

## PARTICIPANT'S GUIDE

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## GENERAL FEATURES OF THE COURSE

### 1. DESCRIPTION

Countries in Latin America and the Caribbean have set out to achieve that all children and young people in the region are able to acquire the knowledge and the skills needed to develop fully and productively contribute to society. This course summarizes the main theoretical studies and practices that underpin **evidence-based educational policies** and elaborates on the main advancements and challenges of Latin American and Caribbean educational systems.

- A. The need to define high learning goals for students, governing all the activities of the educational system.
- B. Ensuring access to high-quality early childhood development and preschool programs so that all students can enter school ready to learn.
- C. Relying on effective teachers who can improve and reduce learning gaps.
- D. Ensuring that all schools have adequate resources and are able to use them effectively to support student learning.
- E. Ensuring that all young people acquire the necessary skills to achieve their full potential in the labor market and contribute to society.

The aim of the Inter-American Development Bank (IDB) in teaching this course, is to provide a space for educational leaders in the region to study and discuss academic literature and gain in-depth knowledge of successful educational policies in the region and the rest of the world, as well as to strengthen their negotiation and leadership capabilities.

### 2. PARTICIPANT PROFILE

The course *What Works in Education: Evidence-Based Educational Policies* is aimed at:

- Directors and teachers of infant, primary and secondary education establishments.
- Parents of children attending primary and secondary education in Latin America and the Caribbean.
- Students of pedagogy, public administration, economy and related fields, interested in knowing what measures are effective to improve the quality of education in Latin America and the Caribbean

The course is provided free of charge for all students.

### 3. COURSE'S REGISTER MODES

The course is free, consists of 6 content modules plus introduction and closure and is composed of animated videos, instructional, readings, exercises, activities and questionnaires. Remember that you can take the course under one of the following modalities:

- **Audit track:** Having limited and free access to the course material. With this option you will not get a verified certification at the end of the course and you will not have access to the graded assessment questionnaires.
- **Verified Certificate:** in this option you can obtain an official certificate issued by the IDB and edX that you can share on your CV and on LinkedIn.

Throughout the course, you will be informed when your access expires. Take the opportunity to review or download the materials of your interest before that day. Remember to check the personalized schedule in this [link](#).

To obtain the verified certificate of the course, you must meet **three** conditions:

1. Pass the course, obtaining at least 65% of the total points.
2. Pay \$ 25 dollars, which is the minimum cost of issuing certificates that edX establishes 3. Complete identity verification in edX
3. Undergo [identity verification in edX](#).

If you wish to obtain the certificate of the course, you must opt for the verified certificate mode.

Also, if you registered yourself as an audit track without a certificate and decide to obtain it, you can change the modality by making the respective payment. Review the dates and complete the graded assignments required to earn the certificate. Edx has [financial assistance](#) for students who need it. If you opt for this alternative, you can download [the tutorial with the steps to obtain the verified certificate](#).

#### 4. DURATION AND COURSE DEDICATION

This course is "self-paced", we estimate that you should dedicate around 4 hours per week to complete all the course's activities, including the graded evaluation activities (considering a 10 weeks total).

- If you opt for the **Audit track**, you can complete the course during 10 weeks from the day you subscribed. (If there is less than 10 weeks until the end of the course when you enrolled to it, you will have the time left until the course ends).
- If you opt for the **Verified mode**, you can access the course until the closing date, (**Jan 14th, 2022**) and will have unlimited access to the course content.

##### 4.1 IMPORTANT DATES

The most important dates you should keep in mind are the following

- January 14, 2021: course becomes available
- Peer review activity: ○ Last day to deliver activity: January 06, 2022 ○ Last day to evaluate your colleagues: January 13, 2022
- January 05, 2022: deadline to apply for the verified certificate
- January 14, 2022: end of the available period and the course becomes archived

Remember to check the personalized schedule in the [first page](#) of the course or the right or in the tab "[dates](#)".

