

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
<p>1. INTRODUCTION</p> <p>March 03-09 (3-hour synchronous session on 03 March: 15:00-18:00) 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>2. CONTENT: Learning Objectives</p> <p>March 10-16 (Online - asynchronous)</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>3. CONTENT: Preparing Content for Online Learning</p> <p>March 17-23 (Online - asynchronous)</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>4. COMMUNITY</p> <p>March 24-30 (Online - asynchronous)</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: describe the importance of a learning community as a prerequisite for effective 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>5: DELIVERY: Delivering Effective</p>	<p>Learning Objectives</p> <p>By the end of this week you will be able to:</p>

<p>Online Learning March 31- April 06 (Online - asynchronous)</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>Break April 07-13</p>	<p>This break is intended for participants to have the opportunity to review material completed.</p>
<p>6. Delivery: Creating and uploading Audio Voice Overs and Videos to enhance online learning April 14-20 (Online - asynchronous)</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>7: SUPPORT – Supporting Learners in Online Learning April 21-27 (Online - asynchronous)</p>	<p>Learning Objectives 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>Break April 28-May 04</p>	<p>Easter Break</p>
<p>8. STRUCTURE: Structure as an eLearning Quality Standard May 05-11 (Online - asynchronous)</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>9: OUTCOMES - Evaluating eLearners and eStudy-Units May 12-18 (Online - asynchronous)</p>	<p>Learning Objectives 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).