



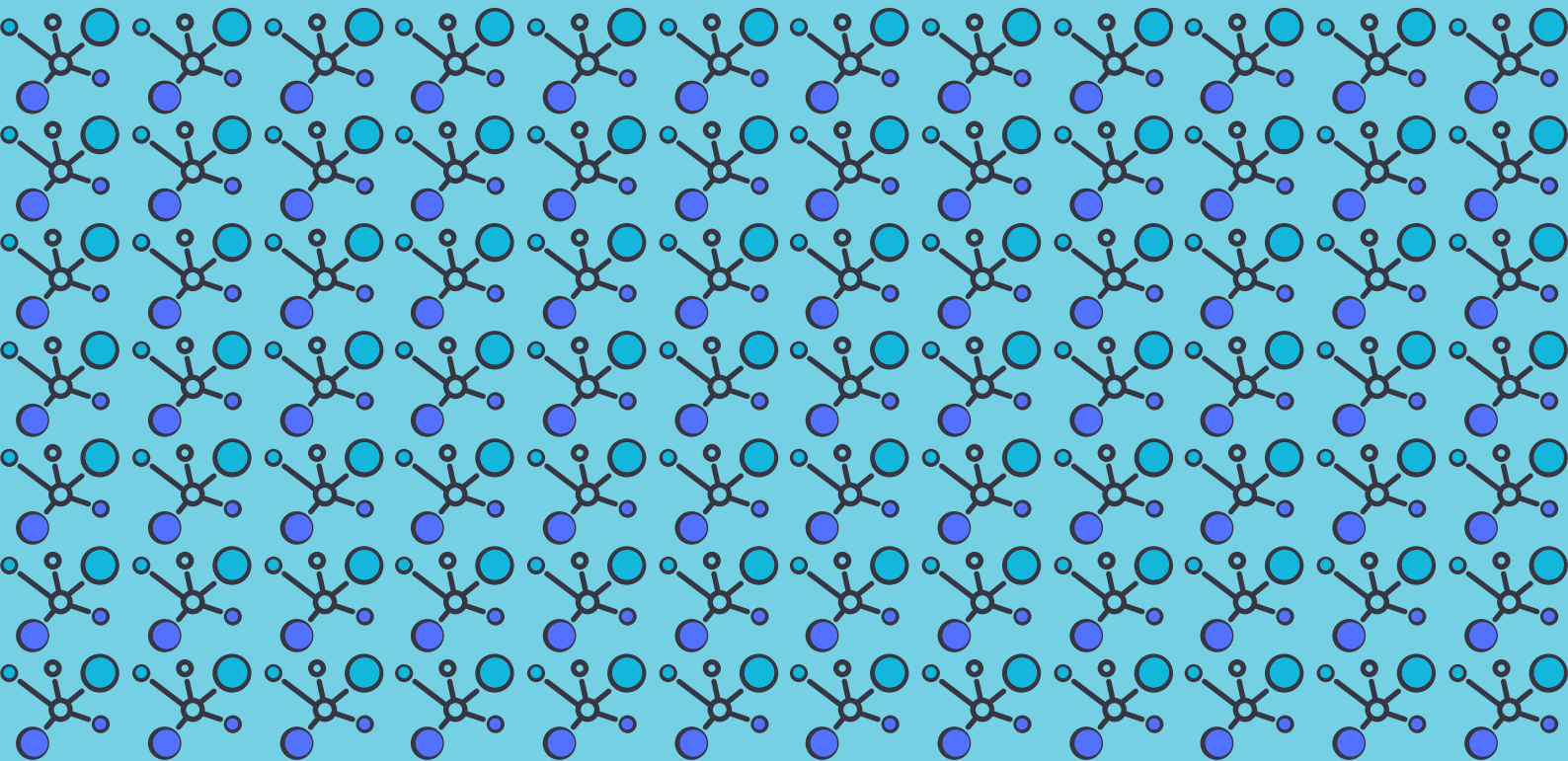
2024-1-SI01-KA220-ADU-000243489



Co-funded by  
the European Union

user guide

# LIDDA MOOC





2024-1-SI01-KA220-ADU-000243489



Co-funded by  
the European Union

# user guide

# LIDDA MOOC

[www.reallygreatsite.com](http://www.reallygreatsite.com)



