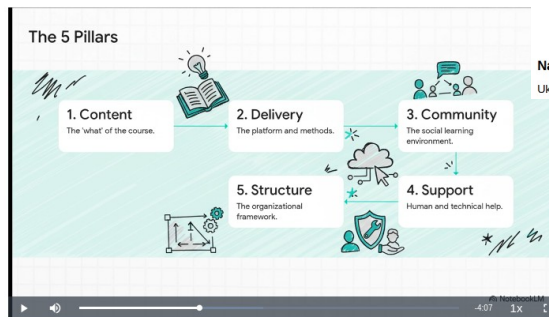
The Benefits of Embracing Technology in Education

The advantages of technology-driven teaching are extensive, impacting both students and educators:

For Students:

- **Enhanced Engagement:** Interactive content, multimedia resources, and collaborative tools make learning more dynamic and captivating.

- **Personalized and Flexible:** CBL often allows for personalized learning plans. Students can choose learning materials, projects, and assessments that align with their interests and learning styles. The flexible nature of CBL is particularly beneficial for adult learners and professionals.
- **Authentic Assessment:** Assessment in CBL is often practical and authentic. Students demonstrate their skills through real-world projects, portfolios, or simulations rather than traditional exams. This ensures that the competencies learned are directly applicable to real-life situations.



UA-Talent2MOOC / 1.8 Qualification Frameworks: EU and Ukraine

1.8 Qualification Frameworks: EU and Ukraine

Page Settings More

A comparison of the Qualification Frameworks in the EU and Ukraine reveals their close alignment, a result of Ukraine's ongoing efforts toward European integration. The [European Qualifications Framework \(EQF\)](#) acts as a translation tool, while Ukraine's [National Qualifications Framework \(NQF\)](#) is its national system that has been officially referenced to the EQF. This referencing process makes Ukrainian qualifications more understandable and comparable across Europe.

European Qualifications Framework (EQF)

The EQF is a voluntary, non-binding framework that serves as a common reference for all qualifications systems in Europe. Its main purpose is to increase the **transparency, comparability, and portability** of qualifications, supporting the mobility of workers and learners.

- **Structure:** The EQF uses an **8-level, learning outcomes-based** framework. The levels are defined by descriptors of what a learner "knows, understands, and is able to do" at each level.
- **Key Descriptors:** These are broken down into three categories: **knowledge, skills, and responsibility and autonomy**.
- **Purpose:** The EQF doesn't create qualifications itself; rather, it's a tool to relate different national qualification systems to a single common European framework. This allows employers and institutions to easily understand the value of a qualification from another country.

National Qualifications Framework of Ukraine (NQF)

Ukraine's NQF is the official system that organizes and describes all qualifications in the country. It was designed to align



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Welcome to UA-Talent2MOOC !

Course Prerequisites

Let's work as a team!

What do you think about MOOCs?

Feedback is important

Announcements

▼ Module 1 – Education 2.0 ...

1.1 Technology-driven teaching

1.2 Incorporating pedagogical strategy

1.3 Collaborative education

1.4 Competence-Based Learning

1.5 Activities for Engagement
(Quizzes, Assignments, Forums,
Hands-on Lab)

1.6 Gamification as a tool (Badges,
Levels, Leaderboards, Challenges,



What Is Education 2.0?

Education 2.0 is a pedagogical concept that developed from the principles of **Web 2.0**, which transformed the internet from a mainly static source of information into a dynamic, participatory, and user-driven environment.

In education, this means moving away from a traditional, teacher-centred model in which knowledge is passively transferred to students. Instead, Education 2.0 focuses on **collaboration**, **participation**, **personalisation**, and the **creation of knowledge** by learners.

The central idea is to empower students to become active participants in their own learning journey rather than simply consumers of information.

The Main Shift

Education 2.0 moves learning from **transmission** to **participation**. Students do not only receive knowledge; they discuss, create, reflect, collaborate, and contribute to shared understanding.

Key Pedagogical Strategies of Education 2.0

The principles of Education 2.0 are applied through several learner-centred strategies.

Continuous Feedback and Reflection

Student-Generated Content



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Open Glossary on MOOCs

Feel free to contribute or comment!

Add entry

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H

H5P

- H5P is a free and open-source authoring tool, content collaboration framework based on JavaScript.
- H5P is an abbreviation for HTML5 Package, and aims to make it easy for everyone to create, share and reuse interactive HTML5 content.
- H5P enables the Learning Management Systems to create interactive content like Interactive Videos, Presentations, Games Quizzes and more

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Levels, Leaderboards, Challenges,
Progress Bars, Feedback,
Collaboration)



Activities for Engagement at a Glance



Interactive Activities



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Module 1 – Education 2.0 ...

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- 1.4 Competence-Based Learning
- 1.5 Activities for Engagement (Quizzes, Assignments, Forums, Hands-on Lab)
- 1.6 Gamification as a tool (Badges, Levels, Leaderboards, Challenges, Progress Bars, Feedback, Collaboration)**
- 1.7 Focus on skills (Digital Skills, Self-Management, Communicative Skills)
- 1.8 Qualification Frameworks: EU and Ukraine
- 1.9 How will you help students to develop their superpowers?

● Feedback on Module 1

Module 1 - Quiz

● 🏆 Module 1 - Gold Badge

Key Gamification Elements and Their Application

Badges

Badges provide visible recognition for completing tasks, mastering skills, participating consistently, or reaching important learning milestones.

Levels

Levels give learners a clear sense of advancement and break complex content into manageable, structured stages.

Leaderboards

Leaderboards can support healthy competition and make achievement visible, but they should be used carefully so that they motivate rather than discourage learners.

Challenges

Challenges or quests place learning within a purposeful context, such as solving a problem, decoding a message, or completing a mission.

