STEAMigPOWER

STEAM approaches at higher education for migrants , refugees and asylum seekers' emPOWERment

2022-1-PT01-KA220-HED-000088221

A10 Report on the adaptation of the STEAM Intensive Program

WP3. STEAMigPOWER Intensive Program

April 2025

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O. Introduction.

STEAMigPOWER is an Erasmus+ co-funded project that aims to address the underutilization of human potential and talent. The project's philosophy is based on mutual understanding, building bridges between countries receiving migrants and refugees and the communities of people who, voluntarily or involuntarily in the case of refugees, migrate from their countries of origin to others—in this case, to countries of the European Union.

The right to freedom of movement, the right to asylum , and access to education are all human rights established in the Universal Declaration of Human Rights [1], specifically in Articles 13, 14, and 26. Specifically, Article 26.2 states that:

> "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or ethnic groups, and religious groups, and shall further the activities of the United Nations for the maintenance of peace."

For their part, the Sustainable Development Goals (SDGs) [2] have also identified education as a crucial element in achieving more equitable, just, and resilient societies, specifically through SDG 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." SDG 4, quality education, is based on the fact that education helps break the cycle of poverty by reducing economic and social inequalities, including gender inequality, and also fosters understanding among people, contributing to the building of more just and peaceful societies.

Within the framework of the European Union, the potential of education is also understood as a "drive for job creation, social justice and active citizenship, as well as a means of experiencing European identity in all its diversity"[3]

It is within this international framework, and particularly within the European framework, that the STEAMigPOWER project is being developed . It aims to attract migrants, refugees, and asylum seekers to higher education so that they can obtain the training they need to

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[1] Universal Declaration of Human Rights https://www.un.org/es/about-us/universal-declaration-of-human-rights

[2] Sustainable Development Goals https://www.un.org/sustainabledevelopment

[3] European Education Area 2025 https://eur-lex.europa.eu/ES/legal-content/summary/a-european-education-area-by-2025.html?utm_source=chatgpt.com

join the workforce and cultivate the knowledge, skills, and values that will lead to continued prosperity and wealth for both themselves and their host communities.

With this objective, the STEAMigPOWER project has created a training program divided into two phases:

- Introductory blended learning intensive course consisting of a social inclusion course and a storytelling course

- STEAMigPOWER intensive program consisting of 5 courses:

  o The 5 R's (Rethink, Refuse, Reduce, Reuse and Recycle), which addresses the principles of the circular economy and sustainability, focusing on the responsible management of the waste we generate daily .

  o Climate Change: which explores, from a critical and community action point of view, the basic elements linked to climate change and adaptation to it.

  o Eco-Sustainable Construction: which proposes -in a practical way- to evaluate the sustainability of the construction sector and the design of sustainable structures .

  o Sustainable and Renewable Energy: It focuses on the efficient use of energy, renewable energy sources and how to reduce the carbon footprint.

  o Sustainable Development: which addresses the 2030 Agenda and the Sustainable Development Goals (SDGs) .

These courses were designed for in-person delivery. They were tested in person and evaluated to identify areas for improvement (WP3 Report A5). Following this process, best practices for online courses in similar subjects/content were identified (WP3 Report A8). The guidance document A9 was also a key element in laying the groundwork for this report A10. Both reports A8 and A9 informed the content of this document, which aims to document the process, challenges, and strategies implemented to transition the STEAM Intensive Program Modules from in-person to online courses.

STEAMigPOWER project is coordinated by the University of Minho (Portugal) and includes the participation of the University degli Studi di Perugia (Italy), the Fundació Solidaritat Universitat Barcelona (Spain), the Aristotelio Panepistimio Thessaloniki (Greece), the Middle East Technical University (Turkey) and SEAL Cyprus (Cyprus).

