Creating an online course

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Online course

How to structure your online course?

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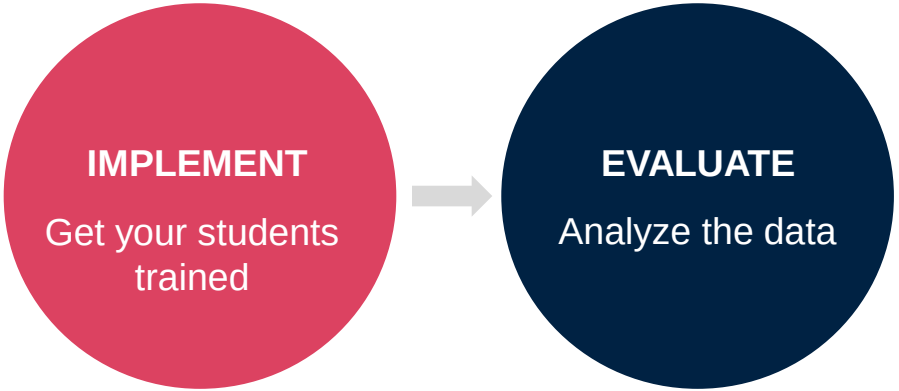
ISSUES TO DISCUSS:

1. ADDIE Model
2. Making an analysis
3. Persona
4. Designing scenarios
5. Inspiring examples

ADDIE model

ANALYZE
Gather information
DESIGN
Create an outline
DEVELOP
Building phase

ADDIE model


IMPLEMENT
Get your students trained
EVALUATE
Analyze the data

ADDIE model

ANALYZE

- Who is the target audience of the course?
- What are the desired learning outcomes?
- What is the timeline for project completion?

DESIGN

- How much time will learners be able to dedicate to an online course?
- What tools are available for course development?
- Does the course contains visual and audio elements?

DEVELOP

- Put your design into action
- Modify, if necessary
- Build out your design and do user testing

ADDIE model

IMPLEMENT

- ❑ Publish the course
- ❑ Invite learners
- ❑ Track their progress and results

EVALUATE

- ❑Analyze the collected data
- ❑Is the audience the one you wrote the course for?
- ❑Maybe you packed too much into one course?
- ❑Check assessment questions for patterns

