

Designing, Delivering and Evaluating eLearning Study-Units

RoadMap

Our goal is to provide learners with the basic knowledge and skills required to design, deliver and evaluate an eLearning session in a study-unit while experiencing what it is like to be an online learner. It is expected that if you can design, deliver and evaluate one session, you will be able to design, deliver and evaluate additional sessions in the future.

Although, for practical reasons in this nine-week course, we will focus on one session in your study-unit, many of the documents, policies and evaluation tools you create will be used in all sessions in your study-unit (e.g. your email, discussion forum, and assignments policies). Also many of the eDocs we created for you in this course (eDoc: Netiquette, eDoc: eVenture, etc.) you are welcome to adopt or adapt for your own study-units.

The nine-week Designing, Delivering and Evaluating eLearning Study-Units professional development series for academic staff is organised into convenient themes: Introduction; Content; Community, Delivery; Support, Structure and Outcomes to align with the [Dig-It European Union Framework: A Quality Standard to Guide the Design, Delivery and Evaluation of Effective eLearning](#).

Please note that these themes are not however separate entities. In reality *Content*, *Community*, *Delivery*, *Support*, *Structure* and *Outcomes* are the components required for effective eLearning. They all overlap and it is impossible to discuss one without also discussing the others. In reality the components look more like this:



There will also be support available from IT Services following the eLearning series if you forget how to do something, have additional questions or need further assistance.

WEEK	Learning Objectives	ACTIVITY/ASSIGNMENT
<p>1. INTRODUCTION</p> <p>February 12-17 2 hours (F2F) and follow-up online activities</p>	<p>Learning Objectives</p> <p>By the end of this week you will:</p> <ul style="list-style-type: none"> ▪ create a personal online profile on the VLE ▪ identify the one session from this study-unit that you will convert to an online format ▪ post a description of the study-unit from which you will be designing one online session during this course <ol style="list-style-type: none"> 1. Brief Introduction of workshop participates – State your name, faculty and why you are here. – 10 minutes. 2. Addressing Concerns - 10 minutes. 3. Introducing the RoadMap - 10 minutes. 4. Practical: – 1 hour <p>Log on, very briefly demonstrate how to:</p> <ul style="list-style-type: none"> - Create a profile, - Upload a photo, - Make a posting, - Respond to a posting, - Post a brief (5-6 sentence description of your study-unit (see eSample) - Identify the title of the session from your study-unit that will be converted for online delivery 	<p>Read it!</p> <p>Read the following eDocs and articles related to this session:</p> <ul style="list-style-type: none"> ▪ How is online learning different ▪ eDoc: Netiquette and Good Practices for Online Discussions eVenture ▪ Switching To Blended Learning: How I Turned My Classes Into A Blended Learning Experience <p>Apply it!</p> <p>After reading eVenture, follow the simple steps to set up your profile on the VLE including a photo of yourself.</p> <p>Use this e-Sample to guide you in writing a brief description of your study-unit, and identify the session from this study-unit you will be designing online during this course.</p> <p>Discuss it!</p> <p>After reading all of your colleagues' profiles, send one of your colleagues a message providing constructive feedback on the description of their study-unit and the session they chose to deliver online.</p>
<p>2. CONTENT:</p>	<p>Learning Objectives</p>	<p>Read it!</p>