Center za  
izobraževanje in  
kulturo Trebnje



nekser



# INDEX

## user guide LIDDA MOOC

01	<u>Introduction to the MOOC</u>	Pag. 4
02	<u>Who the MOOC is for</u>	Pag. 6
03	<u>How to access the course</u>	Pag. 8
04	<u>How to choose language</u>	Pag. 10
05	<u>How to move through the course</u>	Pag. 12
06	<u>Explanation of modules, lessons, videos, tasks and quizzes</u>	Pag. 14
07	<u>How to track progress</u>	Pag. 18
08	<u>How to complete the MOOC</u>	Pag. 22
09	<u>How to get support</u>	Pag. 24
10	<u>Accessibility and learning tips</u>	Pag. 26





1

# Introduction to the MOOC





# Introduction to the MOOC

Welcome to the **LIDDA MOOC** (Massive Open Online Course), developed within the Erasmus+ project **Learning and Inclusion with Digital Daily Activities** (LIDDA). This MOOC was created to support educators, trainers, support staff and organisations working with adults with intellectual disabilities in developing accessible, engaging and cognitively appropriate digital learning opportunities.

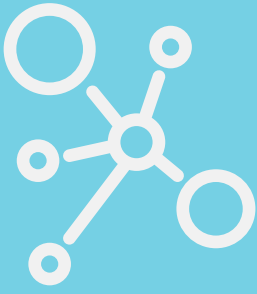
The course is based on the **LIDDA Methodology**, which combines **pedagogical approaches, cognitive accessibility principles and practical digital tools** for the creation of microlearning modules. The MOOC aims to strengthen educators' competences in designing and using digital learning materials that are clear, inclusive and connected to the everyday lives of adults with intellectual disabilities.

The learning environment is built on **Moodle** and integrates **interactive activities, multimedia content and microlearning approaches** to support flexible and self-paced learning. Throughout the course, participants will explore both **pedagogical and technical aspects** of accessible digital education, including Easy-to-Read principles, visual design, multimedia creation, H5P interactive tools and strategies for supporting engagement and participation.

The MOOC is structured into short and practical learning units that can be completed individually or used within group learning environments. Each module combines **theory, practical examples, multimedia elements and interactive activities** to support active learning and immediate application in practice. This structure follows the LIDDA methodology recommendation that digital learning for adults with intellectual disabilities should be **concise, visually clear, interactive and directly connected to real-life situations**.

By participating in this MOOC, educators will not only improve their **digital competences**, but also develop a deeper understanding of **accessibility, inclusion and learner-centred design**. The course encourages reflective practice, continuous improvement and the creation of digital learning experiences that empower adults with intellectual disabilities to participate more confidently and independently in digital society.

The LIDDA MOOC contributes to wider European priorities related to digital inclusion, lifelong learning and accessibility, supporting the implementation of the **Digital Education Action Plan 2021-2027**, the **European Accessibility Act** and the **UN Convention on the Rights of Persons with Disabilities**.



②

# Who the MOOC is for





## Who the MOOC is for

The LIDDA MOOC is designed primarily for educators and professionals working with adults with intellectual disabilities. This includes teachers, trainers, support staff, caregivers, social workers, adult education providers and representatives of disability organisations who wish to improve their digital and pedagogical competences in the field of accessible online learning.

### **The course is particularly relevant for professionals who:**

- support adults with intellectual disabilities in everyday learning and participation,
- create or adapt educational materials,
- use digital tools in educational or support environments,
- or wish to develop more inclusive and accessible learning experiences.

The MOOC is suitable for participants with different levels of digital competence. Some users may already have experience with online learning platforms and digital content creation, while others may be using these tools for the first time. For this reason, the course has been designed in a step-by-step, practical and supportive way, allowing learners to progress gradually and confidently.

### **In addition to educators, the MOOC may also be beneficial for:**

- vocational education and training (VET) professionals,
- lifelong learning providers,
- NGOs and community organisations,
- family support organisations,
- and professionals involved in digital inclusion initiatives.

The course supports organisations that aim to strengthen accessibility and inclusion within their educational practices. By using the LIDDA methodology and tools, organisations can improve the quality of their digital learning offers and provide more meaningful participation opportunities for adults with intellectual disabilities.



3

# How to access the course



## How to access the course

The LIDDA MOOC is available through the project's online learning platform. Users can access the course in three ways, depending on whether they want to only view the materials or fully complete the course and receive a certificate.

