

Supplementary Materials File S1

Structure	Delivery	Content	Community	Support	Outcomes
Scalability—the course can be taught several times; the economy of scale justifies the time and effort needed for its design.	Usability—information on the site is kept up-to-date, organised, and easy to navigate with no dead ends or stale links.	The content is relevant and authentic. The content is grounded in theory and best practices.	A collaborative and healthy learning environment. The learning community is comfortable, inclusive, and safe.	Free and convenient professional development is provided to faculty to help them transition to online teaching.	Increased student satisfaction regarding the options and quality of teaching and learning.
Motivation—support from administration and faculty. Provision of solutions to barriers preventing some educators from embracing technology to enhance teaching.	Accessibility—a variety of learning activities incorporated to accommodate different learning styles.	The content is professionally presented, organised, and chunked into meaningful segments, which progress logically while building on previous information.	Students cooperate by interacting and supporting one another.	Prompt feedback—timely, thoughtful, and relevant feedback is provided on assignments and in response to postings and emails.	Increased faculty satisfaction with teaching options and flexibility.
Ethical responsibility—copyright compliance, fair use, academic integrity, and accessibility standards.	Evidence of teacher, cognitive, and social presence.		Students are empowered by learning with and from each other.	Facilitators are available for tutoring and support.	Increased knowledge and skills.
Institutional funding and support provided.	Pedagogical strategies chosen to support the achievement of outcomes and competencies.	The content is supported with relevant resources and additional readings.	Students are challenged with responsibilities in the learning process.	Teachers are responsive to student needs and concerns.	Opportunities to apply new knowledge in practical situations.
Virtual platform selected considering both the accessibility and usability of the hardware and software.	Activities which require students to reflect and think critically.	Instructional materials and resources are conveniently provided and accessible online.	Students are engaged in the learning process.	Technical support is available, and issues are promptly addressed.	Increased use and effectiveness of technology in teaching.
Blended and online study units and courses designed in collaboration with partnering European Union universities.	Activities that are engaging and interactive. Evidence-based teaching practices and research-informed teaching practices.			Basic technical and media training for students to increase digital comfort and fluency in accessing and using the virtual platform and creating digital products (e.g., videos).	Increased institutional impact, perception of quality in delivery, and international competitiveness in the digital age.

Supplementary Materials File S2

Rejected items from (Summative assessment scale) CVI:

1. The content included recent research.
2. The practical activities helped me understand the online study units course content.
3. The online study units course provided timely responses to questions.
4. The online study units course included (offered) useful and regular feedback from the facilitators.
5. The learning experience respected my experience.
6. The learning experience presented clear policies.
7. In the online study units' course, the learning facilitators were partners in the learning experience.
8. In the online study units' course, learners were respected.
9. I will apply what I learned in this course to design online learning in my work situation.
10. I will apply what I learned in this course to evaluate online learning in my work situation.
11. The knowledge and skills I attained in this course will help me better serve my students.
12. As a result of my participation in online course, I am able to write the learning outcomes for the specific online session.
13. As a result of my participation in online course, I am able to organise content for an effective online learning session.
14. As a result of my participation in online course, I am able to create learning activities to effectively deliver online content and engage the learner.
15. As a result of my participation in online course, I am able to set up a discussion forum to facilitate learning and reflection.

Rejected items from (Summative assessment scale) FA:

1. The content included readings that were relevant.
2. The content included strong links between theory and practice.
3. The amount of time designated for this online study units' course was appropriate.
4. The online study units course included (offered) regular feedback on assignment and tasks.
5. In the learning experience, there were opportunities for self-evaluation.
6. The online study units course provided eSamples to increase learner understanding of expectations.
7. The online study units course included (offered) useful and regular feedback from other learners.
8. In the online study units' course, learners respected each other.
9. The learning community was inclusive and safe.

10. This course has given me knowledge and skills to improve both my face to face and online teaching.