

Designing, Delivering & Evaluating Online 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 Online Study-Units** professional development series for academic staff is organised into convenient themes: **Introduction; Content; Delivery; Support, Structure, Community** and **Outcomes** that aligns 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 separate entities. *Content, Delivery, Support, Structure, Community* and *Outcomes* are the components required for effective eLearning. They all overlap and it is difficult 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.

Module 1: Introduction

Date: 23 Feb - 1 Mar (2 hrs Zoom session and follow-up online activities)

Learning Objectives:

By the end of this week you will:

- Create a personal online profile on the VLE
- Post a description of the study-unit from which you will be designing one online session during this course
- Identify the one session from this study-unit that you will convert to an online format.

Activity/Assignment:

Designing, Delivering & Evaluating Online Study-Units – Introductory session (23 Feb, 15:00 - 17:00 via Zoom)

- [Prof. Colla MacDonald - Presentation](#) [40 mins]
- [Ms Naomi Mifsud - Presentation](#) [17 mins]
- [Dr James Cilia - Presentation](#) [28 mins]

[Module 1 - Introduction](#) [podcast, 1:51 mins]

Read it!

Read the following eDocs and articles related to this session:

- [eDoc - Netiquette and good practices for online discussions](#) [PDF]
- [eDoc - eVenture](#) [PDF]
- [Creating an effective online syllabus](#) [PDF]
- [How to turn your face-to-face class into an online course \[Part 1\]](#)
- [How to turn your face-to-face class into an online course \[Part 2\]](#)

Apply it!

After reading [eVenture](#), follow the simple steps to set up your profile on the VLE including a photo of yourself.

Use the [eSamples](#) 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. Post this by starting a new discussion thread in the forum entitled, [Introduction to online teaching](#).

Discuss it!

After reading all of your colleagues' profiles, send one/two of your colleagues a message providing constructive feedback on the description of their study-unit and the session they chose to deliver online. To make certain that everyone receives feedback choose a posting that has not received any feedback.

NOTE: Each learner should only have one posting thread in each discussion forum. When making revisions to your work, continue in the same thread.

Module 2: Learning Outcomes

Date: 2 - 8 Mar (*online*)

Learning Objectives:

By the end of this week you will:

- Write the learning outcomes for your entire study-unit
- Write the learning outcomes for the specific session you are designing online.

Activity/Assignment:

[Module 2 - Learning Outcomes](#) [podcast, 1:26 mins]

Read it!

Read the following eDocs and articles related to this session:

- [Facilitator's presentation - Writing learning outcomes](#) [19 mins]
 - [Facilitator's PowerPoint presentation file - Writing learning outcomes](#) [PDF]
- [Bloom's Taxonomy action verbs](#) [PDF]
- [Writing measurable learning objectives](#)
- [Writing learning objectives](#) [PDF]
- [Writing effective learning objectives](#)
- [APQRU guidelines - Writing learning outcomes](#) [PDF]
- [Checklist for writing learning outcomes](#) [PDF]

Apply it!

Use the [eSamples](#) as a guide to help you:

- Write the learning outcomes for your entire study-unit
- Write the learning outcomes for the specific session you are designing online

Discuss it!

- Go to the discussion forum entitled, [Learning outcomes](#). Post 1-3 learning outcomes to align with the study-unit description you wrote in the last session. Also post the learning outcomes for the session you will be designing online during this course.
- Read your colleagues' learning outcomes for their online session. Provide constructive comments on one/two of your colleagues' online learning outcomes.
- Read your colleagues' comments on your learning outcomes and see if you can use the feedback to improve the quality and effectiveness of your learning outcomes. If you have made changes to your learning objectives, post your revised learning outcomes in your own thread of the online forum.

NOTE: Each learner should only have one posting thread in each discussion forum. When making revisions to your work, continue in the same thread.

Module 3: Content
Preparing content for online learning

Date: 9 - 15 Mar (*online*)

Learning Objectives:

By the end of this week you will:

- Outline the essential content required for students to attain the learning outcomes in your online session
- Present this content in a succinct and organised slide presentation or eDoc.

Activity/Assignment:

[Module 3 - Content](#) [podcast, 1:46 mins]

Read it!

Read the following eDocs and articles related to this session:

- [eDoc - Designing content for effective online learning](#) [PDF]
- [4 tips for content chunking in elearning experience](#)

Apply it!

- Start with the end in mind! Review the learning outcomes 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 in a Word eDoc or slide deck.
- Please review the [Tips for this week's tasks - The big picture](#) and the [eSamples](#) to help you understand what is expected this week.

Discuss it!

- Upload your content into the [Content presentation](#) forum.
- Review several of your colleagues' content. Offer constructive feedback to one/two 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 and repost in the same thread in the *Content Presentation* forum.

NOTE: Each learner should only have one posting thread in each discussion forum. When making revisions to your work, continue in the same thread.