### Access as a Guest

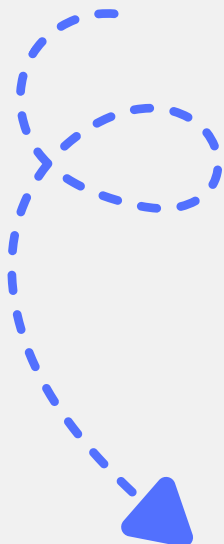
The courses allows guest access. To enter as a guest, click "Access as a guest" on the login page. Guest access allows users to view the course content and activities. However, progress is not saved, completed activities are not tracked, and certificates are not issued in guest mode.

### Create a New Account

Users who want full access should create an account. On the login page, click "Create new account", fill in the required information and confirm the account through the confirmation email. After logging in with a personal account, users can track their progress, continue learning later, revisit completed activities and receive a certificate after successful course completion.

### Log in with a Google Account

Users can also log in by clicking "Login with GOOGLE account". They can then use their Gmail account to access the course. This option also enables progress tracking, activity completion and certificate issuing after successful course completion.




### Why log in?

To get the most out of this platform, we strongly recommend logging in before you begin. When you're logged in, your progress is automatically saved, allowing you to continue learning at your own pace. You'll also be able to track your results, revisit completed activities, and, where applicable, receive a certificate upon successful completion.

Logging in ensures a more personalized and complete learning experience.

You may continue as a guest if you prefer, but please note that your progress will not be saved and certificates will not be issued in guest mode.



[Lost password?](#)

**Log in**

---

Log in using your account on:

[Login with GOOGLE account](#)

---

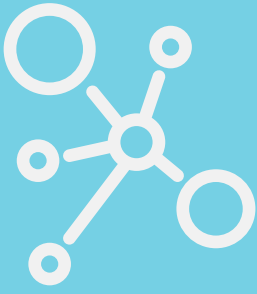
Is this your first time here?

For full access to this site, you first need to create an account.

[Create new account](#)

---

English (en) v [Cookies notice](#)



4

# How to choose language



## How to choose language

The way users choose the course language depends on whether they access the MOOC as a guest or as a logged-in user.

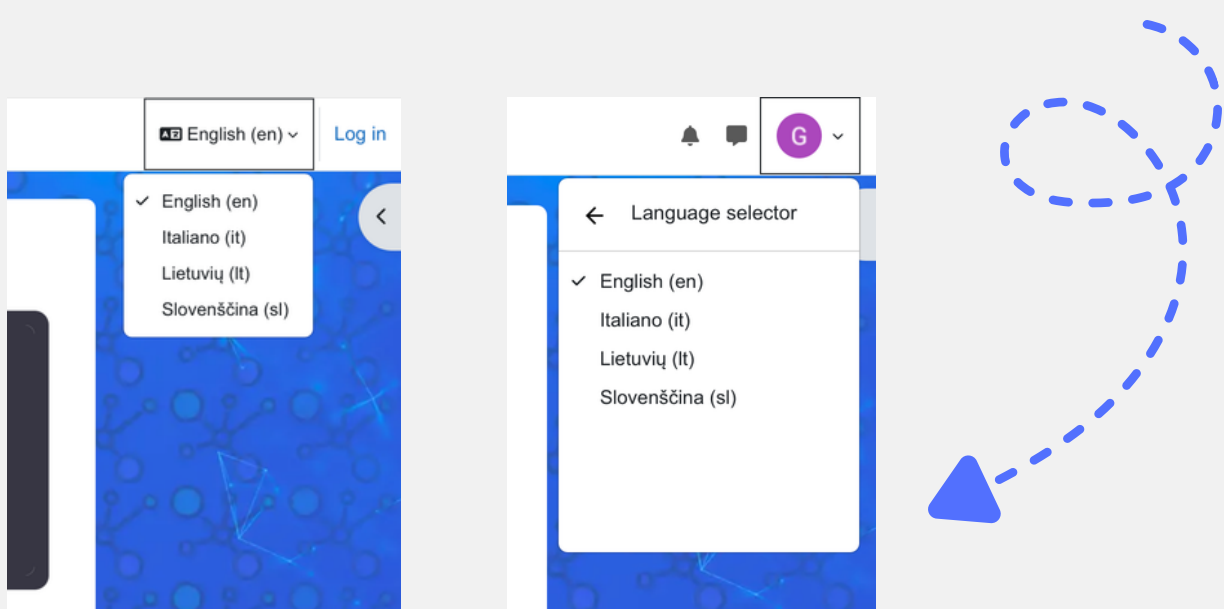
In **guest access mode**, the selected language can be changed at the bottom right side of the platform. However, in guest mode, the language choice and learning progress are not saved.

