onlineHE

IO2. Training Course

Design and develop an eLearning course / ADDIE model to design

eLearning courses

Prepared by WEBIN

Project Information

Project Title	A practical toolkit for integrating eLearning in Higher Education Curricula
Project acronym	OnlineHE
Project number	2020-1-RO01-KA226-HE-095434
Beneficiary organization (Project Coordinator)	RO01 Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale

1. Learning Outcomes Matrix

On successful completion of the Training Course, Higher Education staff, researchers, practitioners, adult educators, learning designers, and university support staff will be able to:

LEARNING OUTCOMES	KNOWLEDGE	SKILLS	ATTITUDES
Axis 2: Design and develop an eLearning course / ADDIE model to design eLearning courses	K2.1 The users will: -know what ADDIE model is -know what is necessary to understand and design an eLearning course -know what possible approaches and methodologies to combine with ADDIE model to create a good online course	S2.1The users will know how to: -use the ADDIE model to create an online course -develop every step of online course design -choose best possible approaches and methodologies in line with particular subject matter, target groups and their individuality and diversity	A.2.1. The users will understand why: - ADDIE model is appropriate for achieving the desired outcomes -the selected methodologies are the most appropriate for the successful implementation of the developed online course

	K2.2. The users will:	S2.2. The users will know how:	A.2.2. The users will understand why:
	-know what the main similarities and differences between ADDIE model and their current practices, as well as advantages and disadvantages of ADDIE model in comparison to their current practices	-to use advantages of both ADDIE model and currently used practices to create the best possible solutions when it comes to the design of online courses	-it is crucial to be acquainted to various course design models for independently devising one´s own online course -it is imperative to make comparisons and draw conclusions about various course design models to achieve the best possible teaching practice
	K2.3. The users will:	S2.3. The users will know how:	A.2.3. The users will understand why:
	-know what online tools to choose to implement the course designed according to ADDIE model	-to choose proper online tools to implement the course designed according to ADDIE model	-the selected and/or created online tools and instruments are the most appropriate for the implementation of the designed online course

	K2.4. The users will:	S2.4. The users will know how:	A.2.4. The users will understand why:
	-know what resources and materials to create/resort to in order to implement a course according to ADDIE model	- to choose and/or create proper resources and materials to successfully create and implement a course according to ADDIE model	-the materials and resources selected/resorted to are the most appropriate for the implementation of the devised course according to ADDIE model

2.1 Content Training

Organisation/Partner: Western Balkans Institute	
Thematic axes (1-7)	2
Training time required	3,5 hours
Contents	Design and develop an eLearning course / ADDIE model to design eLearning courses
Synopsis of the content	2.1 **Introduction to ADDIE model**: 1. Analysis (defining aims, goals and learning outcomes; identifying target groups and their needs; identifying desired and/or possible approaches; identifying the learning environment and delivery options; identifying challenges and knowledge levels and skills to be achieved; identifying possible limitations) 2. Design (defining implementation tools; systematic approach to course content and the manner of knowledge transfer; defining the time frame of the course; defining the materials; defining activities of each participant in the process; defining the feedback mechanism) 3. Development (using the data from previous two stages to create concrete outcomes; producing concrete tasks and activities, producing materials) 4. Implementation (permanent analysis, redesign and improvement need; monitoring the process; dealing with challenges and unpredicted feedback; 5. Evaluation (analysing the overall results (achieved outcomes) and feedback; creating suggestions and recommendations to improve course efficiency and students´ success rate) 2.2 **Establishing a correlation and connection between ADDIE model and the existing practices in designing and/or implementing HE courses (whether they be offline or online) and observing advantages and disadvantages** 2.3 **Available online tools and instruments for designing a course based on ADDIE model** 2.4 **Materials and resources (available and/or potential) usable in the process of designing a course based on the ADDIE model**
Presentation teaching resources (pptx)	https://fis.onlinehe.eu/tfm.php?p=Intellectual+Output+2%2F WEBIN
Learning outcomes matrix	• Users will become acquainted with the concept of ADDIE model • Users will be able to resort to ADDIE model to properly plan, devise and implement an online course • Users will be able to critically observe, assess and evaluate the usability of the proposed model, as well as the course devised according to the proposed model • Users will be able to introduce necessary changes and improvements based on an informed assessment/evaluation of the model usability, field requirements and objective needs of end users (HE students) with the aim of improving the impact of the course based on the proposed