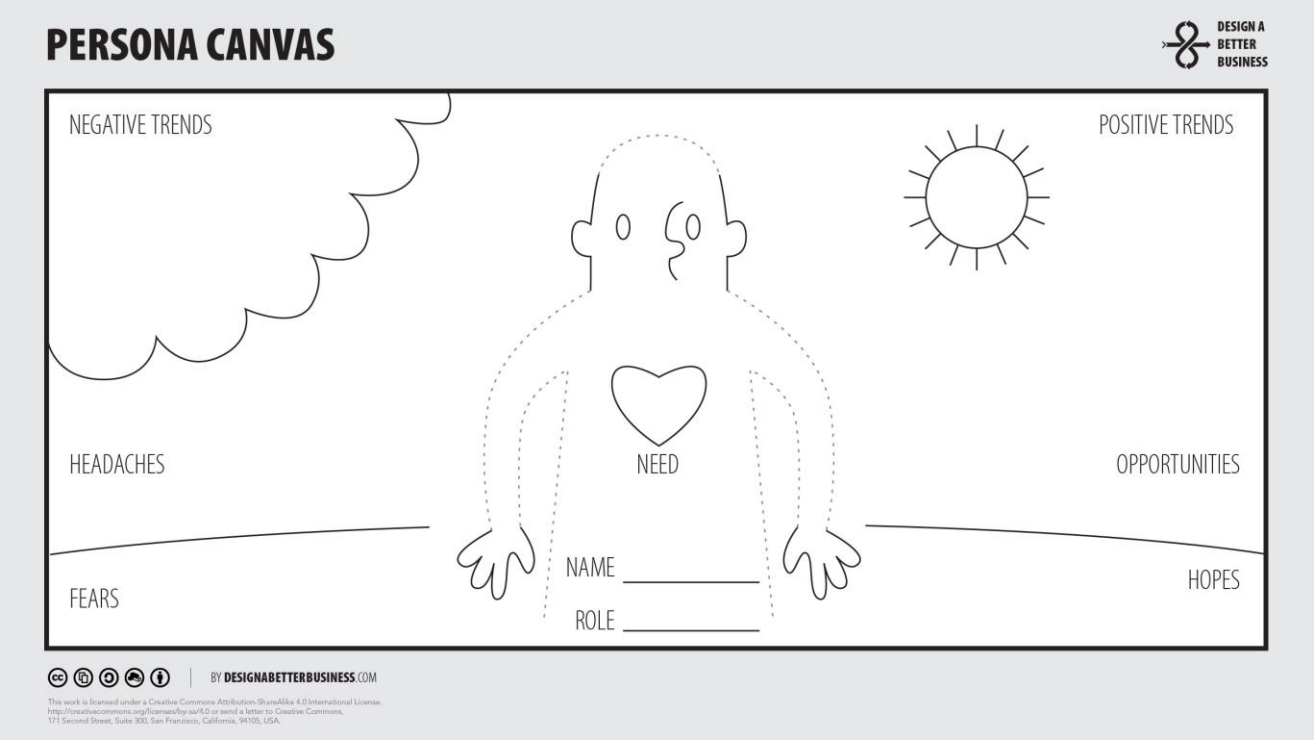
MAKE AN ANALYSIS

ANALYZE:

1. Who is the audience- what motivates them? What are their problems?
2. What is the deadline for the course implementation?
3. What is the budget?
4. Are we able to deliver the course? Are there any obstacles/ constraints?
5. Define the term ‚ready to be implemented'
6. How can we measure the outcomes? What should we measure?

PERSONA

PERSONA



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SCENARIOS

Things to consider

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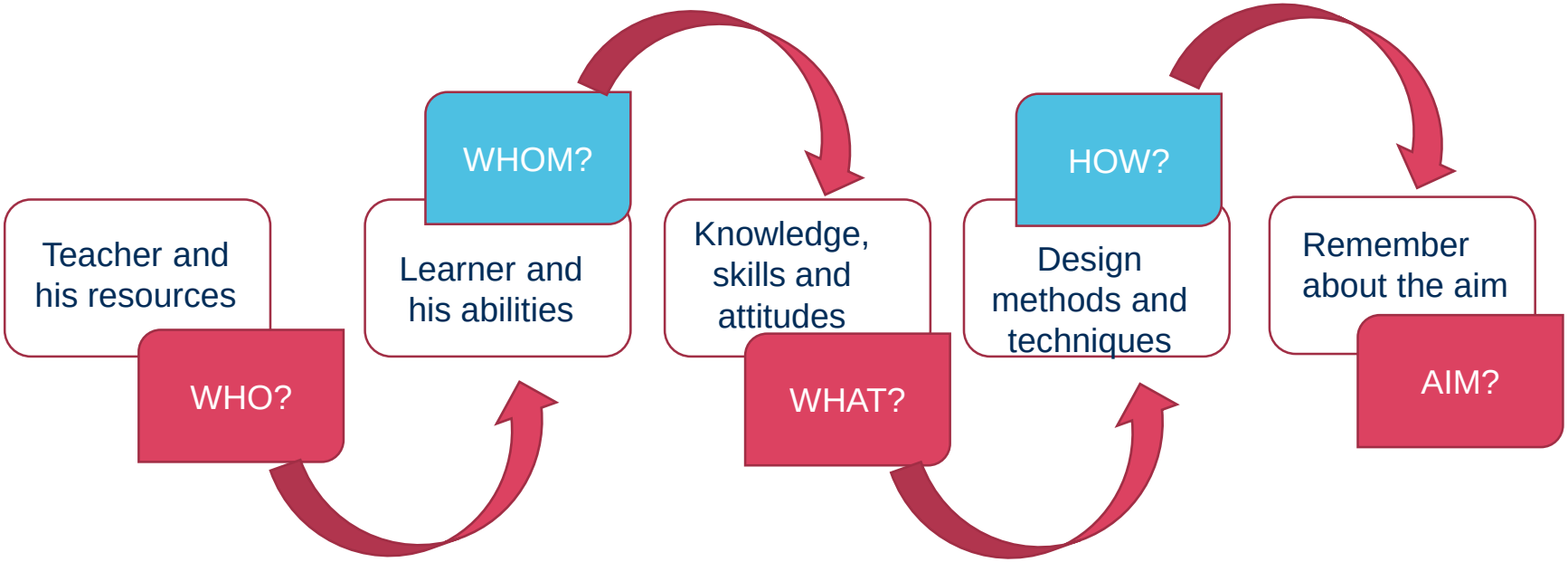
Just before building scenarios for e-learning course

1. How long should an e-learning course be?
2. What should it teach? Content and learning outcomes.
3. How to arrange the modules/content?
4. How fast should the content be completed by learners?


Teacher and his resources
WHO?
WHOM?
Learner and his abilities
Knowledge, skills and attitudes
WHAT?
HOW?
Design methods and techniques
Remember about the aim
AIM?