<p>Learning Objectives February 18-24 (Online)</p>	<p>By the end of this week you will be able to:</p> <ul style="list-style-type: none"> ▪ Write the learning objectives for your entire study-unit. ▪ Write the learning objectives for the specific session you are designing online, that support the learning objectives of your overall study-unit learning objectives. 	<p>Read the following eDocs and articles related to this week:</p> <ul style="list-style-type: none"> ▪ Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. <i>New York, Toronto: Longmans, Green.</i> ▪ <i>Writing Measurable Learning Objectives:</i> https://teachonline.asu.edu/2012/07/writing-measurable-learning-objectives/ ▪ Writing learning objectives. http://sites.uci.edu/medsim/files/2015/03/Writing-learning-objectives.pdf ▪ Writing Effective Learning Objectives - https://ii.library.jhu.edu/2016/07/20/writing-effective-learning-objectives/ <p>Apply it!</p> <p>Use the eSample as a guide to help you:</p> <ul style="list-style-type: none"> ▪ Write the learning objectives for your entire study unit. ▪ Write the learning objectives for the specific session you are designing online. <p>Discuss it!</p> <ul style="list-style-type: none"> ▪ Go to the discussion forum entitled, <i>Learning Objectives</i>. Post 1-3 learning objectives to align with the study-unit description you wrote in the last session. Post the description, learning objectives for the entire study unit, and the learning objectives for the session you will be designing online in this course discussion forum called <i>Learning Objectives</i>. ▪ Read your colleagues learning objectives for their online session. Provide constructive comments on one of your colleague's online learning objectives. ▪ Read your colleagues comments on your learning objectives see if you can improve the quality and effectiveness of your learning objectives. If you have made changes to your learning objectives, post your revised learning objectives in the online forum entitled <i>Learning Objectives</i>.
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<p>3. CONTENT: Preparing Content for Online Learning February 25 March 3</p>	<ul style="list-style-type: none"> • Repurpose the content from one of your study-unit's face-to-face sessions into content effective for online learning. ▪ Upload your content. 	<p>e-Sample</p> <p>Read It!</p> <ul style="list-style-type: none"> • eDoc: Designing Content for Effective Online Learning • 4 Tips For Content Chunking In e-Learning Experience: https://elearningindustry.com/4-tips-for-content-chunking-in-e-learning • Tips For Content Chunking In e-Learning Experience <p>Apply It!</p> <ul style="list-style-type: none"> • Start with the end in mind! Review the learning objectives you designed in the last session. In this Session you will determine the content that must be covered to ensure students attain these learning outcomes. • After reading the eDoc Designing Content for Effective Online Learning and the readings on chunking content, take the content from your face-to-face study-unit session and chunk it into manageable segments or slides. Upload the content. <p>Discuss It!</p> <ul style="list-style-type: none"> • Review several of your colleagues content. Offer constructive feedback to one colleagues suggesting how they might improve their content presentation. • Review the feedback provided to you on your content. • Make any changes that will improve your content presentation. <p>eSamples</p>
<p>5. COMMUNITY March 4-10 (Online</p>	<p>Learning Objectives</p> <p>By the end of this week you will be able to:</p> <p>By the end of this week you will be able to:</p> <ul style="list-style-type: none"> ▪ describe the importance of a learning community as a prerequisite for effective 	<p>Read it!</p> <p>Read the following eDocs and articles related to this week:</p> <ul style="list-style-type: none"> ▪ Online Discussions ▪ Communicating with your Students ▪ Discussion Board Assignments: Alternatives to the Question-and-Answer Format ▪ Rubrics for Online Discussions

	<p>online learning</p> <ul style="list-style-type: none"> Describe strategies to effectively communicate with online learners Write discussion prompts that stimulates engaging, substantive, and compelling discussions List strategies to effectively manage an online discussion 	<p>Apply it!</p> <p>After reading the eDoc: eLearning Community and the other supportive readings, complete the following four activities:</p> <p>Discuss it!</p> <ol style="list-style-type: none"> Write a discussion prompt to stimulate discussion and critical thinking on your topic. Post your discussion prompt by Saturday evening in the Discussion forum entitled Discussion Prompt. Replies to one of your colleagues' discussion prompts (due by Tuesday of this assignment week). After posting your original prompt, check out what others have written about your prompt and see if you can improve your prompt based on your colleague's feedback. Post your revised prompt.
<p>6: DELIVERY: Delivering Effective Online Learning March 11-17 (online)</p>	<p>Learning Objectives</p> <p>By the end of this week you will be able to:</p> <ul style="list-style-type: none"> Find quality free open source resources to support your content and facilitate learning Find free quality videos to engage online learners and facilitate learning Design a learning activity to effectively delivery content in an engaging way 	<p>Read it!</p> <p>Read the following eDocs and articles related to this week:</p> <ul style="list-style-type: none"> eDoc: Delivering Effective Online Learning Learning Activities and Active Learning 10 Ways to Engage Learners in an Online Class Open Educational Resources <p>Apply it!</p> <p>After reading the eDoc: Designing Effective Online Learning and the other supportive readings, complete the following three activities:</p> <ul style="list-style-type: none"> Refer to the notes about OERs. This contains links to online repositories. Spend some time browsing through some of the links. Choose an open educational resource that will enhance your student's learning about the topic. Design one additional learning activity that will engage learners while learning the content in your online session (you may find the table in the eDoc helpful), or feel free to create additional activities. Find a free educational video on one of the educational sites provided in the eDoc