- **Thu, Jan 14, 2021**  
Course Starts
- **Sat, Jan 30, 2021** Due next  
 Questionario: [1.1 Diagnosis of education in Latin America and the Caribbean](#)  
 Questionario: [1.2 Evidence-Based Reform](#)  
 Questionario: [1.3 What Works in Education?](#)
- **Thu, Feb 4, 2021**  
 Upgrade to Verified Certificate  
 Don't miss the opportunity to highlight your new knowledge and skills by earning a verified certificate.
- **Sat, Feb 6, 2021**  
 Questionario: [2.1 The importance of high learning goals to ensure quality](#)  
 Questionario: [2.2 Preparing the educational system for success](#)  
 Questionario: [2.3 Measuring what matters and using the data to improve Education](#)
- **Sun, Feb 14, 2021**  
 Questionario: [3.1 Importance of Early Childhood Development \(ECD\)](#)  
 Questionario: [3.2 Quality and teachers care](#)  
 Questionario: [3.3 Family Matters](#)
- **Mon, Feb 22, 2021**  
 Questionario: [4.1 Teachers: the crucial factor of learning](#)  
 Questionario: [4.2 Recruiting and selecting the best teachers](#)  
 Questionario: [4.3 Preparing excellent teachers](#)  
 Questionario: [4.4 Motivating the good performance of teachers](#)  
 Questionario: [4.5 Navigating the teaching reform](#)

In the dates tab you will find a suggested schedule according to the modality you have chosen and the date on which you have registered.

Course Progress **Dates** Participant's Guide Glossary Discussion General FAQ Technical FAQ Participant Support Notes Instructor

## What Works in Education: Evidence-Based Education Policies

If you are enrolled in the **verified certificate track**, the edX platform will show you in this space a suggested schedule, these are customized dates to help you plan and control the pace of your studies.

If you can't send a quiz, notice that an assignment is overdue, or read a message that you haven't met the suggested deadline, don't worry as you can change the suggested dates at any time until the course closes (**January, 14th, 2022**).

You can change the due dates by clicking on the button "Shift due dates" to update the calendar.

### Important Dates

It looks like you missed some important deadlines based on our suggested schedule. To keep yourself on track, you can update this schedule and shift the past due assignments into the future. Don't worry—you won't lose any of the progress you've made when you shift your due dates.

[Shift due dates](#)

This process will not affect the progress you have made in the course so far.

Keep in mind that this button will not be activated when the suggested date has not expired, also it will not be possible to change the expiration date of any open response evaluation and the end of course date is not modifiable.

## 5. IMPORTANT CONSIDERATIONS

To complete the course, you will need:

- A computer with Internet access. We also recommend having updated versions of one of the following browsers: Chrome, Firefox, Safari or Internet Explorer (version 9 onwards).
- You can also access the course through your mobile device or tablet, downloading the edX application from Google Play or Apple Store.

If this is your first edX course, we recommend that you start by viewing the [demo course](#)<sup>1</sup> before you start, to learn how to navigate the platform. If you are already familiar with edX, you can review the first section of the course, "Start here", where you will find all the information you need to successfully complete this MOOC.

This MOOC does not have tutors. Therefore, the forums will not be moderated by the course team. However, we will be monitoring and intervening to highlight contributions and take action if the [participation criteria in the forums](#) is not complied with.

## 6. LEARNING GOALS

After completion of the course, participants will be able to:

Identify the impact of a country's educational policies on the daily lives of citizens, focusing on 5 areas that have proven effective in improving the quality of education.

To successfully achieve this overall goal, participants must fulfill specific tasks in each module.

## 7. CONTENT STRUCTURE AND SPECIFIC LEARNING GOALS

The course content is structured around 6 modules, plus an introductory one and a closing one; and it's composed of animated videos, instructional, readings, exercises, activities and summative questionnaires.

Next, you will see the objectives of each module, the learning resources they contain, their time of dedication and the weighting of the graded activities:

### START HERE

- Become familiar with the edX platform and identify how to access the learning resources.
- Identify the rules of participation and the guidance and help resources contained in the course.
- Identify the evaluations of each module and distinguish the types of questions that you will find in the questionnaires.
- Identify the general objective of the course and the tasks that you will need to complete to pass it.

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<sup>1</sup> Until December 2020, the demo course is only available in English with Spanish subtitles.

"Start Here" module's purpose is to guide you throughout the course.

In module "Start here you will also find the initial questionnaire, which assesses your understanding of how the course works and has a weight of 1% of your final course grade.

## MODULE 1: EDUCATION IN LATIN AMERICA AND THE CARIBBEAN: SEARCHING FOR EVIDENCE

### Learning goals

- A. Identifying the strengths and weaknesses of education systems in Latin America and the Caribbean (LAC).
- B. Demonstrating the importance of empirical evidence in the implementation of educational policies.
- C. Identifying areas that are currently being studied to improve the quality of education.
- D. Identifying interventions aimed at parents, children, teachers, classrooms and schools; and those targeting the entire school system and their main examples.
- E. Identifying the 5 primary areas of action in education as defined by the IDB.