Progress Bars

Progress bars make advancement visible and give learners a continuous sense of momentum towards a task, module, or course goal.

Feedback

Immediate feedback helps learners understand how they are performing and adjust their strategies without waiting until the end of a task.

Collaboration

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1.3 Collaborative education

1.4 Competence-Based Learning

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> Module 2 – Master Entrec...

> Module 3 – Master Global ...

> Module 4 – Creating a livi...

The Two Qualification Frameworks

European Qualifications Framework (EQF)

The EQF is a voluntary, non-binding framework that acts as a common European reference for national qualification systems.

Main purpose: Increase the transparency, comparability, and portability of qualifications.

Structure

The EQF uses an **eight-level learning-outcomes framework**. Each level describes what a learner knows, understands, and is able to do.

Key descriptors

- Knowledge
- Skills
- Responsibility and autonomy

Role

The EQF does not award qualifications. It relates national qualification systems to a shared European reference so that employers and institutions can understand qualifications awarded

National Qualifications Framework of Ukraine

Ukraine's NQF is the official national system for organising and describing qualifications. It was designed to support educational reform and alignment with European standards.

Main purpose: Support recognition, legislative harmonisation, and links between education and employment.

Structure

The Ukrainian NQF also uses an **eight-level framework**, aligned directly with the EQF through an official referencing process.

Key descriptors

- Knowledge
- Skills
- Responsibility and autonomy
- Communication

Role

The NQF supports national and international recognition of Ukrainian qualifications and strengthens the connection between education,

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⌵

(Quizzes, Assignments, Forums, Hands-on Lab)

1.6 Gamification as a tool (Badges, Levels, Leaderboards, Challenges, Progress Bars, Feedback, Collaboration)

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Let's share

Great idea!

Vision of my own MOOC

Feedback on Module 1

Please, share your feedback on material of the module 1: is it clear what this course is about and how to use it?

Answering an open question, use the "Sandwich Technique", starting and ending with positive notes while keeping the core message clear and concise, please.

Mode: User's name will be logged and shown with answers

1. How clear and easy to understand was the module content? Scale: 1-5, from "1 - Very Confusing" to "5 - Very Clear" (1 - 5) 

2. Which specific section did you find most valuable for your personal or professional development?

3. How would you rate the balance between theoretical concepts and practical applications (e.g., interactive quizzes or tools)? (Scale: 1 - Too Theoretical / 2 - Too Practical / 3 - Just Right) (1 - 3)

4. To what extent do you feel more confident in applying these competencies in a real-world scenario after completing this module? (Scale: 1 - little or not at all / 5 - much more more confident) (1 - 5) 

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1.2 Incorporating pedagogical strategy

1.3 Collaborative education

1.4 Competence-Based Learning

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Module 1 - Quiz

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Question 7

Not yet answered

Marked out of 1.00

 Flag question

How can an LMS wiki be used specifically to support the Education 2.0 strategy of "student-generated content"?

- ☐ a. By providing a platform for asynchronous text-based debate
- ☐ b. By acting as a static content repository for downloads
- ☐ c. By using adaptive learning dashboards to suggest resources
- ☐ d. By allowing a class to collectively build and edit a communal knowledge base

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Quiz navigation

1	2	3	4	5	6	7
8	9	10				

[Finish attempt ...](#)



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?

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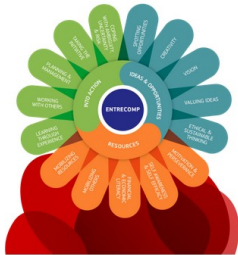
Module 2: Master Entrecomp skills yourself and help others to succeed

- **Key topics covered:** The module focuses on how to explain the EntreComp framework's three building blocks, assertive communication, and job-seeking strategies like the Elevator Pitch and Career Compass.
- **Learning objectives:** Objectives center on shifting the public perception of entrepreneurship toward personal empowerment, requiring learners to demonstrate they can apply these competencies in complex, varied, and real-world situations.
- **Activities:** Participants engage in self-reflective exercises practicing communication styles, quizzes and H5Ps, with iterative feedback loops to refine student performance through multiple attempts.
- **Assessment and competence measurement tools:** Assessment is conducted through Moodle-based quizzes featuring matching, multiple-choice, and true/false questions that test theoretical knowledge and terminology.



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Module 2: Master Entrecomp skills yourself and help others to succeed

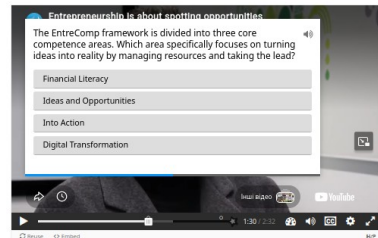


Each area is comprised of five specific competencies, for a total of 25. The framework's core idea is that an entrepreneurial mindset is developed by combining all three areas to transform ideas and opportunities into value for others.

1. Ideas and Opportunities

This area focuses on the creative and visionary aspects of entrepreneurship. It's about finding and developing potential value from challenges, needs, and opportunities. The competencies in this area are foundational to the entire entrepreneurial process.

- **Spotting Opportunities:** Identifying needs, wants, and challenges that could be met by creating value.



UA-Talent2MOOC / Quiz on building blocks on EntreComp competencies / Preview

Quiz on building blocks on EntreComp competencies

Quiz Settings Questions Results Question bank More

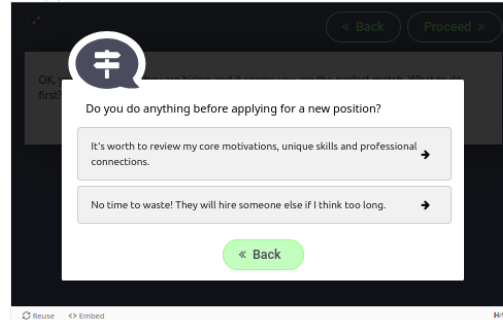
Back

Question 1
Not yet answered
Marked out of 1.00
Flag question
Edit question

The Four Stages of Competence are

1. **Unconscious Incompetence:**
2. **Conscious Incompetence:**
3. **Conscious Competence:**
4. **Unconscious Competence:**

Care to play?