For more information about the STEAMigPOWER project, please see:

Website: https://steamigpower.eu/

Social networks:

- Facebook: http://www.facebook.com/steamigpower/
- X: https://twitter.com/steamigpower
- LinkedIn: https://www.linkedin.com/company/steamigpower
- Instagram: http://www.instagram.com/steamigpower/

1. Executive Summary

This report documents the process, challenges, and strategies implemented to transition the STEAM Intensive Program Modules from a face-to-face format to online courses. Building on activities A8 and A9, the work produces a set of design strategies and practical resources that enable consistent, accessible, and engaging online delivery across all modules. The results include a reusable course template (Appendix A), a mapping of face-to-face activities to online equivalents, and a quality checklist to ensure alignment with learning outcomes and the integrity of the assessment.

The goal has been achieved: a structured approach and toolkit are now available to support partners in producing ready-to-deliver online modules with consistent pedagogy, student support, and platform-compatible activities.

2. Background and scope

The Intensive STEAM Program offers short, practice-oriented learning modules aligned with STEAM approaches and aimed at empowering migrants, refugees, and asylum seekers.

The Intensive STEAM Program has been successfully implemented by the project partners . This implementation was carried out in a face-to-face format, incorporating participatory activities centered on the participants, hereinafter referred to as learners . These activities were designed to be inclusive, so that they could be carried out and followed by all learners .

The transition of these modules to an online environment required an instructional design approach that preserves experiential learning, while ensuring the inclusion of all learners , as well as accessibility and digital feasibility.

Scope of the report:

- Adaptation of the content and structure of the modules for online delivery.
- Selection of appropriate digital tools and learning activities
- Defining strategies to support participation, inclusion, and integrity in evaluation.
- Identifying common challenges and mitigation measures.

3. Inputs and evidence base

The adaptation is based on the work done in creating and subsequently adapting the initial or introductory courses online, specifically Storytelling and Social Inclusion. During the adaptation of these courses, critical elements and areas for improvement were identified and applied to the creation and development of the adaptation process for the intensive courses. Some of the key elements were included in the report A9 Guidelines on online STEAM Intensive Program Modules.

The adaptation was carried out using existing module materials and a shared presentation template (Appendix A) for module development, which includes:

- course information sheet
- overview (timing, activities, structure)
- learning outcomes
- module summary/key concepts
- exercises
- Tips or recommendations for students
- and resources.

The template also provides visual and branding guidelines to ensure a consistent learning experience across modules and partners.

The critical elements that have been addressed from a design perspective within the framework of the conversion to the online format have been the following:

- Learning outcomes remain unchanged or adapted to the online environment and self-paced training.
- Online activities should contribute to achieving learning outcomes effectively and taking into account that they should be conditioned to a self-managed environment in which answers are offered automatically or with the use of rubrics (self-assessment).
- Online learning must be inclusive. This refers to the use of accessible formats and the introduction of learning resources and approaches that recognize the existence of different learning styles among learners.

- The activities must be able to be completed asynchronously.
- The assessments must be feasible within the VLP project's Moodle Platform.

4. Methodology for the transition from face-to-face to online

The adaptation followed a structured workflow, designed to be repeatable across different modules and partners.

4.1 Step-by-step process

The first step in the adaptation process was to conduct an analysis of each in-person module: objectives, duration, delivery method, materials, group dynamics, and assessment evidence. Each partner carried out this work independently.

Secondly, using the provided template and within the framework of the online training, the partners proceeded to define and translate the offline content into the online course architecture. This involved creating sections, identifying the pace of work, and establishing a minimum set of activities to be carried out to achieve the identified learning outcomes.

The third step was the selection of online activities that would replace face-to-face activities and the specification of online resources (specific programs) and strategies necessary for carrying out this adaptation.

The fourth step was rewriting the content for on-screen reading. For this, the provided template was used and filled with content.

The fifth step focused on accessibility and inclusion checks, which were carried out in face-to-face meetings, online and autonomous work.

Finally, an internal test was carried out to check the feasibility of the course, review links (where necessary) and evaluate the suitability of the content.

4.2 Products generated

As the main element of this phase, a reusable module template was generated to standardize the development and documentation of online courses.