Module 4: Delivery I
Delivering effective online learning

Date: 16 - 22 Mar (*online*)

Learning Objectives:

By the end of this week you will:

- Design learning activities to effectively deliver online content that engages learners and enhances understanding and knowledge transfer
- Find and upload open resource materials to enhance the student learning experience
- Find and upload free educational videos to engage and support learning and understanding of the content in your online session.

Activity/Assignment:

[Module 4 - Delivery I](#) [podcast, 1:16 mins]

Read it!

Read the following eDocs and articles related to this session:

- [eDoc - Delivering effective online learning](#) [PDF]
- [Learning activities and active learning](#)
- [10 ways to engage learners in an online class](#) [PDF]
- [Open educational resources](#) [PDF]

Apply it!

After reading the [eDoc - Delivering effective online learning](#) and the other supportive readings, complete the following three activities:

1. 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 students' learning about the topic.
2. 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.
3. Find a free educational video on one of the educational sites provided in the [eDoc](#), or on another site, 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 you chose.
4. Use the [Tips for this week - The big picture](#) and [eSamples](#) to help you understand what is expected.

Discuss it!

- Go to this week's forum, [Sharing online tips and resources](#). 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 one/two of your colleagues' tips.

Course feedback

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. The information you provide will be used to make any necessary changes to the course in situ. Thank you!

Module 5: Delivery II

Creating & upload audio voice-overs and videos to enhance online learning

Date: 23 - 29 Mar (online)

Learning Objectives:

By the end of this week you will:

- Write an announcement introducing your session to your students
- Create and upload a video to introduce your online session
- Add audio narration to your content slide deck or an aspect of your eDoc to engage your learners and enhance understanding.

Activity/Assignment:

[Module 5 - Delivery II](#) [podcast, 0:58 secs]

Read it!

Read the following eDocs and articles related to this session:

- [eDoc - Creating audio and video recordings to support effective online learning](#) [PDF]
- [The essentials of elearning course design](#)

Presentations with voice-overs

- [Guidelines for online presentations with voice-overs](#) [PDF]

Apply it!

- Write a script and then create a 1-2 minute video that introduces your session to your students. In your video, you may want to review the session's expectations, activities and deadlines.

AND/OR

5. Provide a voice-over presentation to facilitate learning to some or all of the content you "chunked" in a slide deck or eDoc in *Module 4*.
6. Use the [eSamples](#) to give you an idea of what is expected.

Discuss it!

- Post a link and the name of your video in your discussion group - [Video for online session](#) to receive feedback from your colleagues.
- View your group members' videos and provide constructive feedback to one/two of your group members' video.

NOTE: Each learner should only have one posting thread in each discussion forum. When making revisions to your work, continue in the same thread.

Module 6: Support
Supporting learners in an online environment

Date: 30 Mar - 5 Apr (*online*)

Learning Objectives:

By the end of this week you will:

- Incorporate strategies to support learners in an online session
- Write prompts that stimulate engaging, substantive and compelling discussions
- List strategies to effectively manage an online discussion.

Activity/Assignment:

[Module 6 - Support](#) [podcast, 0:56 secs]

Read it!

Read the following eDocs and articles related to this session:

- [eDoc - Supporting learners in an online environment](#) [PDF]
- [Being “Present” in your online course](#)
- [Community of Inquiry framework](#) [PDF]
- [Online discussions](#) [PDF]
- [Communicating with your students](#)
- [Discussion board assignments: Alternatives to the question-and-answer format](#)
- [Rubrics for online discussions](#) [PDF]

Apply it!

After reading the [eDoc - Supporting learners in an online environment](#) and the other supportive readings, including the [eSamples](#), complete the following four activities:

- Post your virtual office hours for your students.
- Set up a **Q&A** and a **Café** discussion forum for your students and write clear expectations regarding the purpose of each forum.
- Write a discussion prompt to stimulate discussion and critical thinking on your topic.

Discuss it!

- Post your discussion prompt in the discussion forum entitled [Discussion prompt](#).
- Read your colleagues' discussion prompts. Provide constructive feedback to one/two of your colleagues' discussion prompts.
- 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 colleagues' feedback. Post your revised prompt.

NOTE: Each learner should only have one posting thread in each discussion forum. When making revisions to your work, continue in the same thread.

Module 7: Structure

Structure as an eLearning quality standard

Date: 6 - 12 Apr (online)

Learning Objectives:

By the end of this week you will:

- Write a set of *policies* for your students regarding emails, plagiarism, netiquette, late assignments, postings and responding in the discussion forum, logging on, etc.
- Describe strategies to manage time when teaching online.

Activity/Assignment:

[Module 7 - Structure](#) [podcast, 1:04 mins]

Read it!

Read the following eDocs and articles related to this session:

- [eDoc - Structure as an eLearning quality standard](#) [PDF]
- [Facilitator's presentation - Strategies for managing the online workload](#) [23 mins]
- [Video: Strategies for managing the online workload \(Part 1\)](#) [18 mins]
- [Video: Strategies for managing the online workload \(Part 2\)](#) [9 mins]

Apply it!