Next page

1. Implementation

Don't wait for permission. Identify a small-scale problem you can solve and take the lead on it. For example, organise a study group, start a blog, or volunteer for a community project.

Turn

Card 1 of 4

The modern definition is far more **empowering**:



Entrepreneurship is not just about making money. It is a **competence for life**. It is the ability to transform a spark of an idea into something that creates **value** – whether that value is financial (profit), social (helping people), or cultural (enriching life). It's about being **proactive**.

Entrepreneurship is a Life Skill

Start by correcting a common myth: *Entrepreneur*



1a2. Professional Attitude: Implementation

This material helps students move from "Unconscious Incompetence" to "Unconscious Competence".



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X

General

Welcome to UA-Talent2MOOC !

Course Prerequisites

Let's work as a team!

What do you think about MOOCs?

Feedback is important

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Module 2 – Master Entrec...

2.1 Building Blocks of Entrecomp Competences

Quiz on building blocks on Entrecomp competencies

2.2 Helping others to develop Entrecomp Competencies

2.2.1 Developing Future Skills with UA-Talent-UP

2.2.2 Developing Entrepreneurial Knowledge with UA-Talent-UP

2.2.3 Embrace CBL and plan a hackathon with UA-Talent-UP



1. Ideas and Opportunities

This area focuses on the creative and visionary aspects of entrepreneurship. It's about finding and developing potential value from challenges, needs, and opportunities. The competencies in this area are foundational to the entire entrepreneurial process.

- **Spotting Opportunities:** Identifying needs, wants, and challenges that could be met by creating value.

Підприємництво — це про те, щоб бачити можливості

The EntreComp framework is divided into three core competence areas. Which area specifically focuses on turning ideas into reality by managing resources and taking the lead?

- Ideas and Opportunities
- Into Action
- Financial Literacy
- Digital Transformation

and to help them address those community while learning science.

1:30 / 2:32

Reuse

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Quiz on building blocks on Entrecomp competencies

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Question 2

Not yet answered

Marked out of 1.00

Flag question

The Four Stages of Competence are

1. **Unconscious Incompetence:**
2. **Conscious Incompetence:**
3. **Conscious Competence:**
4. **Unconscious Competence:**

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Quiz navigation

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Finish attempt ...

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● 2.2.4 Boost employability with UA-Talent-UP



Quiz on building blocks on Entrecomp competencies

Status	Finished
Started	Tuesday, 6 October 2026, 10:40 AM
Completed	Tuesday, 6 October 2026, 11:23 PM
Duration	12 hours 42 mins
Grade	4.00 out of 5.00 (80%)

Question 1

Incorrect

Mark 0.00 out of 1.00

Flag question

The competence 'Coping with uncertainty, ambiguity and risk' is found in which area?

- ☒ a. Ideas and Opportunities ✖ **Incorrect - This is the visionary stage.**
- ☐ b. Personal Skills
- ☐ c. Resources
- ☐ d. Into Action

Because the entrepreneurial process is rarely linear, "Into Action" includes the psychological and managerial ability to handle risk. Action requires bravery in the face of the unknown.

The correct answer is:
Into Action

Question 2

Correct

The Four Stages of Competence are



Quiz navigation



Show one page at a time

Finish review

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2.3 Using the Entrecomp Rubrics for Assessment

● Entrecomp assessment

● Entrecomp rubrics-based

Check Your Understanding: Challenge-Based Learning

Challenge-Based Learning Phases

Drag the words into the correct boxes

Observation Logs (**Analyse**): Have learners observe

campus life to identify "daily struggles" such as stress, loneliness, or pressure to perform.

"No Limits" Brainstorming (**Imagine**): Encourage learners

to generate at least three distinct concepts—such as events, digital tools, or physical objects—without worrying about initial constraints.

Persona Creation (): To go beyond surface-level

issues, learners should create a User Persona (e.g., "Fatima, an international student who feels isolated") to identify specific needs

Assess

Ideate

Realise

Explore

Tinker

Prove

Investigate

Detect

Evaluate

Prototype

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Module 2 – Master Entrec...

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Quiz on building blocks on Entrecomp competencies

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Entrecomp assessment

Entrecomp rubrics-based assessment

Module 2 - Gold Badge

Module 2 - Quiz

Your Turn

Knowing the process is only the beginning. The next step is to write a concept and plan for your own hackathon.

My Hackathon

Documentation tool

- ☐ Your Hackathon
- ☐ Setting the Stage: The Challenge & Kick-off
- ☐ Hackathon challenges
- ☐ Team Formation
- ☐ Team Formation summary
- ☐ Mentors and jury
- ☒ Agile Management
- ☒ Developing the Concept: Business Logic
- ☐ Day 1: Discovery & Definition
- ☐ Day 2: Ideation & Development
- ☐ The Finale: The High-

Developing the Concept: Business Logic

The **BMC Grid** requires teams to map their solution onto the nine building blocks of the **Business Model Canvas (BMC)**. This ensures they consider **Revenue Streams, Key Partnerships, and Cost Structures** early on. *

Your vision of BMC Grid

Remaining characters: 1000

Empathy Mapping: Before prototyping, teams should complete an **Empathy Map** to deeply understand the experiences, thoughts, and feelings of their target users.