		<p>Designing Effective Online Learning that supports the content in your session. Provide learners with the link. To motivate participation and facilitate reflection and knowledge transfer ask learners to post a response to a probing question regarding the content in the video.</p> <p>Discuss it!</p> <ul style="list-style-type: none"> ▪ Go to this week’s discussion forum entitled <i>Sharing online Tips and Resources</i>. Make a posting describing the best resource you found or share the most helpful tip you learned while searching for free online resources and videos to enhance the delivery of your online session. ▪ Read your colleagues posts. Respond to at least one of your colleagues tips.
<p>5. Delivery: Creating and uploading Audio Voice Overs and Videos to enhance online learning March 18-24 (online)</p>	<ul style="list-style-type: none"> • Write an announcement introducing your session to your students. • Install Panopto File (see link for support) • Write a script introducing your online session Record and upload an introduction to your online session • Record a voice over or video for your content slide deck or eDoc to make your content more interactive and engaging 	<p>ad It!</p> <ul style="list-style-type: none"> ▪ eDoc: Creating and Uploading Audio recordings and Video to Support Effective Online Learning ▪ The Essentials of e-Learning Course Design <p>Presentations with Voice-Overs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Video: Recording a PowerPoint with a voice-over using Panopto File 130.7MB Video file (MP4) <input type="checkbox"/> Quick Guide to Install Panopto File 327.8KB PDF document <input type="checkbox"/> Guidelines for Online Presentations with Voice-overs File 224.4KB PDF document <p>Apply It!</p> <ul style="list-style-type: none"> ▪ Write a script, and then create a 1-2 minute video that introduces your session to your students. You may want to review expectations, activities and deadlines. The video will be available in your VLE sandbox. Apply the appropriate setting so that the video

		<p>can be viewed by your colleagues in this class.</p> <ul style="list-style-type: none"> ▪ eSample <p>AND/ OR</p> <ul style="list-style-type: none"> ▪ Provide a voice over audio to facilitate learning some or all of the content you “chunked” in a slide deck or eDoc last session. <p>Discuss It!</p> <p>Due to the time consuming nature of the activities this week there will not be a discussion forum. Feel free (but not obligated) to continue to add comments on the three existing forums. There will be a new forum added in session 6.</p> <p>Note: Students appreciate having a week off from the discussion forum, especially during week when they have an assignment due. Please take 5 minutes to provide us with feedback on the course so far. Please note that your feedback on this Temperature Check is anonymous. We know if you completed the survey but not who said what. The information you provide will be used to make any necessary changes to the course in situ. Thank you!</p>
<p>7: SUPPORT – Supporting Learners in Online Learning March 25- 31 (online)</p>	<p>Learning Objectives</p> <p>By the end of this week you will be able to:</p> <ul style="list-style-type: none"> ▪ Incorporate strategies to support learners in your online session ▪ Describe the roles and skills of the online tutor ▪ Provide timely and meaningful feedback ▪ Provide timely detailed feedback on assignments ▪ Understand the importance of answering students’ questions promptly ▪ Appreciate the value of providing eSamples to increase learner understanding of expectations 	<p>Read it!</p> <p>Read the following eDocs and articles related to this week:</p> <ul style="list-style-type: none"> ▪ eDoc: Supporting learners in an Online Environment ▪ Being "Present" in Your Online Course ▪ Community of Inquiry Framework <p>Apply it!</p> <p>After reading the eDoc: Supporting learners in an Online Environment and the other supportive readings, complete the following four activities:</p> <ol style="list-style-type: none"> 1. Post your virtual office hours for your students. 2. Set up a ‘Questions’ and a ‘Café’ Discussion Forum for your students and write clear expectations regarding the purpose of each forum. 3. Write an announcement clearly explaining

