IO2. Training Course

Design and develop activities for e-Learning

Prepared by CARDET

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 Axes	**Knowledge**	**Skills**	**Attitudes**
Axis 5: Design and develop activities for e-Learning	K5.1. define the process of designing eLearning activities	S5.1. design eLearning activities, following a consistent process	A.5.1. plan the development of eLearning activities
	K5.2. identify the most common types of eLearning activities used in HE	S5.2. select suitable tech tools to develop eLearning activities	A.5.2. share ideas regarding the creation of eLearning activities
	K5.3. explain the criteria used to select tech tools for eLearning activities	S5.3. create eLearning activities using selected tech tools	A.5.3. collaborate with colleagues to create eLearning activities

Content training

Organisation/Partner: CARDET	
Thematic axes (1-7)	5: Design and develop activities for e-Learning
Training time required	45 minutes
Contents	Topic 1: Overview of design and preparation process Topic 2: Types of eLearning activities Topic 3: Selecting tech tools for eLearning activities
Synopsis of the content	Module 5 aims to introduce to the participants a process for designing and developing online learning activities for their online lessons and courses. In the first topic they will find out about which elements they need to consider and think about before creating an activity (e.g., define the objective and learning outcome, decide the mode of delivery, etc.). In the second topic, they will dive deeper into the most common types of eLearning activities such as scenario-based and video-based learning. Finally, in the third topic, they will get familiar with how to select tech tools that fit their educational goals.
Presentation teaching resources (pptx)	**ONLINEHE_IO2 _Axis 5_Presentation** [to be used during the training] **ONLINEHE_IO2_Axis 5_Content** [for the trainer to further understand the content of the presentation. This info is also on the notes of the PPT slides. The content is given for support to the trainer].
Learning outcomes matrix	K5.1. explain the process of designing eLearning activities K5.2. identify the most common types of eLearning activities used in HE K5.3. define the criteria used to select tech tools for eLearning activities S5.1. design eLearning activities, following a consistent process S5.2. select suitable tech tools to develop eLearning activities S5.3. create eLearning activities using selected tech tools A.5.1. plan the development of eLearning activities A.5.2. share ideas regarding the creation of eLearning activities A.5.3. collaborate with colleagues to create eLearning activities
Proposed trainer	Athina Konstantinidou
Learning activities, material, and digital resources	**Topic 1: Overview of design and preparation process** [about 18' for the whole topic] **1.1. Introduction to the training (2-3') – slides 2-3** The trainer introduces to the participants the aim of the training sessions, the learning outcomes and the specific topics to be covered. **1.2. Brainstorming-Warm up (5') – slide 4-5** The trainer introduces topic 1 and asks the participants to visit the link to this virtual quiz in Mentimeter (slide 5). S/he shows the first slide in Mentimeter and asks the participants to answer YES or NO to the

	question presented: "Do you follow a specific process when you have to create eLearning activities?" The trainer shows the results after a couple of minutes, and they discuss the answers. The trainer can ask them to share their opinions and experiences. For instance, ask those who answered yes how they approach the design process and vice versa. **1.3. Presentation of the design process (10') – slide 6-16** The trainer presents, provides examples, and discusses with the participants the 9 elements that we all have to consider when planning our online learning activities. The trainer explains each element and tries to pause and reflect with the participants, asking questions such as: - Why do you think this element is important? What added value does it bring? The trainer compares these elements with the participants' answers in the brainstorming activity, whenever possible.
	Topic 2: Types of eLearning activities – slide 17 [about 12' for the whole topic] **2.1 Brainstorming-Warm up (2-3') – slide 18** The trainer asks the participants to visit the virtual quiz again. S/he shows the 2nd slide and asks the participants to answer the multiple response question: "Which of the following types of activities have you used in online lessons?". The trainer shows the results after a couple of minutes, and they all discuss the answers. **2.2. Presentation of the types of eLearning activities (10')- slides 19-31** The trainer presents, explains, and discuss with the participants the 6 (and some additional) types of eLearning activities. The trainer tries to pause and reflect with the groups on these activities by: - explaining the type of activity, asking the participants to think of their value, benefits and/or challenges - asking the participants to think of examples (regardless of whether they have used such activities) The trainer compares these elements with the participants' answers in the brainstorming activity, whenever possible.
	Topic 3: Selecting tech tools for eLearning activities – slide 32 [about 13' for the whole topic] **3.1. Group work-Warm up (8') – slide 33** The trainer divides the participants into groups to discuss the following: How do you choose which tech tools to use for your eLearning activities? The participants discuss and note down some selection criteria in this Padlet: https://padlet.com/athinakonstantinidou/mowtvc81udvnvwib