A set of strategies for transforming activities and examples for typical face-to-face formats and an inventory of resources for content creation, interaction, evaluation and accessibility were transmitted to the partners through an ad hoc virtual training session.

On the other hand, a mapping of face-to-face activities was carried out to convert them into the framework of an online learning design.

The following table summarizes the main transformations applied when converting the offline courses of the STEAMipPOWER Intensive Program to an online format. The goal is to preserve the pedagogical objectives of the offline courses with the necessary adaptations for the online context, prioritizing accessibility and inclusion.

In-person component	Online equivalent	Implementation Notes
Brief presentation / explanation	Micro-lesson video (5-8 min) + reading summary + knowledge check	Video subtitles, downloadable PDF, knowledge verification quiz feedback.
Class debate	Guided response rubric	Downloadable PDF, feedback on the knowledge verification questionnaire.
Group work / project sprint	Guided response rubric	Downloadable PDF, feedback on the knowledge verification quiz questionnaire .
Practical experiment	Simulation + photo/video evidence	Specifying safety guidelines, low-cost materials, and alternatives.
Case study	Interactive scenario + branching questions	Sample answers, feedback prompts.
In-person presentation	Recorded presentation + slides	Guidelines on duration/format and privacy options.
Paper exercises	Self-corrected questionnaires/tasks	Sample answers, feedback prompts.

5. Challenges encountered and mitigation strategies

The transition from intensive, experiential modules to online learning presents predictable challenges. The following subsections document the main problems and the measures taken.

5.1 Participation and motivation in asynchronous contexts

In this area, the main challenge identified is related to the risk of dropping out, since social interaction is minimal and there is no structure and follow-up (monitoring) that can help encourage the learner to continue learning.

To achieve this, a strategy was developed based on the implementation of short learning units, and on establishing from the beginning, in the course information section on the content, the timing and structure of the online training.

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5.2 Practical/experiential learning without a laboratory or physical classroom

During the offline training, and in some of the courses, experiments were carried out in laboratories or access was given to specific equipment or spaces.

In the online course, access to laboratories is not feasible. Therefore, a strategy has been implemented based on simulations and case studies with demonstration videos or activity sheets, which allow for the achievement of the learning objective.

5.3 Accessibility, language and inclusion

The situation regarding learners ' access to devices (PCs or laptops) or even internet access (connectivity) varies. Considering the more restrictive situations, strategies have been developed that allow the course to be downloaded in PDF or PPT format , and their use on mobile phones has been tested.

Regarding accessibility from a linguistic perspective, all materials have been translated and subtitled in the languages of the partner countries, and the videos benefit from simultaneous interpretation systems, facilitating access to the course content. The introduction of multimodal resources (text, video, etc.) also promotes accessibility and inclusion.

On the other hand, the clarity and visual organization of the courses has been specifically valued, thus enhancing the accessibility of the content.

5.4 Consistent evaluation and quality of feedback

One of the challenges of offline adaptation has been to ensure that assessments were consistent with learning objectives and aligned with the content and target audience of the

courses. To overcome this challenge, strategies have been adopted focused on creating self-assessment questions, rubrics, or randomized questionnaires.

6. Strategy and resource kit

During the ad hoc online training for the implementation of the adaptation of offline content to online, the practical strategies and resources needed to support partners in the production of high-quality online courses were addressed and discussed.

6.1 Course structure and learning design

Online courses are standardized. They all begin with a "Course Fact Sheet " that outlines the objectives, target audience, and introduces keywords. An " Overview " section is also included, providing a clear and concise overview of the course, specifically its schedule, activities, and module structure. This information is further supplemented by the Learning Outcomes.

The recommendations regarding the incorporation of content have always been to prioritize clarity in the message and to synthesize the information, making short sections.

The course template uses consistent nomenclature and navigation: Module 1, Module 2, etc., with predictable elements (overview, key concepts, tasks).