Your vision of Empathy Mapping

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Announcements

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- 2.3 Using the Entrecomp Rubrics for Assessment
- Entrecomp assessment
- Entrecomp rubrics-based assessment

1. Discover
Clarify goals and strengths.

2. Position
Tailor the professional brand.

3. Apply
Communicate value with evidence.

4. Refine
Learn from feedback and repeat.

Interactive Career Challenge

Dream Job Will Be Mine!

How to write an application letter?

A generic template will do. The faster I submit, the sooner I'll get the job. →

It is worth the effort to write a cover letter tailored to a specific role. →

« Back

Reuse H-P

Pair Role-Play Activity

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Module 3: Master global competencies and lead changes

- **Key topics covered:** The module focuses on how to explain the building blocks of global competence, methods for developing these competencies through education and active learning, and the use of assessment rubrics.
- **Learning objectives:** Objectives focus on enabling learners to explain intercultural issues, practice perspective-taking, and recognize the interconnectedness of global challenges like climate change and migration.
- **Activities** include analyzing global issues from multiple viewpoints, participating in collaborative projects with diverse peers, and engaging in personal reflection on cultural biases.
- **Assessment and competence measurement tools** use quizzes and H5Ps based on the UA-Talent-UP Global Competences framework, which evaluate knowledge depth, communication skills, and openness on a scale of proficiency.



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Module 3: Master global competencies and lead changes

UA-Talent2MOOC / 3.2 Developing Global Competences with UA-Talent-UP

3.2 Developing Global Competences with UA-Talent-UP

Page Settings More ▾

As you learned from the [Entrepreneurial & Global competences](#) course, developing global competences requires a combination of formal education, active learning, and personal reflection. It's a continuous process that involves engaging with the world, both in person and digitally.

1. Through Education

Educational institutions play a key role in fostering global competencies.

- **Integrate Global Issues into the Curriculum:** Teachers can use current events and global challenges (like climate change, migration, or public health crises) as subjects for discussion and projects across various disciplines, from social studies to science.
- **Encourage Critical Thinking and Perspective-Taking:** Educators should challenge students to analyse issues from multiple viewpoints. Activities like debates, role-playing, and case studies help students practice understanding and articulating perspectives different from their own.
- **Use Collaborative Projects:** Assign group projects that require students to collaborate with peers from diverse backgrounds, either in person or through digital platforms. This helps them practice communication and teamwork across cultural lines.

2. Through Active Learning and Experience

Practical experience is essential for developing global competencies.



It involves choosing words that are familiar to your audience and structuring your message in a way that avoids ambiguity.

Feedback

Clarity

Tone

Structure

UA-Talent-UP Rubrics for Global competences

UATalentUP's Global Competences Framework is organised into four interconnected domains, each containing specific competences assessed in the UATalentUP rubric:

- **Communicative and Collaborative Competencies:** Effective Communication Skills, Multilingual Proficiency and Cultural Sensitivity, Collaborative Skills — addressing the learner's ability to communicate across contexts, work in teams and bridge linguistic and cultural differences.
- **Cultural and Global Awareness:** Global Issues Awareness, Empathetic Engagement and Conflict Resolution, Cultural Adaptability — addressing the learner's capacity to understand global dynamics, navigate cross-cultural situations and engage empathetically with diverse perspectives.
- **Critical Thinking and Problem-Solving Skills:** Critical Thinking Skills, Strategic Problem-Solving Skills, Data Interpretation, Evaluation & Solution Design — addressing analytical reasoning, structured problem definition and evidence-based solution development.
- **Self-Management Skills and Global Ethics & Social Responsibility:** Core Self-Management Skills, Emotional Intelligence, Coping with Uncertainty and Resilience, Global Perspectives Understanding, Social Responsibility, Sustainability Awareness — addressing personal effectiveness, ethical decision-making and responsible global citizenship.

Each competence within these four domains is operationalised across the four proficiency levels in the self-assessment rubric, with concrete behavioural descriptors at each level and a corresponding set of development recommendations. Each competence is operationalised across four proficiency levels: Beginner, Intermediate, Advanced, and Expert.

Competence	Beginner	Intermediate	Advanced	Expert
COMMUNICATIVE & COLLABORATIVE COMPETENCIES				
Effective communication	Struggles to articulate ideas clearly; relies on one style for all contexts	Conveys ideas with reasonable clarity; sometimes adjusts to the audience	Consistently delivers clear, well-structured messages; adapts to diverse audiences	Excels across contexts; mentors others in verbal and non-verbal techniques
Multilingual proficiency & cultural sensitivity	Limited language exposure; relies solely on local perspective	Communicates at basic level in 2+ languages; beginning to recognise cultural differences	Confidently uses multiple languages; adapts style to diverse cultural norms	Serves as a linguistic and cultural bridge; champions multilingual initiatives

What does Barker mean when she describes Cultural Competence as an "inside job"?

It requires an ongoing personal commitment to self-examination, shifting attitudes, and lifelong learning.

It is a task that can only be completed by those who work inside a specific cultural community.

It is a private HR initiative that should not be discussed with the public.

What is the primary goal of using "systems thinking" when studying a global system?

To see beyond isolated events and trace relationships and unintended consequences.

To focus on one specific event at a time.

To ignore power dynamics in favor of economic data.

To ensure that only decision-makers benefit from the system.



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- EntreComp assessment
- EntreComp rubrics-based assessment
-  Module 2 - Gold Badge

- Feedback on Module 2

- 3.2a Teaching for Tomorrow: Integrating Communicative and Collaborative Competences
- 3.2b Teaching for Global Citizenship: Integrating Cultural and Global Awareness into Higher Education

Interactive Check: Framework Objectives

Global Competences Framework Objectives

Learn what the Objectives of the Global Competences Framework are

To increase the employability of citizens by equipping them with the skills that are in demand in the global marketplace, thereby also enhancing their mobility and job opportunities.