	They have 5' to complete this and then all together discuss their answers for another 3'. **3.2. Presentation of the criteria used for software selection and evaluation. (5') – 34-36** Based on the groups' findings, the trainer explains the criteria we can use to evaluate and select a tool for developing eLearning activities. **Finalisation- Closure (2-3') – slide 37** The trainer finishes the session with a short summary of the main topics discussed and leaves space for any clarifications the participants may need.
Web Link and Apps	Mentimeter presentation Padlet OnlineHE Toolkit
References/ online sources	Glassey, J., & Magalhães, F. D. (2020). Virtual labs – love them or hate them, they are likely to be used more in the future. *Education for Chemical Engineers*, *33*, 76–77. https://doi.org/10.1016/j.ece.2020.07.005 Kurt, S. (2020). *Using Bloom's Taxonomy to Write Effective Learning Objectives: The ABCD Approach.* Educational Technology. Retrieved 11th February 2022 from https://educationaltechnology.net/using-blooms-taxonomy-to-write-effective-learning-objectives-the-abcd-approach/ Lee, Seunghee & Lee, Jieun & Liu, Xiaojing & Bonk, Curt & Magjuka, Richard. (2009). A Review of Case-based Learning Practices in an Online MBA Program: A Program-level Case Study. *Educational Technology & Society. 12*. 178-190. Nicklen P, Keating JL, Paynter S, Storr M, Maloney S. (2016). Remote-online case-based learning: A comparison of remote-online and face-to-face, case-based learning - a randomized controlled trial, *Educational Health, 29*, 195-202. Available from: https://www.educationforhealth.net/text.asp?2016/29/3/195/204213 Pilkington, O. A. (2018). Active Learning for an Online Composition Classroom: Blogging As an Enhancement of Online Curriculum. *Journal of Educational Technology Systems, 47*(2), 213–226. https://doi.org/10.1177/0047239518788278 Sablić, M., Mirosavljević, A. & Škugor, A. Video-Based Learning (VBL)—Past, Present and Future: an Overview of the Research Published from 2008 to 2019. *Tech Know Learn* 26, 1061–1077 (2021). https://doi.org/10.1007/s10758-020-09455-5 Sorin, R. (2013). Scenario-based learning: Transforming tertiary teaching and learning. In *Proceedings of the 8th QS-APPLE Conference, Bali* (pp. 71-81). James Cook University. Retrieved 11th February 2022 from: https://researchonline.jcu.edu.au/30512/3/30512%20Sorin%202013.pdf

	Tsichouridis, C., Batsila, M., Vavougios, D., & Tsihouridis, A. (2019, September). WebQuests: From an Inquiry-Oriented Instruction to the Connectivist Approach to Science Teaching for the 21 st Century Learners. In *International conference on interactive collaborative learning* (pp. 395-405). Springer, Cham. Retreived from: https://www.researchgate.net/profile/Charilaos-Tsihouridis/publication/336778513_WebQuests_From_an_Inquiry-Oriented_Instruction_to_the_Connectivist_Approach_to_Science_Teaching_for_the_21_st_Century_Learners/links/5db22bc792851c577ebb1210/WebQuests-From-an-Inquiry-Oriented-Instruction-to-the-Connectivist-Approach-to-Science-Teaching-for-the-21-st-Century-Learners.pdf Wediyantoro, P., Lailiyah, M., & Yustisia, K. (2020). Synchronous discussion in online learning: Investigating students' critical thinking. *EnJourMe (English Journal Of Merdeka): Culture, Language, And Teaching Of English, 5*(2), 196-203. doi:10.26905/enjourme.v5i2.5205 (https://lppm.unmer.ac.id/webmin/assets/uploads/lj/LJ202103291616983697024.pdf)