In any case, the estimated time per task is included, as well as a completion checklist for each module, which may have different aspects: self-assessment questionnaire, rubric, etc.

6.2 Content formats adapted to online learning

As mentioned, priority has been given to making the information concrete with concise texts, headings to distinguish sections or areas of knowledge, and making the instructions concrete in the case of the activities to be carried out.

6.3 Assessment and types of exercises compatible with Moodle

The Moodle platform offers multiple question types that can support formative and summative assessment. Recommended options included:

- Multiple choice, True/False, Matching, Short answer, Numerical.
- Cloze (fill in the gaps), Drag and drop (text/image), Sort.
- Essay (with rubric-based grading) for reflective or analytical tasks.

All these options have been implemented in the self-assessment questionnaires. Furthermore, the simulations now include automatic feedback for knowledge checks, as well as rubrics where necessary, such as for open-ended tasks.

6.4 Student support resources

Given the lack of support resources for learners, such as forums or peer review, tips have been incorporated to facilitate their approach to the content and their studies. These tips are integrated throughout the course content

7. Critical elements of training quality

The following have been identified as elements of quality in training:

- Learning outcomes are visible and each outcome is assessed at least once.
- The course overview includes timing, activities, and module structure.
- All videos have subtitles or transcripts; all images include descriptive text where necessary.
- The activities include clear instructions, deliverables, and evaluation criteria.
- Assessments are feasible online
- The resources are properly licensed/attributed; the links are verified.
- The navigation is consistent.

8. Conclusions

The process described in this report, together with the instructions provided in report A9, offers a replicable path for converting the originally face-to-face STEAM Intensive Program Modules into online courses. By applying a structured design and an inclusive design approach, partners have been able to preserve the experiential nature of the modules. Furthermore, adapting the content to an online format has improved accessibility for vulnerable groups to specific content, facilitating knowledge acquisition through the incorporation of an inclusive perspective.
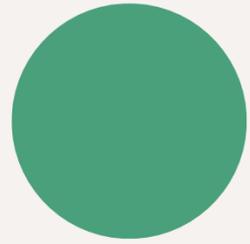
Appendix A. Online module template

STEAMigPOWER
STEAM approaches at higher education for m**IG**rants, refugees and asylum seekers' em**POWER**ment

CLIMATE CHANGE

Module Title

GUIDELINES

⚠️

Keep it simple and clean. Avoid cluttered slides or busy video frames.

Fonts
Fonts: Sans Serif

Ñglmalerkmg
dlmvf

Font Size
Titles: 50 - 70pt
Subtitles: 28–32 pt
Body text: 17–24 pt

Color Scheme
Primary Slide Colour (background): #f6f2ef
Secondary Colours: light green: #8ac9b8, Green: #49a07a, Yellow-Orange: #ffa835, Orange: #fa6742

Visual Elements
Consistent Icons and Graphics: Use a unified icon set throughout.

High-Quality Images: Use only royalty-free or properly licensed images (avoid pixelated visuals).

Branding
Project Logo: Always place the project's logo in the same corner (top left or bottom right recommended).

Add/delete slides as you need.
Change existing graphics/visual elements according to the Course topic.

When finished with the PPT development, please delete this slide

Course snapshot

Aim of the course:

xvasdvLorem ipsum dolor sit amet, consectetur adipiscing elit. Sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation

Who is this course for

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Key words:

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Course overview

STEAMigPOWER

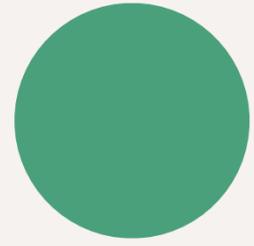## Timing

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Activities

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Structure of the course

- **Module 1. Title.**
Summary

- **Module 2. Title**
Summary

- **Module 3. Title**
Summary

- **Module 4. Title**
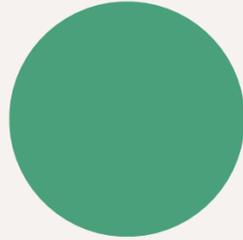Summary

Course overview

Timing

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Structure of the course

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Summary

- **Module 2. Title**
Summary

- **Module 3. Title**
Summary

- **Module 4. Title**
Summary
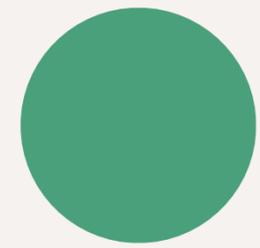
Learning Outcomes

Module 1. Title
- Learning outcome 1
- Learning outcome 2.