	model
Proposed trainer	WEBIN team
Learning activities, material, and digital resources	This segment of the course is synchronous, i.e. it can be implemented online in real time (or face-to-face, for that matter) Therefore, it can be realised through one of available learning platforms (Teams, Google Meet, Zoom...), or through direct communication with the audience. All useful aspects of the selected platform will be resorted to, i.e. every possibility for interactive work, collaboration, sharing and discussion will be used. Materials: laptop, access to the Internet, pptx presentation Digital resources, among other things, might also include: images, graphics, animation, audio and video materials. The basis of learning activities is interaction and communication, exchange of opinions and practices, constant collaboration, problem-solving.
Web Link and Apps	
References/ online sources	1. http://www.aijcrnet.com/journals/Vol_5_No_6_December_2015/10.pdf 2. https://www.lib.purdue.edu/sites/default/files/directory/butler38/ADDIE.pdf 3. https://www.researchgate.net/publication/220202796_Using_the_Addie_Model_for_Teaching_Online 4. https://files.eric.ed.gov/fulltext/EJ1125456.pdf 5. https://ctip.defense.gov/Portals/12/Documents/2%202_Best_Practices_for_the_Design_and_Development_of_Training_FINAL.pdf?ver=2015-04-08-115003-057 6. https://www.schreyerinstitute.psu.edu/pdf/Course_design_models.pdf

1.1. Scenario

Organisation/Partner: WEBIN	
Good practice supports	Active Learning (AL) Teams
Scientific field	Social sciences
The Audience Profile	HE staff, researchers, practitioners, adult educators, learning designers, and university support staff.
Learning Needs - Cognitive objectives	The audience will develop actual skills necessary to independently develop an online learning course, i.e. they will choose a field/topic and go through ADDIE phases in order to devise a general structure of an eLearning course; analyse the structure through discussions and feedback; provide suggestions, recommendations and advice for further improvement.
Synopsis of the content	Within the chosen field, the audience will be performing the following activities: a) 1.define aims, goals and learning outcomes; 2.identify target groups; 3.identify desired and/or possible approaches; 4.identify the learning environment and delivery options (know your platform and recognize possible approaches) b) 1. define implementation tools; 2. apply systematic approach to course content and the manner of knowledge transfer 3. define the time frame of the course, ECTS; 4. define the materials; 5. define activities of each participant in the process; 6. defining the feedback mechanism c) 1.use the data from previous two stages to create concrete content; 2.produce concrete tasks and activities, 3.produce materials and/or resources d) 1.present the devised course and discuss the chosen channels, tools and instruments, as well as the chosen methodologies and approaches e) 1.present the plan for evaluation and further improvement (eportfolio for the purpose of summative assessment of students, for instance, and questionnaiers for users for the purpose of the formative assessment of the course)
Teaching material (the required material and infrastructure)	Laptop (Teams) Internet access pptx presentation flip chart with accompanying material https://fis.onlinehe.eu/tfm.php?p=Intellectual+Output+2%2FWEBIN
Learning outcomes matrix	The audience will develop practical skills for designing and developing an online course

Proposed trainer	WEBIN team
Description of learning activities - The approach and the structure of the scenarios	Course attendees will choose the scientific field within which they will design and develop an online course: -team brainstorming/brainwriting (think-pair-repair) -concept mapping -crowdsourcing -discussion The overall approach to target audience will be based on active learning which is also recommended for audience to apply in their work through this course. Active learning implies audience-centred learning (focused on the needs of attendees and their expectations rather than on the necessity to accomplish the set schedule, although this should not be neglected), problem-based learning (knowledge, skills and attitudes gained through interaction rather than by imposing ready-made solutions), and experiential learning (whereby audience is engaged in real-time activities which they will encounter later in their practice). Bearing the afore-mentioned in mind the audience will engage in the following activities to accomplish the set goal, which is creating an online course according to ADDIE model: 1.select the field 2.discuss the potential course through the prism of ADDIE model 3.define the main framework of the course 4.discuss and decide on the potential online tools 5.discuss and decide on possible and optimal approaches to implement the course 6.provide rationale for the choices they made 7.pose questions and discuss the potential success of chosen models, instruments and contents 8.provide feedback on the overall course design experience
Web Link and Apps	
Assessment	Formative measures: Survey: specially devised before-and-after questionnaires which will provide trainers with valuable information regarding the actual impact of the course Observation: observing and taking notes of the process of collaboration, discussion and acquisition of course content.