		<p>what each discussion forum is for, and expectations for posting in the discussion forum.</p> <p>Discuss it!</p> <ol style="list-style-type: none"> 3. Post several ways you can make a learner feel supported in an eLearning course. Replies to one of your colleagues' post. 4. Read your colleagues posts. 5. Respond to at least one of your colleagues posts.
<p>8. STRUCTURE: Structure as an eLearning Quality Standard April 1-7 (online)</p>	<p>Learning Objectives By the end of this week you will be able to:</p> <ul style="list-style-type: none"> ▪ Write a set of 'policies' for your students regarding (emails, plagiarism, Netiquette, and late assignments, etc.) ▪ Describe strategies to manage time when teaching online 	<p>Read it!</p> <p>Read the following eDocs and articles and watch the videos related to this week:</p> <ul style="list-style-type: none"> ▪ eDoc: Structure as an eLearning Quality Standard ▪ Video: Strategies for Managing the Online Workload Part 1 (12 mins) ▪ Video: Strategies for Managing the Online Workload Part 2 (12 mins) ▪ Strategies for Managing the Online Workload <p>Apply it!</p> <p>After reading the E-Doc: Structure as an eLearning Quality Standard and the other supportive readings and watching the videos, complete the following four activities:</p> <ul style="list-style-type: none"> ▪ Write a set of 'policies' for your students regarding (emails, plagiarism, netiquette, late assignments, postings and responding in the discussion forum, logging on, etc.). You should also repeat this information in your study unit syllabus, and RoadMap. ▪ Provide descriptors of (IT Services for help with technology issues, library for help with Internet searches, and Linguistic for help with writing services). Add what the services offer and convenient links to these services in your study unit. <p>Discuss it!</p> <ul style="list-style-type: none"> ▪ Post your policies by Saturday evening. ▪ Read your colleagues policy posts. Provide constructive feedback on 1-2 of your

		<p>colleague's posts by Tuesday.</p> <ul style="list-style-type: none"> Read the feedback provided to you by your colleagues on your policy post. Can you improve your announcement? Post your revised announcement into your session.
<p>9: OUTCOMES - Evaluating eLearners and eStudy-Units April 8-14 (online)</p>	<p>Learning Objectives</p> <p>By the end of this week you will:</p> <ul style="list-style-type: none"> create an effective evaluation plan to assess the learning outcomes in your study-unit (you can adopt or adapt the evaluation plan from your face-to-face study unit). create a temperature check and summative assessment tool to assess your online study-unit or session (you may adopt or adapt the evaluation tools in this course). 	<p>Read it!</p> <p>Read the following eDocs and articles related to this week:</p> <ul style="list-style-type: none"> eDoc: Evaluating e-Learners and eStudy-Units Sample Rubrics for Different Activities eDoc: e-Submission and e-Marking Notes <p>Apply it!</p> <p>After reading the eDoc: Designing a Study-Unit Evaluation Plan to Assess Students and Study-Units and the other supportive readings complete the following four activities:</p> <ul style="list-style-type: none"> Use the information in this eDoc to design your study-unit evaluation plan to ensure learners have attained the learning objectives. You should be able to adopt or adapt your evaluation plan from your face-to-face study-unit. The following eSamples may be helpful: <ul style="list-style-type: none"> Study Unit Evaluation Plan eSample 1 Study Unit Evaluation Plan eSample 2 Review the document <p>Sample Rubrics for Different Activities</p> <ul style="list-style-type: none"> Create a rubric to assess your assignments and activities. Have a look at the temperature check evaluation we have provided for you. Adopt or adapt this tool upload the temperature into your study unit. Instruct student to provide anonymous feedback so you can monitor and adjust the course in situ. Have a look at the sample study-unit evaluation tool we have provided. Adopt or adapt this tool and post a final online evaluation instrument so student can assess the content, delivery, service, structure and outcomes of your online study-unit so that you can improve upon the study unit in the next iteration.

		<p>Discuss it!</p> <ul style="list-style-type: none">▪ Post your evaluation plan by Saturday evening.▪ Review your colleagues' evaluation plans. Provide constructive feedback to 1-2 of your colleague's evaluation plans posts by Tuesday.▪ Read the feedback provided to you by your colleagues on your evaluation plan. Can you improve your evaluation plan? Post your revised evaluation into your session.▪ Use the information from the eDoc to familiarize yourself with eSubmissions and eMarking on the VLE.▪ Set up a drop box for your student's assignments.▪ Post your evaluation plan in your syllabus, and the assignments when they are due in each week of your RoadMap.▪ Upload your temperature check and study-unit summative evaluation survey into the VLE. <p>Congratulations! You should now have the knowledge and skill to design, delivery and evaluation an online session. Use the skills you have learned in this course to design one or more additional online Sessions in your study-unit.</p> <p>Pease take 5 minutes to provide us with feedback on the course. Please note that your feedback on this Course Evaluation is anonymous. We know if you completed the survey but not who said what. The information you provide will be used to make any necessary changes to the course for the next iteration. Thank you!</p>
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