Module 2. Title
- Learning outcome 1
- Learning outcome 2.

Module 3. Title
- Learning outcome 1
- Learning outcome 2.

Module 4. Title
- Learning outcome 1
- Learning outcome 2.

Module Title

Overview

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitat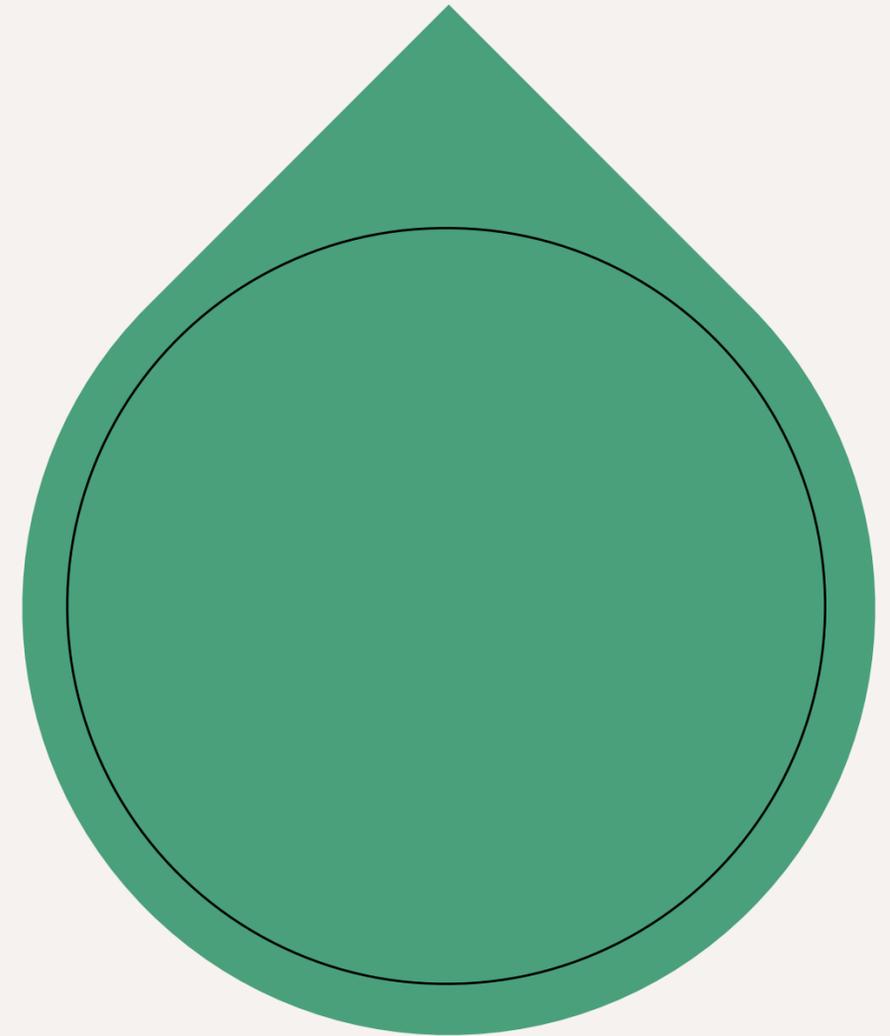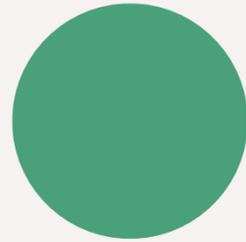ion ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Key concepts