Part I of designing the course

LEARNERS :

- ❑ Their needs
- ❑ Age, education
- ❑ Their knowledge and skills

AIMS:

- ❑ Knowledge
- ❑ Skills
- ❑ Feelings and attitudes

MODULES/PARTS:

- ❑ Plan
- ❑ Arrange
- ❑ Prioritize

Each module should contain:

- ❑ Learning outcomes
- ❑ Curricular content
- ❑ Teaching methods
- ❑ Methods of evaluation
- ❑ Module duration

Well-designed course – 9 principles

MOTIVATE LEARNERS Gain their attention: animations, graphics	INFORM OF THE OBJECTIVES Inform them what to expect from training	STIMULATE RECALL OF PRIOR LEARNING Relate to the similar experience	PRESENT THE STIMULUS Present the new content
PROVIDE LEARNING GUIDANCE Help them to fill in any knowledge gaps	ELICIT PERFORMANCE Learners demonstrate their knowledge	PROVIDE FEEDBACK Inform learners how well they performed	ASSESS PERFORMANCE Talk about retention

Well-designed course – 9 principles

ENHANCING RETENTION AND TRANSFER

Behaviour change

5 Types of e-learning materials

INFORMATIVE

- how the course is organised
- the purpose

TEACHING

- curricular content
- lectures
- wordlists

REVISION

- projects
- presentations

5 Types of e-learning materials

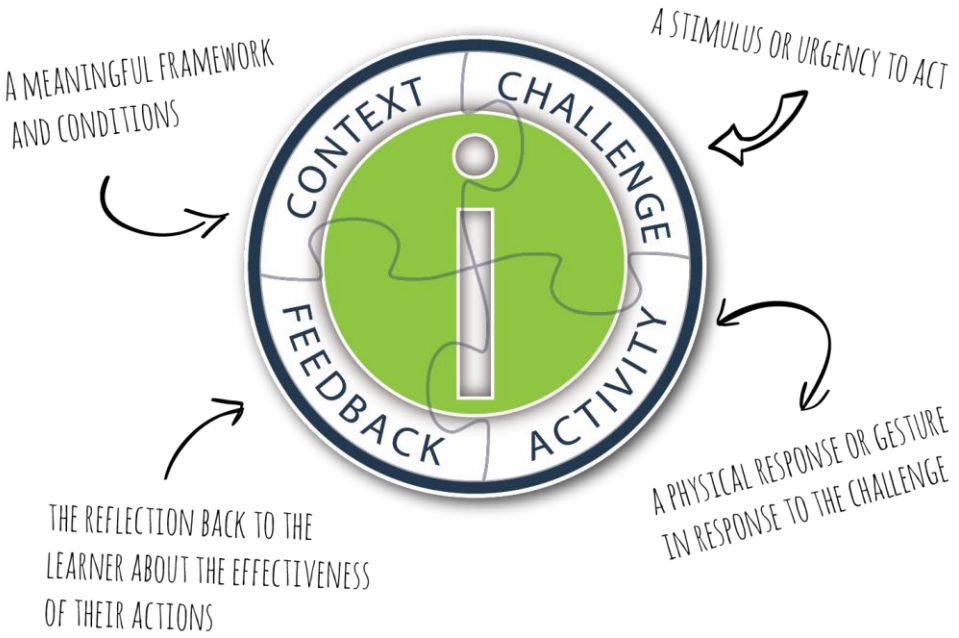
ACTIVITIES

- Self-tests
- Online games
- blogs

EVALUATION

- Case studies
- Projects
- tests

CCAF Model (Dr. Michael Allen)



Źródło: https://www.alleninteractions.com/elearning-instructional-design-ccaf

Context

- Provide a meaningful framework

- It should identify how this task or information is relevant and essential to the real world of the learner

Challenge

- Motivate the learner to engage with authentic intention

- Establish meaningful risks, significant outcomes, and the potential for success

Activity

- Use gestures that correspond and evoke the real-life activities at the heart of the desired performance.

Feedback

- Reflect back to the learners correctness

- Reflect back to intrinsic and extrinsic indicators of how they can improve

Storytelling

1

Character

2

Encountering problems/challenges

3

Success or Failure

Źródło: Nancy Duarte - Resonate

INSPIRING IDEAS

1. http://www.agenderstory.eu/

2. https://life-saver.org.uk/

3. http://www.worldwarfighter.com/tools/

RESOURCES:

1. https://elearningindustry.com
2. https://designabetterbusiness.com
3. https://www.smaply.com
4. http://www.agenderstory.eu/
5. http://blog.2edu.pl/2016/02/jak-kreatywnie-podejsc-do-szkolenia-ktore-wydaje-sie-nudne.html
6. http://www.worldwarfighter.com/tools/
7. https://life-saver.org.uk/
8. *Poradnik dla projektujących kursy e-learnigowe W. Przybyła, M. Ratalewska, KNO*