

OnlineHE project

A practical toolkit for integrating eLearning in Higher Education Curricula

Building the capacity of HE teaching staff, academics,
and learning designers in integrating eLearning into
their educational programmes



Co-funded by the
Erasmus+ Programme
of the European Union



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Project Number: 2020-1-RO01-KA226-HE-095434

Module 3: Design courses and activities – collection of tools

Learning outcomes

This module is intended for all those who have the need of creating their own online courses, regardless of the subject matter. The aim of this module is to equip HE teachers and lecturers to devise their own way of teaching their particular subject matter in an online environment by resorting to the most suitable online tools and platforms, as well as to the best possible pedagogical approaches to deliver their content in the virtual ambience.

LEARNING OUTCOMES			
Module	Knowledge	Skills	Attitudes
<i>Design courses and activities - collection of tools</i>	<ul style="list-style-type: none">• Knowledge of digital tools for designing eLearning classes for HE• Understand the usability of a comprehensive collection of tools for eLearning activities and classes design	<ul style="list-style-type: none">• Analyse different digital tools and their input for eLearning• Make observations on the peculiarities of different tools• Identify the proper tool for a course design	<ul style="list-style-type: none">• Make use of digital tools for designing eLearning classes for higher education

Module 3: Design courses and activities – collection of tools

Overview of units

- *UNIT 1: Introduction to Module 3*
- *UNIT 2: Digital tools for course design*
- *UNIT 3: The choice of tools*
- *UNIT 4: The use of tools*
- *Summary*



Unit 1

• Introduction to Module 3

This module is intended to support the teaching staff at HE institutions in the process of designing eLearning courses and activities by:

- Building the staff's capacities to identify and select the proper digital tools*
- Supporting the staff in the process of using the selected tools to create and deliver effective and functional eLearning courses.*



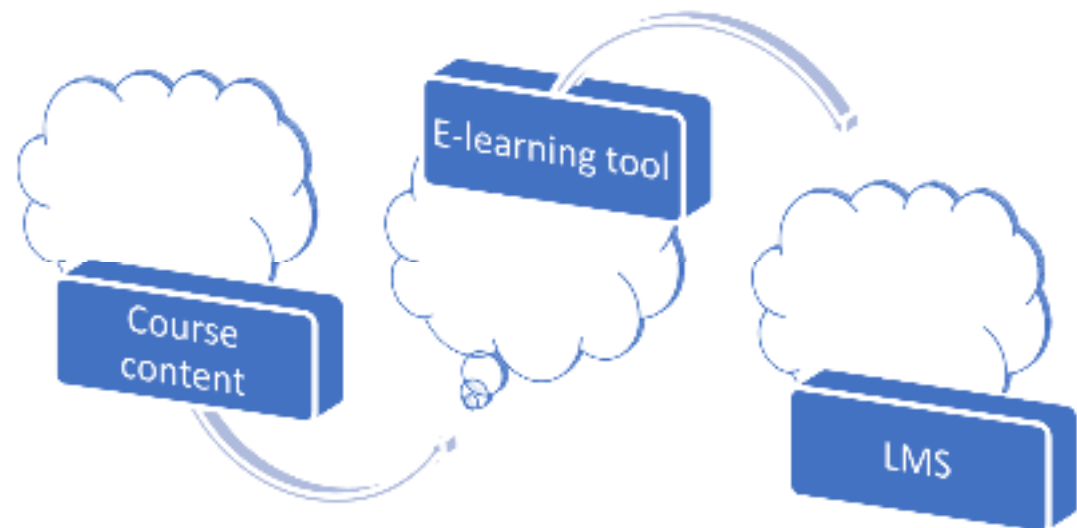
Unit 1:

• Introduction to Module 3

What do we need to know?

The three inevitable elements of creating an eLearning course is as follows:

- *the content (WHAT)*
- *the tool (HOW)*
- *the LMS (WHERE)*



Unit 2:



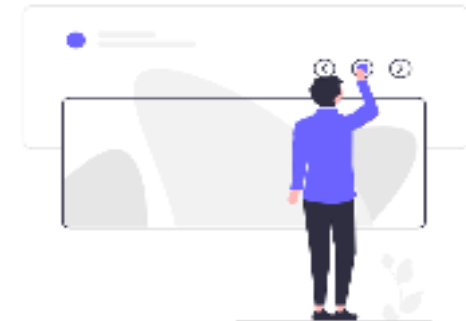
Digital tools for course design

What tools does one need?

An eLearning authoring tool - a software programme for creating eLearning content

Why an eLearning authoring tool?

- User-friendly
- No technical programming expertise are necessary
- Usually pre-programmed
- Ready-to-use interface with templates, media, tools, interactions, tests and quizzes



Unit 2



Digital tools for course design

How do authoring tools work?