In the following table you can see the learning resources of module 1, the approximate time commitment and the weighting of the graded activities.

Subsection	Learning resource	Time (minutes)	Weighting
1.0 Module 1 description & objectives	Module description & objectives	10	
	Initial exercise	5	
1.1 Assessment of education in Latin America and the Caribbean	Video: The educational systems of Latin America and the Caribbean: advances and challenges	9	
	Class notes: Assessment of education in LAC by IDB's Education Division	35	
	Assessment questionnaire	20	3.6%
1.2 Evidence-based reform	Video: Evidence-based educational reform	9	
	Reading: Evidence-based educational reform	20	
	Assessment questionnaire	20	3.4%
1.3 What works in education?	Video: What works in education?	6	
	Reading: Educational problems in developing countries	25	
	Video: What works in education?	5	
	Video: Will it work for me?	9	
	Reading: Lessons from the rigorous impact evaluations of educational policies for Latin America?	45	
	Assessment questionnaire	20	3.4%
1.4 Exercise and forum	Notes: My school journal	20	
	Forum: My school journal	30	
1.5 Conclusions of the module	Text: Main lessons of the module	5	
	Additional resources	5	

## MODULE 2: HIGH GOALS

### Learning objectives

- A. Recognizing the importance of setting high and precise goals to achieve higher learning.
- B. Recognizing the difference between school attendance/enrollment and quality of education.
- C. Identifying good institutional support practices for schools.
- D. Identifying the characteristics of the educational curriculum, as well as the importance of including every actor of the educational ecosystem in its development.
- E. Recognizing the importance of assessments for identifying improvement needs and as feedback for the educational system.
- F. Interpreting national, regional and international tests to improve learning.
- G. Identifying the areas of knowledge that are measured by the PISA test and the results obtained by LAC countries in its latest edition.

In the following table you can see the learning resources of module 2, its approximate time commitment and the weighting of the graded activities.

Subsection	Learning resource	Time (minutes)	Weighting
2.0 Module description & objectives 2	Module description & objectives	10	
	Initial exercise	5	
2.1 The importance of high learning goals to ensure quality	Video: The importance of high goals	9	
	Class notes: High goals	30	
	Video: The importance of quality in learning	9	
	Reading: The rebirth of education	20	
	Assessment questionnaire	20	3.4%
2.2 Preparing the system for success	Video: Successful management systems	9	
	Video: The curricular agenda of the 21st century	7	
	Reading: Institutional architecture for school improvement	20	
	Assessment questionnaire	20	3.4%
2.3 Measuring what matters and using data for improvement	Reading: How to choose instruments to measure learning? Formative vs. summative evaluation	25	
	Video: Example Colombia	8	
	Reading: Educational assessment in Latin America	10	
	Video: Example State of Miranda, Venezuela	10	
	Video: Example Uruguay: Online assessments	9	
	Reading: What is TERCE	25	
	Video: Learning in Latin America and the Caribbean	10	
	Reading: Latin America in PISA 2015: How Did the Region Perform?	10	
	Video: What is CIMA?	9	
	Reading: CIMA: Information Center for the improvement of learning	15	
	Assessment questionnaire	20	3.4%
2.4 Exercise and forum	Notes: My school journal	20	

	Forum: My school journal	30	
2.5 Module conclusions	Text: Main lessons of the module	5	
	Additional resources	5	

### MODULE 3: EARLY EDUCATION

#### Learning objectives

- A. Recognizing the impact of access to high-quality Early Childhood Development (ECD) programs and preschool education on education and throughout people's lives.
- B. Assessing the state of ECD programs in the region.
- C. Identifying ECD measuring tools.
- D. Analyzing the common characteristics of successful integrated ECD systems.
- E. Recognizing the importance of teachers for the quality of ECD.
- F. Recognizing the importance of family, caregivers, care and preschool education centers in ECD.

In the following table you can see the learning resources for module 3, its approximate time commitment and the weighting of the graded activities.