When users are **logged in with an account**, the platform automatically opens in English by default. To change the language, users should click on their **profile icon**, select **Language**, and then choose the most appropriate language from the drop-down menu.

After selecting the language, this language will become the user's default language for future visits. When the user logs in again, the platform will open in the selected language.

It is important to note that progress is tracked separately for each language. This means that if a user starts the course in one language and later changes to another language, progress in the new language will start from the beginning. Progress in the previous language will remain saved separately.

For this reason, users are encouraged to choose their preferred language before starting the course and continue learning in the same language until completion.





5

# How to move through the course



## How to move through the course

### The LIDDA MOOC is divided into two main parts:

- 1.Theory
- 2.Technical

Before starting the lessons, users must complete the **pre-assessment test**. This test helps evaluate their existing knowledge and skills before taking the course. Completion of the pre-assessment test is required in order to unlock the course lessons and receive the certificate at the end of the course.

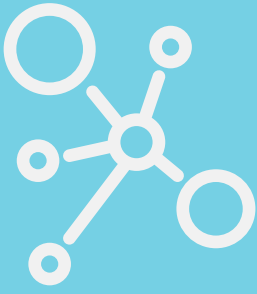
After completing the pre-assessment test, users should begin with the **Theory** part. The lessons should be completed in the order they are displayed, from top to bottom. This ensures that users first understand the pedagogical foundations of the course, including digital inclusion, cognitive accessibility, Easy-to-Read principles, accessible content design and microlearning approaches.

Once the Theory part is completed, users should continue with the **Technical part**. This section should also be followed lesson by lesson, in sequential order. The Technical part introduces Moodle, H5P, learning resources, interactive activities and other practical tools needed to create accessible digital learning materials.

Each lesson may include different activities, such as reading materials, videos, interactive tasks or quizzes. Users should complete all activities inside the lesson and make sure they are marked as done. When all required lessons and activities are completed, the **post-assessment test** will become available.

The post-assessment test is the final evaluation step of the MOOC. It helps compare the knowledge and skills users had before the course with the knowledge and skills gained after completing it. Both the pre-assessment and post-assessment tests include self-evaluation questions and knowledge or skills-based questions. Each question has only one correct answer.

After successfully completing the post-assessment test, the user will automatically receive a **certificate of completion**. The certificate can be downloaded or stored in the Moodle platform for later use.



6

# Explanation of modules, lessons, videos, tasks and quizzes



## Explanation of modules, lessons, videos, tasks and quizzes

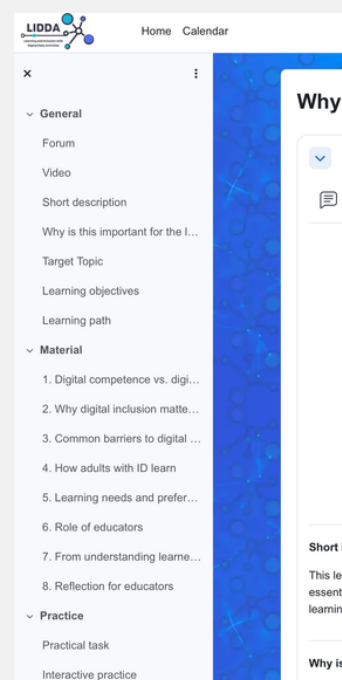
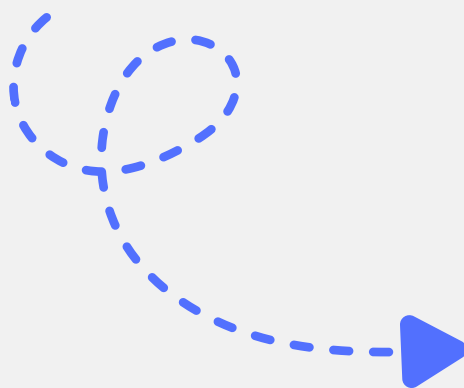
The LIDDA MOOC is built in a consistent structure so that users can easily understand how to move through the course. Most lessons follow the same learning path. This helps learners know what to expect in each lesson and supports a clear, organised learning experience.

**At the beginning of each lesson, users will find an introductory video.** Users should watch this video before starting the lesson materials. The video explains what the lesson is about, what the user will learn and why the topic is important.