Common characteristics:

- they are all used for course design
- compliance with the required standards (SCORM)

Differences:

- Different functions
- Different interface
- Different options and possibilities



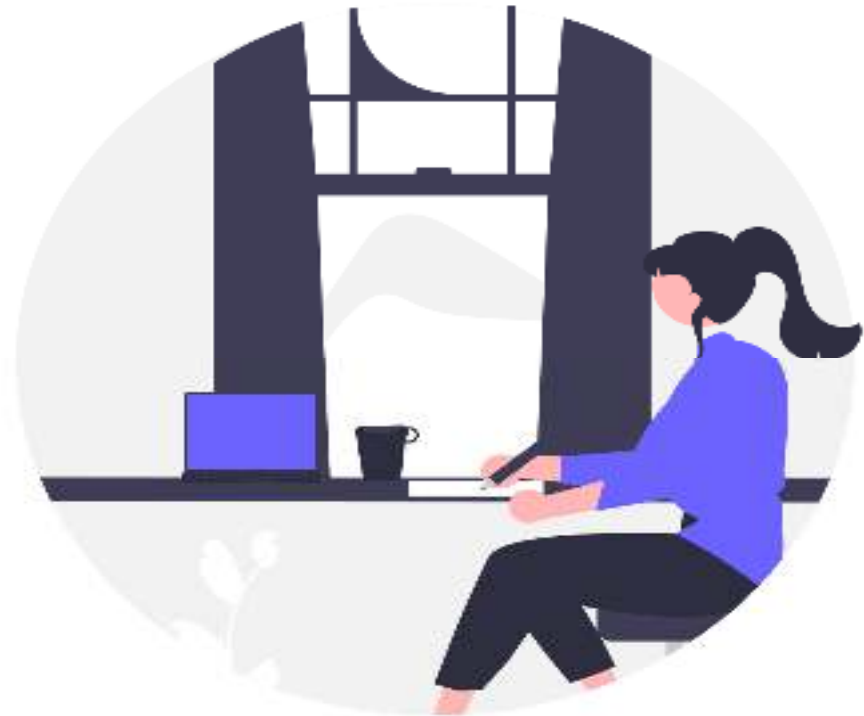
Unit 2:



Digital tools for course design

Authoring tool - features & capabilities

- The ability to create lessons
- Interactivity
- Templates and themes
- Content management
- Collaboration features
- Assessment features
- Accessibility
- Publishing
- Administration
- Support and Training



Unit 3:



The choice of tools

How to choose a tool?

- Understand the needs and requirements of the course content
- Set the learning outcomes and expectations
- Be aware of your level of expertise (a complete novice; have some experience; a professional)



Unit 3:



The choice of tools

What kind of eLearning course do you wish to create?

- A quick, template-based course with text and images
- Video-based eLearning course
- Animation-based eLearning course
- Custom scenario-based eLearning course
- Custom eLearning with complex interactions and graphic design





Unit 3:

The choice of tools

What kind of tools do we have at our disposal?

Cloud-based:

- use remote servers to store data
- application/content can be accessed online
- no need to install applications or software
- no need to worry about updates
- the choice of collaboration

Desktop-based

- installation necessary
- work is saved on one's computer
- updates are necessary
- one needs a data storage device



Unit 3:



The choice of tools



Unit 4:

The use of tools

To design an effective eLearning course one needs to bear in mind the following standards:

- Identify the purpose of the course
- Frame instructional objectives
- Align content with objectives
- Decide on strategies to facilitate learning
- Provide practice with feedback
- Include engaging interactivities
- Assess learning



Unit 4:

The use of tools

Why should you use an authoring tool?

- to personalise your teaching/learning experiences
- to collaborate with multiple authors with more ease
- To be able to adapt your course to changing regulations in different situations
- to be able to collect feedback and provide data for analysis
- to address learning needs, meet new demands, and update your eLearning content



Summary

Key points of Module 3

- *Embrace new technologies in a creative and fearless way*
- *Don't be afraid to design creative, interactive and innovative eLearning courses*
- *Place focus on developing critical perspective and higher-order thinking skills in students*
- *Seek new solutions and possibilities*
- *Be a role-model to your students by dispelling the specter of eLearning*



References



Please, find the reference list below

Assessment

1. What are the three inevitable elements of creating an eLearning course?

- a) the content, the instructor, the LMS*
- b) the digital tool, the LMS, the students*
- c) the content, the digital tool, the LMS*

2. What kind of digital tools one needs to create an eLearning course?

- a) music production tools*
- b) eLearning authoring tools*
- c) software designing tools*

Assessment

3. Why is eLearning authoring tool important when creating an eLearning content?

- a) it turns the teaching content into a standardized structure*
- b) it is fun and entertaining*
- c) it can automatically create any eLearning course*

4. In order to use an eLearning authoring tool one:

- a) needs to have a degree in programming*
- b) needs to have a mandatory online course on how to use an eLearning authoring tool*
- c) does not need any technical programming expertise*