 Turn

Card 1 of 6



 Reuse

H-P

Three Key Benefits

 Translate Course

● EntreComp assessment

● EntreComp rubrics-based assessment

●  Module 2 - Gold Badge

Module 2 - Quiz

● Feedback on Module 2

▼ **Module 3 – Master Global ...**

3.1 Building Blocks of Global Competences

Quiz: Why do we need global competences?

3.2 Developing Global Competences with UA-Talent-UP

● 3.2a Teaching for Tomorrow: Integrating Communicative and Collaborative Competences

● 3.2b Teaching for Global Citizenship: Integrating Cultural and Global Awareness into Higher Education

● 3.2c Pedagogy of Inquiry: Teaching Critical Thinking & Problem Solving

Quiz: Why do we need global competences?

Back

Question 2

Not yet answered

Marked out of 1.00

 Flag question

Equipping individuals with global competences significantly enhances their employability, not only within their home countries but also on an international scale brings

Individual Benefits

By promoting understanding and respect for diverse cultures, global competences enhance social cohesion and contribute to more harmonious relationships within and between communities, thus bringing

Integrating global competences into real-world contexts, engaging students in learning environments, thus bringing

GlobalComp enhances the capacity through improved adaptability to new market demands and opportunities, thus bringing

Individual Benefits
Educational Benefits
Societal Benefits
Benefits to Post-Conflict Reconstruction

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Module 2 - Quiz

- Feedback on Module 2
- Module 3 – Master Global ...
- 3.1 Building Blocks of Global Competences
- Quiz: Why do we need global competences?
- 3.2 Developing Global Competences with UA-Talent-UP
- 3.2a Teaching for Tomorrow: Integrating Communicative and Collaborative Competences**
- 3.2b Teaching for Global Citizenship: Integrating Cultural and Global Awareness into Higher Education
- 3.2c Pedagogy of Inquiry: Teaching Critical Thinking & Problem Solving
- 3.2d The Resilient Educator: Fostering Self-Management and EI in the Classroom
- 3.2e Ethics in Action: Integrating



Interactive Check: Verbal Communication

It conveys emotion, attitude, and intention, and can significantly influence how your message is received. It refers to how something is said, not just what is said. 

Structure

Clarity

Feedback 

Tone

 Reuse

H-P

Instructive Resources: TED Talks

These talks can help learners connect communication theory with practical examples. Encourage students to reflect on the techniques demonstrated and consider how they could apply them in academic, professional, and intercultural contexts.

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Module 4: Creating a living MOOC

- **Key topics covered:** The module covers the strategic design of a MOOC, including target audience profiling, pedagogical goal setting as well as Moodle feature implementation (quizzes, workshops, gamification etc)
- **Learning objectives:** Objectives focus on empowering teachers to facilitate transformative global learning experiences, mastering the EntreComp framework, and cultivating inclusive, accessible digital environments.
- **Activities:** Learners engage in planning gamified paths with H5P, designing interdependent teamwork challenges, and creating structured weekly learning rhythms for diverse audiences.
- **Assessment and competence measurement tools:** Competence is measured through a mix of Moodle-based quizzes, peer-assessment workshops, and the issuance of verifiable micro-certifications.



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Module 4: Creating a living MOOC

UA-Talent2MOOC / My own course will be on ...

My own course will be on ...

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☐ Entrepreneurial Competencies ☐ Global Competencies ☒ Both Entrepreneurial and Global Competencies

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Open Glossary on MOOCs

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Feel free to contribute or comment!

Mark as done

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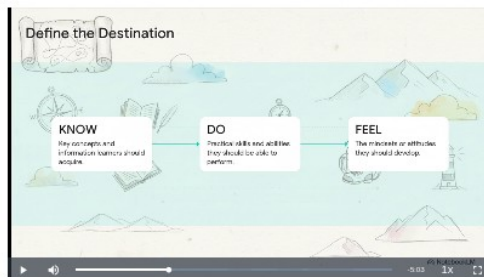
UA-Talent2MOOC / 4.3 Designing the learning journey

4.3 Designing the learning journey

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The learning journey: Expected Outcomes, Structure, Community, Content, Delivery, Support

Designing a learning journey requires a strategic approach that aligns all elements to achieve the desired outcomes. A well-designed journey is more than just a sequence of content; it's an experience that guides a learner from their initial state to mastery.



1. Expected Outcomes

Before anything else, define what learners should be able to **know**, **do**, and **feel** by the end of the journey. This is the

to UA-Talent2MOOC / Feedback on the MOOC



Feedback on the MOOC

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UA-Talent2MOOC / 4.7 Inclusion and accessibility

4.7 Inclusion and accessibility

Page Settings More ▾

Assuring the inclusion and accessibility of a MOOC (Massive Open Online Course) requires a proactive and intentional approach to course design. You must consider the diverse needs of learners from different backgrounds, abilities, and with varying access to technology.

1. Accessible Course Content

The most critical step is to ensure all course materials are accessible to learners with disabilities.

- Alternative Formats:** Provide text transcripts for all video and audio content. Add closed captions to videos. For images, use descriptive alt text.
- Readable Design:** Use clear, high-contrast colors and a legible font. Avoid using color alone to convey meaning (e.g., don't just use red for incorrect answers).
- Structured Documents:** Use proper headings, lists, and tables in all documents (PDFs, Word files). This makes them readable by screen readers and other assistive technologies.

2. Inclusive Pedagogy

Design the course with a variety of teaching methods to accommodate different learning styles and cultural backgrounds.

- Diverse Examples:** Use examples, case studies, and stories that represent a wide range of cultures, genders, and experiences.
- Flexible Accommodations:** Offer options for completing assignments. For example, allow students to submit an audio recording.

UA-Talent2MOOC / Great idea!

