

Adding the “e” to Learning E-Learning Professional Development Program

Expected Outcome

This program is designed for people who wish to improve their competency to design and deliver courses via the Internet. The program will develop online facilitation skills and multimedia skills for the delivery of education and training. It has specific relevance for workplace trainers, primary, secondary and TAFE teachers, program developers, online learning coordinators, and instructional designers. It will also benefit IT professionals wanting to incorporate educational perspectives in e-learning.

Program Description

You will learn how to plan and design an online course, using multimedia components and how to implement and facilitate learning within the online environment. This course is delivered through flexible online and/or face-to-face delivery. The units are grouped into two clusters – education and multimedia - which will be studied concurrently.

Program Structure

The main topics for the education cluster are:

1. E-learning methodologies
2. The e-learner
3. The virtual community
4. Facilitating learning
5. The organisation

The topics for the multimedia cluster are:

1. Using technology
2. Visual design principles
3. Basic understanding of web site design
4. Instructional design

Program Length

80 hours over 20 weeks

Program Calendar

- Five face-to-face training days (approximately 1 day per 3-4 weeks)
- Online Elluminate sessions 1-2 per month
- One-to-one mentoring support (phone, email, other)
- 1 x ½ day one-to-one, one-to-small group support at e-Works office

Program Fees - \$1,200 per person + GST

The course is not a government funded or government subsidised course. A fee concession does not apply. You are also not able to obtain a refund for this course, should you decide to drop out. There is some flexibility in extending the completion dates to cope with participant needs but this is a negotiated process and will require extenuating circumstances to be provided that have impacted on your ability to complete this program.

Program Output/Assessment

Assessment in the course is designed around skill building activities and work-based projects.

Multimedia Design

The main focus of assessment in the multimedia cluster will be the development of an online electronic portfolio showing samples of work, and an overall work-based project in which the participant will:

- plan, design and build a web site;
- measure its performance and usability;
- modify it, in light of the feedback received.

The ideal situation is for participants to design and produce a multimedia e-learning product which then forms the basis for the course which they implement and facilitate in the Education Cluster.

Education Design

In this cluster participants choose a specific e-learning opportunity/course/unit of competency which is relevant to their workplace and then plan, implement, and facilitate the learning of this course using online delivery, with a group of participants.

Choosing Your Project

A single unit of competency (about 30 hours of participant participation) would be ideal. The duration of project needs to be long enough to have some participant input and/or evaluation occurring over the final four-week period. There should be time to establish meaningful interactions within the class group; but it needs to be facilitated and evaluated within the timeframe of the course. Somewhere between 10 and 20 participants would be ideal, but this can be adapted to the participant context. Alternatively, a group of "critical friends" may assist in acting as a participant in the course.

Participant Collaboration and Journals

Personal Journal

Participants are expected to keep a blog/wiki in this course and set aside some time each week to reflect on their learning.

Discussion Forums and Collaborative Activities

These activities are an integral part of the course and provide the opportunity for participants to develop their ideas and put forward initial understandings of the issues and get feedback from peers and the facilitator before completing written assignments. Participation and leadership in the discussion forum topics is an integral part of the process for applying for Recognition of Current Competencies.

Program Expectations

You can expect the facilitator to:

- respond to your emails within 48 hours (subject to no illness)
- log into the blog/wiki and participate at least three times a week
- provide detailed feedback on your assessment tasks within 3 weeks of your submission
- give you basic technical support, and then seek further help if necessary
- facilitate regular discussions using chat, forums and teleconference
- mentor you, as you develop and implement your work-based e-learning project

As an online participant you will be expected to:

- log on to the site and participate at least twice a week in online activities.
- respond to emails within 48 hours (subject to no illness)
- submit your assessment tasks on time
- work co-operatively with other participants online
- allocate at least 4-6 hours per week to course activities
- be pro-active and seek help from you facilitator when you need it.