After reading the [eDoc - Structure as an eLearning quality standard](#), the other supportive readings and watching the videos, complete the following activities:

7. 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.
8. Provide descriptors (e.g. *IT Services* to help with technology issues, *Library* for help with Internet searches, *Institute of Linguistics and Language Technology* for help with writing services, etc). Add what the services offer and convenient links to these services in your VLE study-unit area or Sandbox area.
9. Use the [eSamples](#) provided to guide you in this task.

Discuss it!

- Post your policies in the [Structure as an eLearning quality standard](#) forum.
- After reading your colleagues' policy posts, provide constructive feedback on 1-2 of your colleagues' posts.
- Read the feedback provided to you by your colleagues on your policy post. Can you improve your policies? Post your revised policies into your session.

NOTE: Each learner should only have one posting thread in each discussion forum. When making revisions to your work, continue in the same thread.

Module 8: Community

The importance of community in effective eLearning

Date: 27 Apr - 3 May (online)

Learning Objectives:

By the end of this week you will:

- Describe the role of community as an integral component of effective online learning
- Implement strategies to facilitate a learning community and provide learners with the best possible online learning experience.

Activity/Assignment:

[Module 8 - Community](#) [podcast, 1:05 mins]

Read it!

Read the following eDocs and articles related to this session:

- [eDoc - The importance of community in effective eLearning](#) [PDF]
- [Being “Present” in your online course](#)
- [Bounded community: Designing and facilitating learning communities in formal courses](#)

Additional reading

- [Teaching in a digital age: Guidelines for designing teaching and learning](#) [PDF]

Apply it!

- Create a list of strategies you have implemented or intend to implement to build a learning community so your students feel your presence, responsiveness and support while learning.

Discuss it!

- Post your strategies in the [Community discussion](#) forum.
- Read all of your colleagues’ proposed strategies for developing a learning community. Provide one/two colleagues with constructive feedback on their posts.
- Read your colleagues’ feedback on your proposed community strategies. See if you can improve or include additional strategies to develop a learning community, and add these to your session to ensure your students have the best possible learning experience.

NOTE: Each learner should only have one posting thread in each discussion forum. When making revisions to your work, continue in the same thread.

Module 9: Outcomes
Evaluating eLearning & eStudy-units

Date: 4 - 10 May (online)

Learning Objectives:

By the end of this week you will:

- 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 a *Summative assessment tool* to assess your online study-unit or session. You may adopt or adapt the evaluation tools in this course
- Upload your assignments, rubrics, Temperature check and Summative study-unit evaluation on the VLE
- Set up, collect and provide feedback on students' work via the VLE.

Activity/Assignment:

[Module 9 - Outcomes](#) [podcast, 1:47 mins]

Read it!

Read the following eDocs and articles related to this session:

- [eDoc - Designing a study-unit evaluation plan to assess students and study-units](#) [PDF]
- [eDoc - How does eAssessment work in the VLE?](#) [PDF]
- [Sample rubrics for different activities](#)

Apply it!

After reading the [eDoc - Designing a study-unit evaluation plan to assess students and study-units](#) and the other supportive readings, complete the following activities:

1. Use the information in the eDoc to design your study-unit evaluation plan to ensure learners have attained the learning outcomes. You should be able to adopt or adapt your evaluation plan from your face-to-face study-unit. The [eSamples](#) may be helpful.
2. Create a rubric to assess your assignments and activities.
3. Have a look at the [Temperature check](#) evaluation we have provided for you. Adopt or adapt this tool and upload the Temperature check to your study-unit. Instruct students to provide anonymous feedback so you can monitor and adjust the course in situ.
4. Have a look at the [Summative course evaluation](#) we have provided. Adopt or adapt this tool and post a final online evaluation instrument so students can assess the content, delivery, support, structure, community and outcomes of your online study-unit so that you can improve upon the study-unit in the next iteration.
5. Post your evaluation plan in your syllabus and with the assignments when they are due in each week of your RoadMap.
6. Upload your Temperature check and Study-unit summative evaluation survey into the VLE.

Discuss it!

- Post the evaluation plan that you have developed for your online session in the [Outcomes – Evaluating eLearners & eStudy-units](#) forum.
- Review your colleagues' evaluation plans. Provide constructive feedback to one/two of your colleagues' evaluation plans.
- Read the feedback provided to you. Can you improve your evaluation plan? Post your revised evaluation into your session.

NOTE: Each learner should only have one posting thread in each discussion forum. When making revisions to your work, continue in the same thread.

Congratulations! You should now have the knowledge and skill to design, deliver and evaluate an online session. Use the skills you have learned in this course to design one or more additional online sessions in your study-unit.

End of course evaluation

Please take 5 minutes to provide us with feedback on the course. Please note that your feedback on this [Summative course evaluation](#) is anonymous. The information you provide will be used to make any necessary changes to the course for the next iteration. Thank you!