Subsection	Learning resource	Time (minutes)	Weighting
3.0 Module description & objectives	Module description & objectives	10	
	Initial exercise	5	
3.1 The importance of Early Childhood Development (ECD)	Video: Early education	9	
	Class notes: Early education	30	
	Video: ECD Investments repay well	4	
	Reading: Investment in early childhood development: Reducing deficits and strengthening the economy	15	
	Video: The science of early childhood development	5	
	Reading: The science of early childhood development	15	
	Video: Overview of ECD in Latin America and the Caribbean	7	
	Video: Early education policies	10	
	Assessment questionnaire	20	3.4%
3.2 Quality and teachers matter	Video: Successful ECD programs	8	
	Reading: PRIDI. Urgency and Possibility Chapter 10	20	
	Video: Example Colombia	21	
	Video: The role of teachers in ECD	11	
	Assessment questionnaire	20	3.4%
3.3 Family matters	Video: Example Jamaica	4	
	Class notes: Example Jamaica	25	
	Video: Use of child care institutions in LAC	8	
	Assessment questionnaire	20	3.4%
3.4 Exercise and forum	Notes: My school journal	20	

	Forum: My school journal	30	
3.5 Module conclusions	Text: Main lessons of the module	5	
	Additional resources	5	

## MODULE 4: EFFECTIVE TEACHERS

### Objectives

- A. Recognizing that teacher effectiveness is the most important factor in student learning and skill development.
- B. Defining the characteristics of effective teachers, as revealed by research.
- C. Examining different strategies for attracting the best students into the teaching career and the requirements of their initial training.
- D. Recognizing the importance and the main characteristics of successful in-service teacher training systems.
- E. Analyzing effective motivation and evaluation mechanisms to promote good performance in teachers.
- F. Recognizing the impact of the school principal as a leader and his/her influence on teacher motivation.
- G. Identifying policy and legislation aspects to consider when designing an educational reform.

In the following table you can see the learning resources for module 4, its approximate time commitment and the weighting of the graded activities.

Subsection	Learning resource	Time (minutes)	Weighting
4.0 Module description & objectives	Module description & objectives	10	
	Initial exercise	5	
4.1 Teachers: the crucial factor in learning	Video: Effective teachers	11	
	Class notes: Effective teachers	30	
	Video: Teacher quality	5	
	Video: Characteristics of a good teacher	8	
	Reading: Excellent Teachers Chapter 1	20	
	Assessment questionnaire	20	3.4%
4.2 Recruiting and selecting the best teachers	Video: How to recruit talent for teaching?	13	
	Video: Initial teacher training	8	
	Class notes: Initial teacher training	20	
	Video: Alternative forms of recruitment	7	
	Assessment questionnaire	20	3.4%
4.3 Preparing excellent teachers	Video: The importance of in-service teacher training and development	8	
	Reading: The teaching profession - chapter 4	30	
	Video: In-service training	10	
	Class notes: Teacher career development	30	
	Video: Good teaching framework	6	

	Assessment questionnaire	20	3.4%
4.4 Motivating teachers for positive performance	Video: What motivates teachers	9	
	Video: Example Washington, DC	11	
	Video: Characteristics of a good leader	10	
	Video: How to strengthen leadership in schools	7	
	Assessment questionnaire	20	3.4%
4.5 How to navigate the educational reform	Video: Creating consensus	9	
	Video: Example Peru	14	
	Video: Navigating the reform 50+180+	10	
	Video: The role of civil society in Brazil	5	
	Assessment questionnaire	20	3.4%
4.6 Exercise and forum	Notes: My school journal	20	
	Forum: My school journal	30	
4.7 Module conclusions	Text: Main lessons of the module	5	
	Additional resources	5	

Between modules 4 and 5 you will find the [peer-review evaluation](#) activity, worth 25% of the final grade of the course.

## MODULE 5: ADEQUATE RESOURCES

### Learning objectives

- A. Identifying key resources that are needed by schools for quality learning.
- B. Identifying financing sources for educational policies.
- C. Recognizing the importance of school infrastructure as a necessary aspect in the creation of conducive learning environments.
- D. Identifying the 4 aspects to consider for the effective incorporation of technology into the classroom.
- E. Recognizing the importance of assigning more and better resources to the most vulnerable students.

In the following table you can see the learning resources for module 5, its approximate time commitment and the weighting of the graded activities.