Scenario

Organisation/Partner: CARDET	
Good practice supports	a) 1.2. Methodology of designing and delivering online learning experiences b) Best Practices: - Category 2: Digital & Online tools/software - Category 3: Open Educational Resources [OERs]
Scientific field	The scenario will be open to academics/instructors from various fields.
The Audience Profile	The audience includes academics, researchers, instructors that have teaching duties in a Higher Education institution/college.
Learning Needs - Cognitive objectives	The participants will learn how to design and develop effective eLearning activities by following a coherent procedure and selecting technology that supports their purpose.
Synopsis of the content	The scenario is focus on the practical application of the knowledge acquired during the theoretical session. The participants will have to design and develop their own eLearning activities, in groups, using tools of their own choice. The scenario is based on a holistic engagement with the: - process of designing an activity (elements, planning) - actual development (e.g., creation of an interactive presentation, quiz) - selection of appropriate tools - sharing of knowledge and provision of feedback.

	The participants will not be trained on preparing content (e.g., accurate information on a subject for learners) but rather on selecting the type of activity that will be appropriate for the educational and learning objective, along with a tool for the development of the final product. They will have to present the final result both in terms of how the learner will see it with the instructions given and by justifying the way they worked.
Teaching material (the required material and infrastructure)	PC/Laptop, Internet Connection, notebooks, and pens The participants will have to select their own digital tools to create eLearning activities. ONLINEHE_IO2_Axis5_Scenario worksheet ONLINEHE_IO2_Axis5_Training Material 1 ONLINEHE_IO2_ Axis5_Training Material 2 ONLINEHE_IO2_ Axis5_Training Material 3
Learning outcomes matrix	K5.1. explain the process of designing eLearning activities K5.2. identify the most common types of eLearning activities used in HE K5.3. define the criteria used to select tech tools for eLearning activities S5.1. design eLearning activities, following a consistent process S5.2. select suitable tech tools to develop eLearning activities S5.3. create eLearning activities using selected tech tools A.5.1. plan the development of eLearning activities A.5.2. share ideas regarding the creation of eLearning activities A.5.3. collaborate with colleagues to create eLearning activities
Proposed trainer	Athina Konstantinidou

Description of learning activities - The approach and the structure of the scenarios	In this practical part of the training, the participants are asked to engage with the following scenario. **1. Presentation of context and instructions. (max 5')** First, the trainer gives the **following context:** "The University where you are working will host a virtual conference entitled "Distance learning is here to stay: lessons learned in HE". The aim is to exchange good practice ideas for online learning which remains in the post-pandemic era. Practitioners from the academic and scientific community of the area such as instructors, teaching staff, learning designers, will attend the 1-day virtual event. You are asked to work with colleagues of yours, in groups, and prepare an eLearning activity that will be presented as a best practice example, for knowledge sharing and open discussion." **Sub-task 1:** Design the learning activity. • briefly explain the process you will follow and the elements you will consider • write a short description of what this activity is about and what the participants are asked to do • justify why you have chosen the specific tech tools. **Sub-task 2**: Develop/Create the learning activity with the chosen tool. You will present the final result (activity created) explaining: • the way you have worked to design the activity • the reason(s) you have chosen the specific tools • what this activity is about and what the end-user (students) are asked to do" The participants work in groups. The trainer can divide them based on their field of expertise (if applicable). To help the participants, the following documents can be shared: ONLINEHE_IO2_Axis5_Training Material 1 ONLINEHE_IO2_ Axis5_Training Material 2 ONLINEHE_IO2_ Axis5_Training Material 3 They contain the information presented and discussed during the theoretical session, as a job aid material. **2. Group work (25')** The participants work in groups for about 25'. They trainer visits the groups and assists as deemed necessary. **3. Presentation of results and feedback (15')** The groups present their results and the trainer with the rest of the participants provide constructive feedback.

	The trainer finishes the session by congratulating and thanking the participants, leaving space for answering questions, if any.
Web Link and Apps	n/a Participants' choice.
Assessment	Participants will be assessed based on: • the quality of the content (description of the design process for example, they have defined all elements such as the objective, etc., description of the activity, justification of tech tools • the quality of the activity (supports the design process, for example it is in line with the objectives, learning outcomes, the mode of delivery, etc.) • the appropriateness of the tech tool (has been carefully selected, the selection is justified and supports the educational objectives set). After the presentations of the results, the trainer provides feedback, based on the above criteria. All the participants are encouraged to provide each other with feedback (comments/suggestions).