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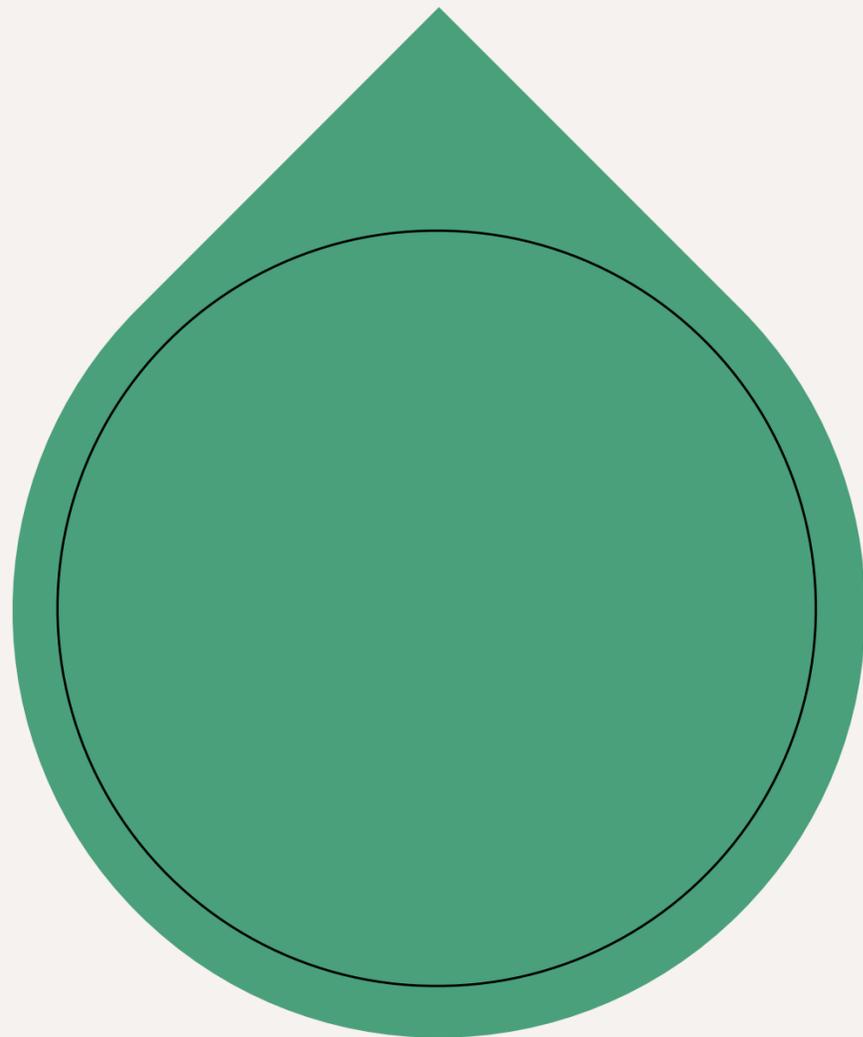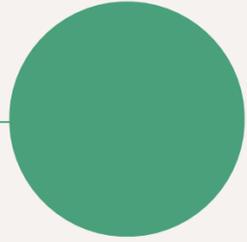
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Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris 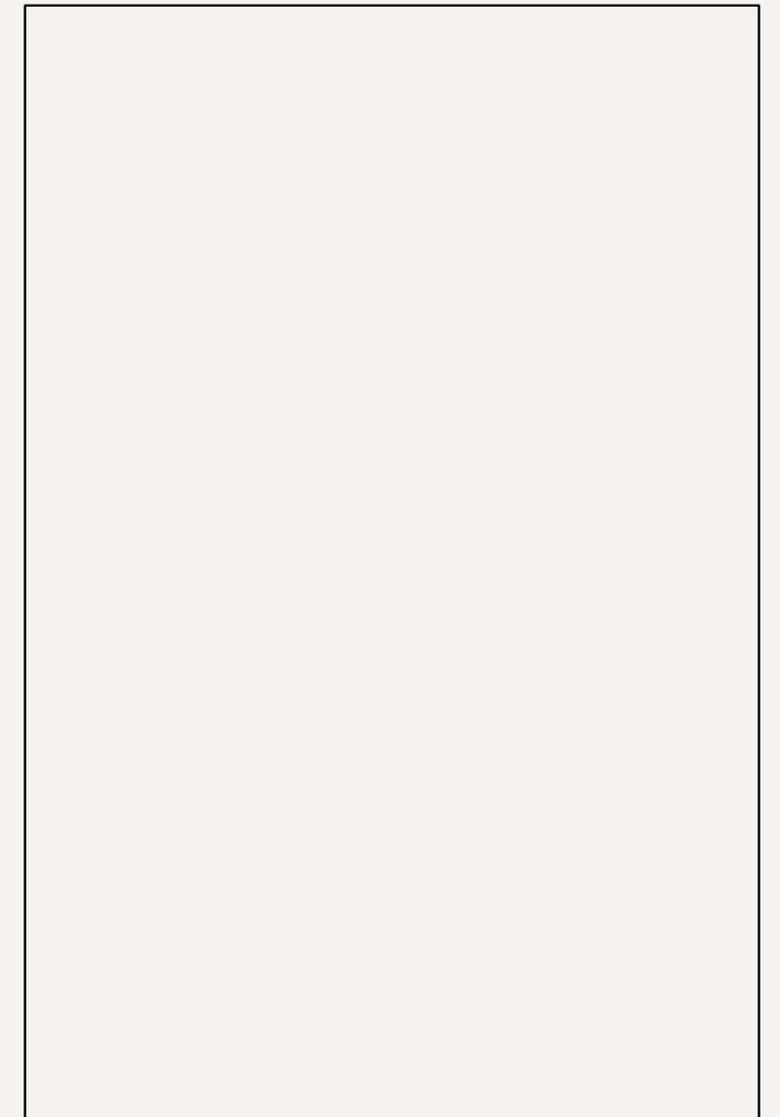nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.
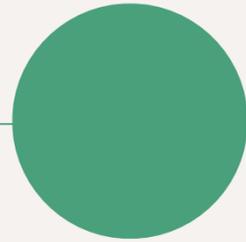
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STEAMigPOWER