Subsection	Learning resource	Time (minutes)	Weighting
5.0 Module description & objectives	Module description & objectives	10	
	Initial exercise	5	
5.1 Resources to promote better learning	Video: Adequate resources	8	
	Class notes: Adequate resources	25	
	Reading: Latin America in PISA 2015: How does student learning respond to the resources that are invested in education?	20	
	Assessment questionnaire	20	3.4%
	Video: How to finance education	9	

5.2 Financial resources, school infrastructure and learning environments	Video: Infrastructure and learning	11	
	Video: Key factors for infrastructure decision making	8	
	Assessment questionnaire	20	3.4%
5.3 The use of technology to support learning	Video: The use of technology for learning in LAC	9	
	Reading: IDB & technology to improve learning: How to promote effective programs?	25	
	Assessment questionnaire	20	3.4%
5.5 More and better resources for the most vulnerable	Video: Educational inequality	5	
	Video: Equity in the access to resources	10	
	Class notes: Equity in the access to resources	20	
	PISA: Underperforming students	30	
	Video: Example Colombia	5	
	Assessment questionnaire	20	3.4%
5.6 Exercise and forum	Notes: My school journal	20	
	Forum: My school journal	30	
5.7 Module conclusions	Text: Main lessons of the module	5	
	Additional resources	5	

## MODULE 6: RELEVANT SKILLS

### Learning objectives

- A. Recognizing the importance of all young people acquiring the necessary skills to achieve their full potential at work and in their contribution to society.
- B. Recognizing that education systems in the region do not produce graduates with relevant skills for the labor market.
- C. Analyzing the importance of social-emotional skills to productively participate in society.
- D. Recognizing the connection between skill disparity and income inequality.
- E. Identifying the characteristics of mechanical skills and their demand in the market.
- F. Identifying coordination strategies between the educational system and the labor system.
- G. Recognizing the relationship between the demands of the labor market and the training to be provided by the educational system.
- H. Identifying effective policies to combat school dropout.

In the following table you can see the learning resources for module 6, its approximate time commitment and the weighting of the graded activities.

Subsection	Learning resource	Time (minutes)	Weighting
6.0 Module description & objectives	Module description & objectives	10	
	Initial exercise	5	
6.1 Relevant skills to maximize the potential of children and young people	Video: Relevant skills	8	
	Class notes: Relevant skills	25	
	Better Learning: Public policies for skill development	20	

	Assessment questionnaire	20	3.4%
6.2 Skills for succeeding in the labor market	Video: Universal basic skills: What do countries gain?	7	
	Class notes: Skills and the labor market	15	
	Video: Disconnection of skills	11	
	Video: Skills for the labor market	4	
	Reading: Skills, education and the increase of wage inequality in the "other 99%"	45	
	Assessment questionnaire	20	3.4%
6.3 How to link the educational system and the working world	Video: The important link between the education system and the labor market	6	
	Video: Human capital formation systems that successfully link education and work	10	
	Reading: Does vocational training help young people to obtain (good) employment?	25	
	Assessment questionnaire	20	3.4%
6.4 How to reduce dropout	Video: Dropout in LAC	9	
	Video: Future Graduates in Argentina	7	
	Assessment questionnaire	20	3.4%
6.5 Exercise and forum	Exercise: My school journal	20	
	Forum: My school journal	30	
6.6 Conclusions of the module	Text: Main lessons of the module	5	
	Additional resources	5	

## 8. METHODOLOGY

The course is available in a virtual modality, where there is no tutor in charge of monitoring the participant's progress, but rather it is self-directed so that each participant should advance autonomously in the schedules and times that they decide.

In the design of the course, we have combined passive learning resources, such as videos and readings, with active learning resources, in which participation and commitment are the basis for learning.

The purpose of the active learning resources is to apply theoretical content to your country's reality through guided activities that incorporate social and collaborative learning principles.

It is important to keep in mind that learning takes place through a conscious effort to investigate, analyze, reflect and share on topics of interest. We invite you to get the most out of the course by actively participating in it.

The first resource in each module consists of a page containing the description, learning goals, activities and assessments to be conducted. We recommend that you read this first page carefully to know which activities must be performed for the successful completion of the course, and the estimated time needed.

## 8.1 LEARNING RESOURCES

Each module is divided into sub-modules. Within them you will find various types of components or learning resources:

- **Contacts:** We invite you to enter your professional data to become part of Educational Leaders Practical Community, a space of collaborative learning and experience exchange in countries inside the Co+Incide platform, developed by Educational Division at IDB and SUMMA. In this space, more than 200 leaders from Latin America participate in an active network, where you can share and access relevant information, build a common work agenda and learn about the perspectives of different actors in the community of practice around educational policies in Latin America. Follow the steps bellow, in Spanish, to access the Community:

Paso a paso para acceder a la comunidad de líderes en educación.