Assessment

5. What is SCORM?

- a) a set of technical standards for eLearning products*
- b) the most popular eLearning authoring tool*
- c) a type of learning platform*

6. Why is SCORM important?

- a) it is interactive and develops critical thinking*
- b) it makes your eLearning content and the LMS of your choice work together*
- c) it helps students memorize the eLearning content*

Assessment

7. When choosing an eLearning tool, one needs to:

- a) bear in mind the nature of the teaching content*
- b) bear in mind the options and features offered by an eLearning tool*
- c) one's personal skills in manipulating an eLearning tool*
- d) all of the above*

8. When opting for an eLearning tool, one must make sure:

- a) that the tool has no watermark*
- b) that the tool is SCORM compliant*
- c) that the tool has colourful templates*

Assessment



9. What feature does the chosen eLearning tool does not need:

- a) accessibility*
- b) assessment*
- c) state-of-the-art interface*

10. Which statement is not correct?

- a) Once I design a course with an eLearning tool I cannot make any improvements and adjustments*
- b) Once I design a course with an eLearning tool I can use the feedback offered by the tool to continually update the content*
- c) Once I start designing a course with an eLearning tool I can personalise my teaching/learning experiences by providing highly customised content*

Additional Resources



1. *UNICEF, Serbia*



Open educational digital tools for interactive teaching and learning over the Internet: it is a useful glossary of different eLearning tools and platforms intended for students and educators for the purposes of creating different types of online contents. At the same time, one can also find valuable links to different kinds of repositories containing videos, collections, documentaries, concepts, courses, etc. This is a highly useful link for those who create eLearning courses.

<https://www.unicef.org/serbia/otvoreni-obrazovni-digitalni-alati-za-interaktivnu-nastavu-i-ucenje-preko-interneta>

Additional Resources



2. Nacionalni portal otvorene nauke



The repository includes the results of various scientific research conducted by scientist and various scientific institutions around Serbia (higher education institutions, innovation centres, institutes, etc.). The results are open and available to everyone who may have need of them. This repository can be useful to all those who wish to enrich the content of their eLearning courses.

<https://open.ac.rs/index.php/repozitorijumi>

Additional Resources



3.VIRAL

Erasmus + project



viralerasmus.org

VIRAL project aims to trigger higher level of knowledge, skills and application with reference to use of ICT in agricultural education and training in both formal and informal settings. VIRAL connects key HEIs and industry learning communities' participants in the process of co-creating and testing new in and out of the classroom methods and practices, initiating professional pitch competitions (hackathons), and spinning off a distinctive regional university-business collaboration platform.

VIRAL SmAg Expo is a fantastic example how eLearning can have a wonderful form and interesting content.

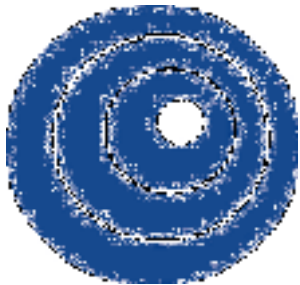
<https://expo.viralerasmus.org/>

<http://viralerasmus.org/en/home/>

Additional Resources



4. Faculty of Transport and Traffic Engineering



This is a manual prepared by the Faculty of Transport and Traffic Engineering and it is intended for teachers to be able to easily create eLearning courses. Even though it was prepared by a faculty in a technical field, the manual can be observed as a set of universal recommendations and guidelines and it can be useful for anyone venturing into eLearning designing projects.

http://old.sf.bg.ac.rs/downloads/katedre/drus_nauke/eUcenje_prirucnik.pdf

Additional Resources



5. KialoEdu mapping and debate site



Kialo Edu is the world's largest argument mapping and debate site, specifically designed for classroom use. Its clear, visually compelling format makes it easy to follow the logical structure of a discussion and facilitates thoughtful collaboration. Kialo's mission is to promote well-reasoned discussion online, and to that end, Kialo is free for educators to use.

<https://www.kialo-edu.com/>

Additional Resources



6. *EPALE platform*



The project "Q-Ed! Equalizing the chances of success in life of pre-university students through a quality digital education", no. 2020-1- RO01-KA201-080061 carried out in the period 2020-2022 responded to the need for effective tools for learning and evaluating students' knowledge, in order to develop key skills, knowledge and basic skills essential both for continuing studies and for full participation in social life or for integration into the labor market

<https://epale.ec.europa.eu/en/content/q-ed-equalizing-chances-success-life-pre-university-students-through-quality-digital>

Additional Resources



7. iSpring YouTube channel



Since one of the first eLearning authoring tools recommended within this Module 3 is iSpring, here we provide a short tutorial published by iSpring on their YouTube channel about creating an eLearning course by resorting to this tool.

<https://www.youtube.com/watch?v=cXuQo-9nae8&list=PL3h507uK1S2mmqpStbDykFdnTS0HDggkY&index=2>