**After the video, users will see the general lesson information.** This section includes:

- short description of the lesson,
- why the lesson is important for the learner,
- target topic,
- learning objectives,
- and learning path. The learning path explains how the user should move through the lesson and which steps should be completed.

The next part of the lesson contains the **learning materials**. These materials are divided into small subtopics. Each subtopic can be opened from the main lesson page or from the course index column on the left side of the screen. Users should read the materials carefully before moving to the practice section.



## Explanation of modules, lessons, videos, tasks and quizzes

After reading the materials, users should continue to the **practice field**. In the Theory part of the course, some lessons include practical reflection tasks. These tasks are intended for individual use only. Users do not need to upload them or submit them anywhere. They are designed to support self-reflection, personal progress and continuity of learning.

Each lesson in both the Theory and Technical parts also includes an **H5P-based interactive task**. This task is mandatory. It usually takes the form of a short quiz. The quiz can be repeated as many times as needed. There is no final score or penalty. The purpose of the quiz is to support self-reflection, check understanding and allow Moodle to mark progress in the course. Each quiz question has one correct answer.

When completing the interactive quiz, learners have two options for reviewing their answers. They can check each answer immediately by selecting an option and clicking the “Check” button. This provides instant feedback and allows learners to understand whether their answer is correct before moving to the next question.

Alternatively, learners may complete all questions first and then click “Show solution” at the end of the activity. This option displays all correct answers, together with explanations for each question. Learners will be able to see whether their selected answer was correct or incorrect and review the corresponding feedback. The correct answer is clearly marked with a black dot, making it easy to identify the right option and compare it with their own response.



Which sentence is easier to understand?

✘ A) Users must authenticate themselves by entering their credentials.

Not quite. Choose the sentence with simple words and a clear action.

B) Write your username and password.

C) Authentication is required before access is granted.

★ 0/1

●●●●●●●●



## Explanation of modules, lessons, videos, tasks and quizzes

This immediate feedback approach is designed to support self-reflection, reinforce learning and help learners better understand the lesson content without creating unnecessary pressure or assessment-related stress.

After completing the interactive task, users should move to the **summary section**. The summary briefly presents the most important points of the lesson and helps users review what they have learned.

The last step in each lesson is the **learner evaluation**. In this part, users evaluate the lesson. This activity is mandatory and must be completed for each lesson, together with the interactive task.

All lessons follow this general structure. In the **Technical part of the course, the materials section also includes short explanatory videos. These videos show how to carry out specific steps in the Moodle environment when developing or managing course content.**



7

# How to track progress



## How to track progress

The LIDDA MOOC includes a built-in progress tracking system that helps learners monitor their completion of lessons, activities and assessments throughout the course.

### Pre-Assessment and Post-Assessment Progress

At the beginning of the course, learners must complete the **Pre-Assessment Test**. This assessment helps evaluate their **existing knowledge and skills** before starting the learning modules.

#### Once the Pre-Assessment Test has been completed:

- the Pre-Assessment block will disappear from the main course page,
- the results will be displayed immediately,
- and the results will be stored in the Grades section of the platform.

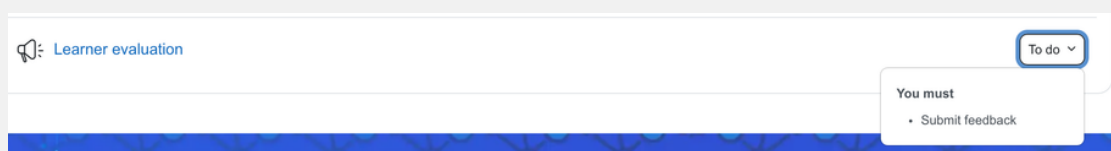
After completing the Pre-Assessment Test, the **learning modules become available** and learners can begin progressing through the course.

### Lesson Progress

In each lesson, there are two mandatory activities:

- Interactive Practice
- Learner Evaluation

When a learner enters a lesson for the first time, these activities will appear with a status indicating that they still need to be completed. The activity icons will be displayed in grey, showing that they are pending.