	<b>PASO 1</b> Dirección web.	→ Ir a <a href="https://www.co-incide.org">https://www.co-incide.org</a>
	<b>PASO 2</b> Registro.	→ Regístrate a través de LinkedIn, Google o ingresar email y rellenar los datos solicitados.
	<b>PASO 3</b> Ir a Líderes en educación.	Ya registrado, desde la pantalla de inicio del sitio web, hacer click en la sección "Líderes en Educación" (parte superior de la pantalla).
	<b>PASO 4</b> Elige a un administrador.	Haz click en alguno de los administradores y solicita el ingreso a "líderes en educación"
	<b>PASO 5</b> Espera la aprobación, después de eso ¡Ya serás parte de la plataforma!	Interactúa y participa con la comunidad.

→ Interactúa y participa con la comunidad.

- **Videos:** the main learning resource of this course. The videos are short and feature the participation of global experts in each subject.
- **Readings:** these contain the conceptual content of the course and are organized by topic.
- **Class notes:** summaries of videos or readings containing key ideas on the most important issues.
- **Non-graded exercises:** activities that do not influence the final grade of the course and are used to check the students' grasp of some of the most important concepts. They can be multiple choice questions, true or false, multiple answer or drag and drop.
- **My school journal:** space for reflection where participants can lay out the theoretical contents and compare them with their own experience in school.
- **Forum "My school journal":** space in which participants can share the analysis made in "My school journal" with other participants of the course.
- **Assessment questionnaires:** assessments of between 4 and 11 questions whose objective is to measure knowledge gains at the end of each subsection. For more information, check the [Evaluation Criteria](#) section.
- **Additional resources:** list of optional learning resources for a deeper understanding of different topics. The contents of these resources are not graded.

## 8.2 EVALUATION CRITERIA

The final grade of the course consists of a weighted average of the scores from the questionnaires and the peer review evaluation, with the following relative weights:

- 75% Assessment questionnaires
- 25% Peer review evaluation

### 8.2.1 ASSESSMENT QUESTIONNAIRES

Each module is divided into sub-modules. At the end of each one you will find a questionnaire that contains multiple choice questions, multiple answer and/or true or false questions. The purpose of these questions is to reinforce your knowledge and determine the achievement of learning goals. You will have two opportunities to complete each evaluation.

### 8.2.2 PEER REVIEW EVALUATION

For this activity we will ask you to explain and argue what would be the educational policy changes that you would implement in your country to improve the quality of teaching. This activity will be evaluated by your peers and you will also evaluate the work of at least 3 classmates.

To pass the course, you should obtain at least 65% of total points in the graded activities.

Only in the verified certificate mode you can see progress in the course, enter the "[Progress](#)" tab that you will find in the top menu of the platform.

## 9. INSTRUCTORS

The main instructor of this course is [Emiliana Vegas](#), former chief of the Education Division at the Inter-American Development Bank. More than 60 international education specialists have collaborated with their knowledge in the different topics covered in the course. To find out more about them, look up the [contributors](#) document which is available on the platform.

## 10. PARTICIPANT SUPPORT SERVICES

As the course unfolds, the following services will be available:

### 10.1 EDX HELP CENTER

In the Edx Help Center, you will find answers to frequently asked questions about starting the course, basic edX information, certificates and other related topics.

### 10.2 PARTICIPANT SUPPORT

In the "[Participant support](#)" tab you will find a series of resources that you can use according to your needs:

- [General FAQ](#): here you will find answers to general course topics, such as deadlines or the format of assessment questionnaires.
- [Technical FAQ](#): here you will find answers to technical questions, such as the visualization of resources on computers or mobile devices.

- [Technical assistance form](#): if you do not find an answer to your question, at the end of the page you will find a form through which you can request personalized technical assistance. The response time is less than 24 hours from Monday to Friday and up to 48 hours on weekends.

## 11. GENERAL POLICIES

### 11.1 IDBX ACCESSIBILITY POLICY

Since we use the edX platform to deliver the course, we have adopted the edX [accessibility policy](#).

### 11.2 ACADEMIC INTEGRITY POLICY

Since the edX platform is used to deliver the course, academic integrity issues are addressed through the [edX honor code](#).

### 11.3 PRIVACY POLICY

Since the edX platform is used to deliver the course, privacy issues are addressed through the [edX privacy policy](#).

### 11.4 LATE DELIVERY POLICY

If you opt for the verified certificate, the deadline for completing all the graded activities is the last day of the course. After the deadline, assessment options will be disabled.