Culturally communicate Great idea!

3. Technology Workshop Settings Assessment form Submissions allocation More ▾

Select and use tech

Assessment phase
Switch to the assessment phase



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[Create your own MOOC on Entrepreneurial and Global Competencies](#)

3.3 GlobalComp Rubrics for assessment

- Module 3 - Quiz
-  Module 3 - Silver Badge
- Feedback on Module 3
- ▼ **Module 4 – Creating a livi...**
- My own course will be on ...

4.1 What's your goal?

4.2 Describing your target audience

4.3 Designing the learning journey

4.4 Essential Moodle Features

4.5 Planning Gamification

4.6 Teamwork challenges

4.7 Inclusion and accessibility

4.8 Ethical considerations

4.9 Customization, Management, Maintenance & Support

4.10 Issuing micro-certifications

The Weekly Learning Rhythm

Introduction

A short video or text introducing the topic and learning objectives.

Content

Videos, readings, examples, and supporting resources.

Activity

A quiz, forum contribution, reflection, or practical assignment.

Collaboration

A peer-to-peer or group task that supports shared learning.

Communication Routine

Weekly messages should remind learners of deadlines, summarise important points, acknowledge progress, and direct them towards upcoming activities.

Feedback Loop

Use quizzes, peer reviews, polls, and short reflections to help learners monitor their progress, recognise difficulties, and remain motivated.

Key Takeaway

A diverse MOOC audience benefits from accessible content, clear onboarding, predictable weekly routines,

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<https://ua-talent-up.cs.ucy.ac.cy/moodle/mod/page/view.php?id=165>

Module 4 – Creating a living MOOC

My own course will be on ...

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Module 4 - Quiz

Feedback on Module 4

Module 4 - Bronze Badge

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Vision of my own MOOC

4.5 Planning Gamification

Gamification Tools in Moodle

Gamification in Moodle is most effective when it is planned as a complete learning system rather than as a collection of isolated games.

The goal is to combine interaction, progression, recognition, feedback, and visible achievement so that learners remain motivated while developing genuine competence.

Design the Experience, Not Just the Game

H5P creates interaction, activity completion defines progress, conditional access creates levels, badges recognise achievement, and the Gradebook and feedback make performance visible.

1. H5P: The Interactive Engine

H5P

Action and

H5P turns static course material into interactive learning experiences and provides the immediate action-and-response cycle that sits at the centre of many gamified activities.

Instead of relying only on traditional quizzes, use interactive presentations, branching scenarios, drag-and-drop tasks, matching

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Module 4 - Quiz

● Feedback on Module 4

● 🏆 Module 4 - Bronze Badge

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● Feedback on the MOOC

● Open Glossary on MOOCs

4.10 Issuing micro-certifications

Designing and Issuing a MOOC Micro-Certification

A micro-certification should recognise demonstrated competence rather than simple participation.

It should identify a specific skill, define measurable mastery criteria, and use a verifiable digital credential that clearly communicates what the learner has achieved.

More than a Completion Certificate

A participation certificate confirms attendance or course completion. A micro-certification should provide evidence that a learner has mastered a defined and assessable competency.

1. Define the Competency

Begin by identifying the specific skill or competency that the micro-certification will represent.

The outcome should be narrow, observable, and relevant to academic, professional, or entrepreneurial practice.

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4.4 Essential Moodle Features

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Module 4 - Quiz

● Feedback on Module 4

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▼ Completion Certificate

MOOC 2 Certificate



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Vision of my own MOOC

Opened: Tuesday, 6 October 2026, 12:00 AM

Due: Friday, 30 October 2026, 12:00 AM



Add submission

File submissions

Maximum file size: 100 MB, maximum number of files: 20

Files



You can drag and drop files here to add them.

Save changes

Cancel

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<https://ua-talent-up.cs.ucy.ac.cy/moodle/mod/assign/view.php?id=176>



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4.4 Essential Moodle Features

4.5 Planning Gamification

4.6 Teamwork challenges

4.7 Inclusion and accessibility

4.8 Ethical considerations

4.9 Customization, Management, Maintenance & Support

4.10 Issuing micro-certifications

Module 4 - Quiz

Feedback on Module 4

 Module 4 - Bronze Badge

▼

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Feedback on the MOOC

Open Glossary on MOOCs

▼

 Completion Certificate

MOOC 2 Certificate



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Feedback on the MOOC

You know perfectly well that feedback from learners is important because it clarifies performance, boosts motivation, and improves teaching methods. It creates a bridge between current understanding and learning goals.

Please, help me see if my methods work or need changes. Your feedback will make future classes better.

Answer the questions

✓ Done



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<https://ua-talent-up.cs.ucy.ac.cy/moodle/mod/feedback/view.php?id=247>

European Council adopts recommendations for enabling successful digital education and training

Date: 24/11/23

The European Council adopted a set of recommendations on 23 November 2023, on the key enabling factors for successful digital education and training, and on improving the provision of digital skills and competences in education and training. With this package, the Council is addressing the need to make education fit for real digital transformation and able to keep pace with rapidly changing times and technologies.