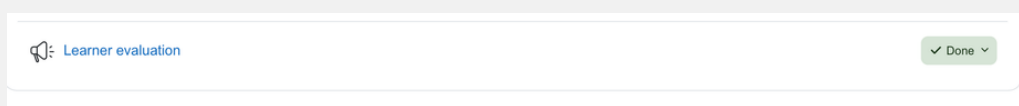
## How to track progress

When completing the **Interactive Practice**, learners answer the quiz questions and receive feedback on their answers. They can check each answer immediately by clicking the “Check” button, or they can complete the whole quiz first and then click “Show solution” to review all correct answers at the end.

After reviewing the answers, learners will see which option they selected and an explanation showing whether it was correct or incorrect. The correct answer will be marked with a black dot on the right side. This helps learners understand their mistakes and review the key points of the lesson.



Once an activity has been completed successfully, its status will **automatically change**. The activity will be highlighted in green and marked as **Completed**, allowing learners to easily identify which tasks have already been finished and which still require attention.



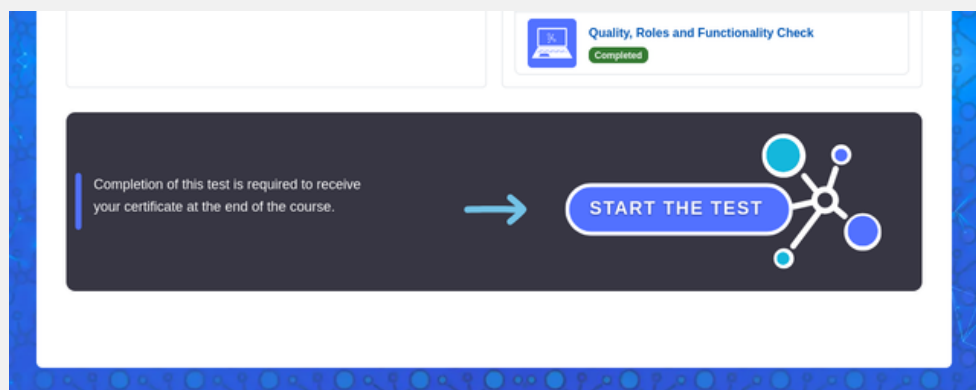
When both mandatory activities in a lesson have been completed, the lesson itself will also be marked as Completed in the course menu. This allows learners to quickly identify which lessons have been fully completed and which lessons still require attention.



## How to track progress

When all lessons and mandatory activities in both the Theory and Technical parts have been completed, a new block will appear at the bottom of the main course page: the **Post-Assessment Test**.

The Post-Assessment Test serves as the final evaluation of the course and helps **compare the learner's knowledge and skills before and after** participation in the MOOC.



### Once the Post-Assessment Test has been completed:

- the results will be displayed immediately,
- the results will be stored in the Grades section,
- and the learner will become eligible to receive the course certificate.

### Viewing Grades and Results

Learners can monitor their progress at any time during the course. To do this, they should click on their profile icon and select **“Grades”** from the menu.

### The Grades section provides an overview of:

- completed activities,
- interactive task results,
- Pre-Assessment results,
- Post-Assessment results,
- and overall course progress.



8

# How to complete the MOOC



# How to complete the MOOC

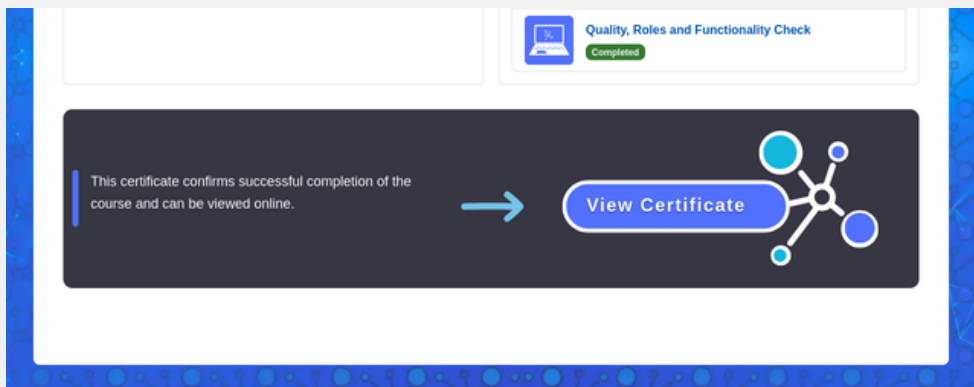
## Certificate of Completion

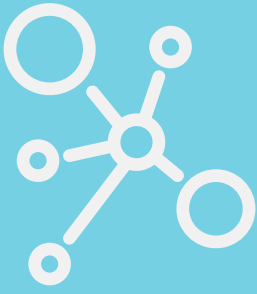
After successfully completing all course requirements, including:

- the Pre-Assessment Test,
- all lessons and mandatory activities,
- and the Post-Assessment Test,

a **Certificate of Completion** will automatically appear at the bottom of the main course page. Learners can open, download and save the certificate for future use. The certificate will also remain available within the Moodle platform for later access.