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Exercises

Moodle accepts exercises that cover the following categories
https://docs.moodle.org/405/en/Question_types :

  1.1 Calculated

1.2 Calculated multi-choice

1.3 Calculated simple

1.4 Drag and drop into text

1.5 Drag and drop markers

1.6 Drag and drop onto image

1.7 Description

1.8 Essay

1.9 Matching

1.10 Embedded Answers (Cloze Test / Gap Fill)

1.11 Multiple choice

1.12 Ordering

1.13 Short Answer

1.14 Numerical

1.15 Random short-answer matching

1.16 Select missing words

1.17 True/False
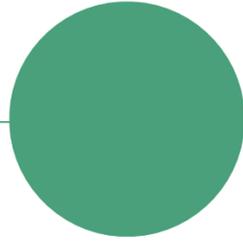
Tips

Introduce some tips that can make easy the follow-up of the module:

- Connect theory with personal experiences

- Plan how you want to study and follow this module. Be consistent!
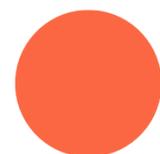
- Critical thinking.

Resources

STEAMigPOWER

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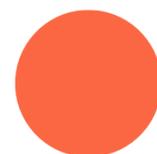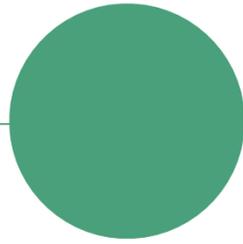
Name of the resource and link	Description of the resource
Resource 1	▪ Content
Resource 2	▪ Content
Resource 3	▪ Content

THANK YOU!

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Universidade do Minho

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ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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