Among other measures, the recommendations call on Member States to:

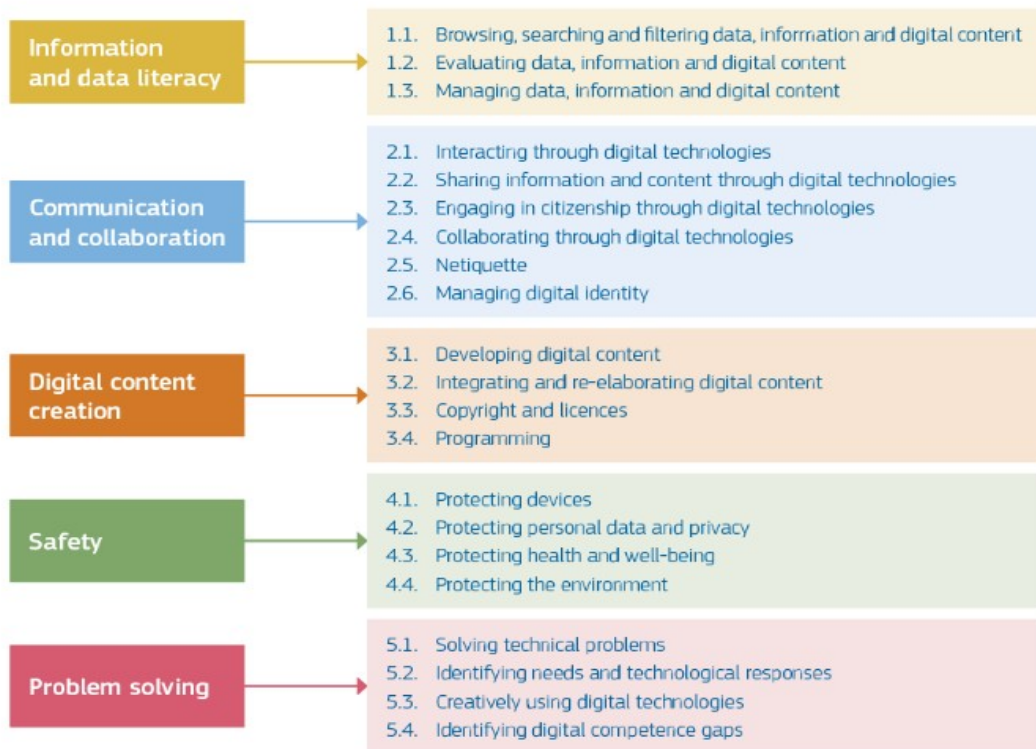
- integrate digital technologies into teaching and empower teachers to use them;
- support the development of digital educational tools, including research into the impact of AI;
- take cybersecurity measures in education and training, including awareness-raising;
- invest in connectivity, digital infrastructure and digital accessibility in education and training.



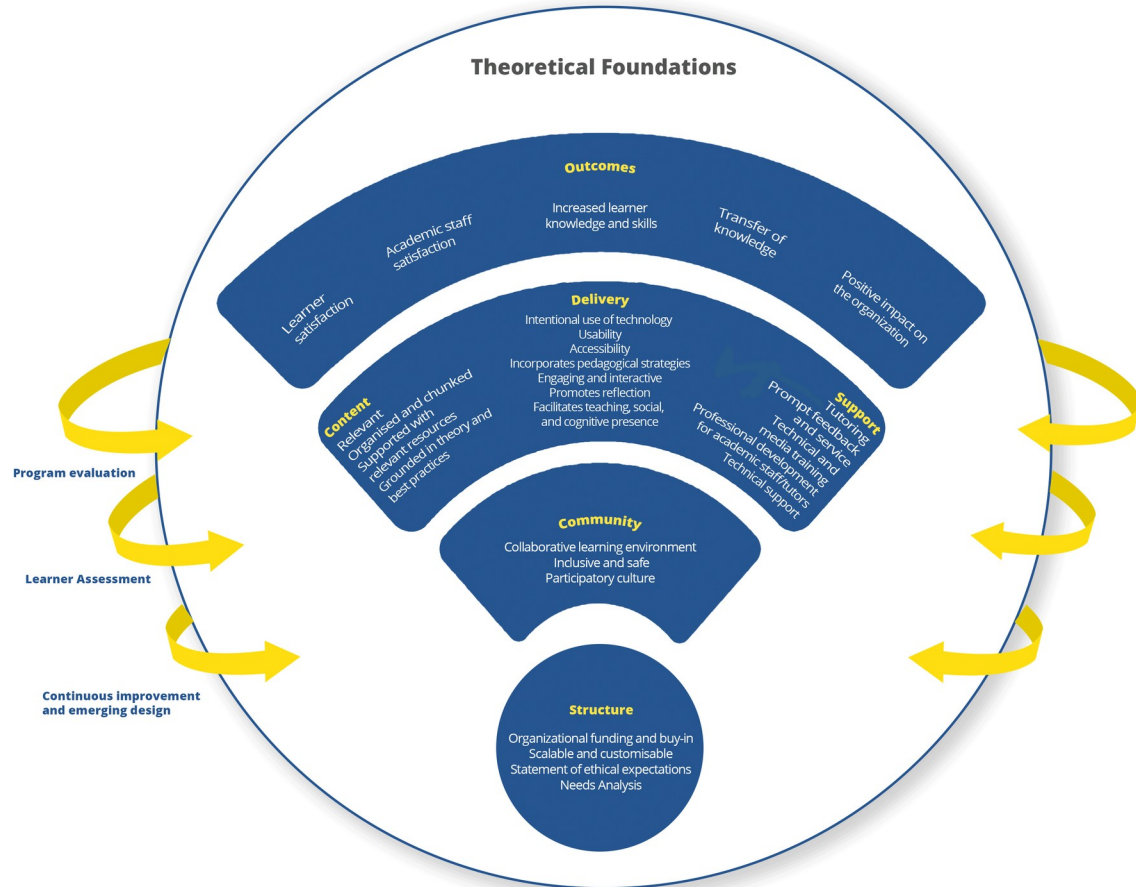
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The Digital Competence Framework for Citizens

With new examples of knowledge, skills and attitudes



Approach: University of Cyprus



Approach:
University of Cyprus

Basic Elements

- 1. Outcomes:** aim, results, measurable learning objectives
- 2. Content:** all the material
- 3. Delivery:** inclusive, accessible
- 4. Support:** tutor, feedback
- 5. Community:** collaboration, inclusiveness
- 6. Structure:** unified, each course/module, each inner section

Subvariables (EU Digit Framework):

Delivery:

- Intentional use of technology
- Usability
- Accessibility
- Incorporates pedagogical strategies
- Engaging and interactive
- Promotes reflection
- Facilitates teaching, social, and cognitive presence

Community:

- Collaborative learning environment
- Inclusive and safe
- Participatory culture

<http://project-digit.eu/wp-content/uploads/2020/08/Variable-table.pdf>

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32016L2102>

What is Gamification?