The progress tracking system is designed to provide learners with a clear overview of their achievements, support motivation and ensure that **all required learning activities are completed before certification is issued.**





9

# How to get support



## How to get support

The LIDDA MOOC includes a **Forum section** in each lesson to provide support and encourage communication between participants.

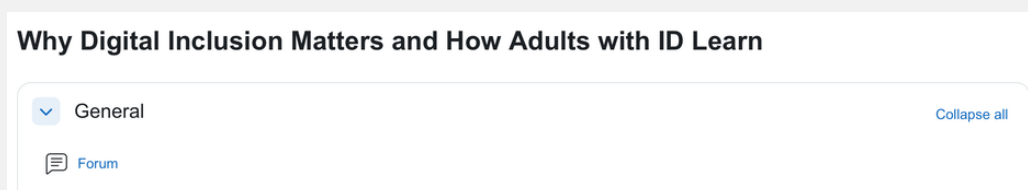
The Forum can be found at the **top of every lesson**. If learners have questions about the lesson content, activities, technical aspects of the course or any other related topic, they are encouraged to **post their questions in the Forum**.

To request support, learners simply need to **create a new discussion** topic and describe their question or issue. The **responsible partner** managing the course will review the question and provide an answer directly in the Forum. This allows all learners to benefit from the information and creates a shared knowledge base within the course.

In addition, other course **participants are welcome to contribute to discussions** and share their own experiences, ideas and practical solutions. This collaborative approach helps build a supportive learning community where participants can learn not only from the course materials, but also from each other.

Before posting a new question, learners may also wish to review existing discussions, as another participant may have already asked a similar question and received an answer.

The Forum is intended to be the main support channel within the MOOC and should be used whenever learners need clarification, guidance or additional information related to the course.





10

# Accessibility and learning tips



## Accessibility and learning tips

The LIDDA MOOC has been designed to provide an **accessible, inclusive and user-friendly** learning experience for all participants. The course follows the principles of cognitive accessibility, **Easy-to-Read communication and microlearning** to make learning easier to understand and apply in practice.

### Accessibility Features

To support different learning needs, the course includes several accessibility features:

- Clear and consistent course structure throughout all modules and lessons.
- Short learning units focusing on one topic at a time.
- Simple navigation and predictable lesson layouts.
- Easy-to-Read language with clear explanations and practical examples.
- Arial font and high-contrast visual design to improve readability.
- Videos with subtitles.
- Interactive activities with immediate feedback.
- Progress tracking to help learners monitor their achievements.

These features are intended to reduce cognitive load and help learners focus on the most important information.

### Learning Tips

To get the most from the course, learners are encouraged to:

- **Follow the Recommended Learning Path**

Complete the lessons in the order they are presented. Each lesson builds on the knowledge and skills introduced in previous lessons.

- **Take Your Time**

There is no need to rush through the materials. Learners can move through the course at their own pace and revisit lessons whenever needed.

- **Watch the Videos First**

The introductory videos provide a helpful overview of each lesson and explain why the topic is important before learners begin reading the materials.

- **Complete the Interactive Activities**

The H5P activities are designed to reinforce learning and support self-reflection. Even though they can be repeated multiple times, completing them is an important part of the learning process.

## Accessibility and learning tips

- **Review the Feedback**

After completing quizzes and activities, learners should take time to review the explanations provided. Understanding why an answer is correct or incorrect is often more valuable than simply knowing the correct answer.

- **Use the Forum**

If something is unclear, learners should use the lesson Forum to ask questions and exchange experiences with other participants.

- **Apply Learning in Practice**

The course is most effective when learners connect the content to their own professional practice. Reflecting on real-life situations and trying out new approaches can help strengthen learning outcomes.

### **Remember. Learning is a process.**

The LIDDA MOOC is designed to support continuous improvement rather than testing perfection.

**Learners are encouraged to revisit materials, repeat activities and learn at a pace that is comfortable for them.**



2024-1-SI01-KA220-ADU-000243489



**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**nekser**