“Gamification is the use of game thinking and game mechanics to engage users in solving problem”

Zichermann, Gabe; Cunningham, Christopher (August 2011) Gamification by Design

“Gamification is used in applications and processes to improve user engagement, return on investment, data quality, timeliness, and learning”

Herger, Mario (May. 21, 2012). "Gamification Facts & Figures".

“The use of game elements and game design techniques in non-game contexts.”

Werbach, Kevin – Gamification MOOC 2012



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Gavin Henrick
Gamification -
What is it and
What it is in
Moodle

Some Game Elements

- Avatars
- Badges
- Levels
- Points
- Progression
- Quests
- Resource Collection
- Rewards

Gamification is not ...

- Simulations
- Serious games in business
- Chess
- World of Warcraft
- Game based learning



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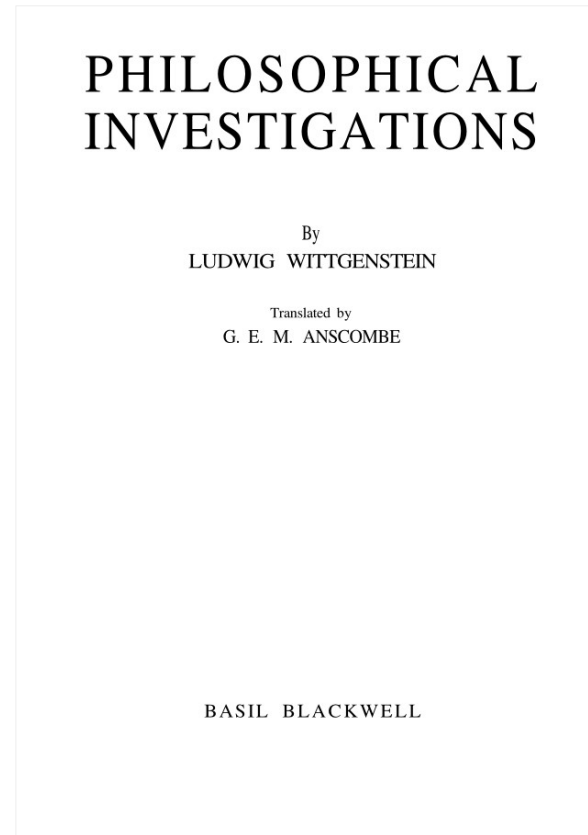
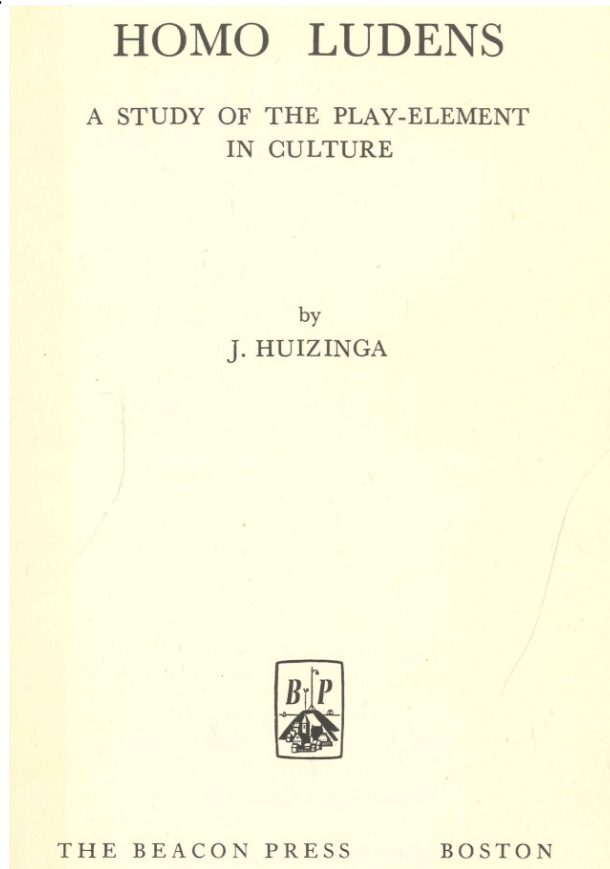
Gavin Henrick
Gamification -
What is it and
What it is in
Moodle

Gamification Toolkit

- Groups
- Quiz Results Block
- Progress Bar
- Certificate
- Activity Completion
- Conditional Access
- Badges



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How do we know we succeed:



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Module 4 - Quiz

● Feedback on Module 4

●  Module 4 - Bronze Badge

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Vision of my own MOOC

● Feedback on the MOOC

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▼ Completion Certificate

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Vision of my own MOOC

Opened: Tuesday, 6 October 2026, 12:00 AM

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Submission status

Attempt number	This is attempt 1 (1 attempts allowed).
Submission status	No submissions have been made yet
Grading status	Not graded
Time remaining	23 days 12 hours remaining
Last modified	-
Submission comments	Comments (0)



Stepping-up Entrepreneurship, Creativity and Intercultural Competences for High Quality Teaching in Ukraine

This

Certificate

is proudly presented to

Test User One

For completing the online training course titled

'Create your own MOOC on Entrepreneurial and Global Competencies'

and earning the following badges



Awarded on 7 August 2026



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Let's move UP together!

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