Program Entry Level Requirements

This program does not teach you how to be teachers. It already assumes that you have developed teaching skills in a face-to-face situation. This course helps you to evaluate and transfer your existing skills to the online environment, and to develop new strategies for facilitating online learning.

Therefore, participants should already have a teaching/training background, and/or some experience in the education or training field.

Personal Skills

Studying online requires a participant to be independent, self motivated and well-organised. A learning community evolves between participants during the course, and this will provide some peer support and motivation, but you will need to be skilled in managing your own learning in an independent study environment.

The essential skills are:

- keeping a journal/blog
- scheduling study activities in a timely manner
- setting up and maintaining a file system
- establishing and maintaining a peer network
- maintaining regular contact with facilitator
- participation in online communication activities in a timely manner
- completing assessment tasks by the due date

Computer Skills

Participants should have the following skills:

- essential skills associated with using the operating system
- basic file management skills (including using files/folders, backup)
- installing software and basic configuration
- basic word processing skills
- internet applications - email, browsers, etc
- access information from manuals and/or online help
- operate the keyboard with reasonable speed and accuracy
- use a variety of search methods to locate specified information on the internet
- access web pages via their web page address (URL)
- navigate backward and forward among more than one web page

Computer Hardware and Equipment

Your computer hardware should have these minimum requirements

- Access to a modern web browser (e.g. internet explorer 6)
- Internet connection
- 64MB or more of RAM
- Sound card and speakers/headphones
- Set video display to High colour (16 bit) or higher
- Access to a digital camera

Macintosh users are welcome to enrol in the course, and particular issues in the website design can be accommodated, where appropriate.

Access to a Participant Group to Deliver an Online Course

You are required to implement and facilitate an e-learning course to a group of participants. You need to have access to a cohort of participants who can study using an e-learning approach. This can be negotiated with individual participants and many people in the past have successfully negotiated with learners in this program or other contacts to obtain this cohort of learners. As discussed earlier, this may include seeking assistance from a group of "critical friends" or from interested course participants.

An interview and case study of the diploma is available at the ANTA 'Designing E-learning' website at:

http://www.flexiblelearning.net.au/designing/learning_design/sequences/QLD/index.htm

This course has a range of innovative elements which will contribute to its success:

Personal Journal

Participants keep a blog in this course and set aside some time each week to reflect on their learning. Blogs encourage reflective learning – the chronological record can record their progress in a personal way and helps me know what participants are thinking at a particular point.

Discussion Forums

These activities are an integral part of the course and provide the opportunity for participants to develop their ideas, put forward initial understandings of the issues and get feedback from peers and the facilitator before completing written assignments. Participation and leadership in the discussion forum topics is an integral part of the assessment.

Collaborative Activities

Participants participate in a range of online collaborative activities including email games, role plays, and peer assessment, where they are required to work together using the communication technologies available on the Internet.

Regular chat sessions/ virtual classroom sessions are scheduled on course topics. This develops group interaction, and the opportunity for participants to learn from each other and to find out what the others are thinking – it also motivates participants to keep up with the study schedule and stay together, a very important connection in this virtual world of learning.

Mentoring

Individual mentoring is especially important to help participants sort out implementation issues for delivering their e-learning project, as each participant comes from a different workplace and has specific issues to deal with. Past participants are part of a mentoring pool, which you can access to assist in this learning journey.

Peer-to-Peer Feedback

The role of the 'critical friend' is integrated into the course – participants learn how to provide thoughtful feedback to others online. Participants can publish their work in a shared learning space for everyone else to see and comment on. A buddy system will also be trialled for this program in terms of people connecting and supporting each other's learning.

Modelling of Good Online Teaching Strategies

This course models an example of 'good practice'. Participants take over the facilitation role in the second part of the course themselves and drive the discussions and learning activities. This ensures a very practical course placing you in the driver's seat, for your learning and supports you in trialling and implementing activities in a collaborative collegiate way.

Electronic Portfolio

Within two weeks of the course starting, participants are publishing their material to the web. As the course progresses, each participant adds work to the shared workspace, and this can be viewed by other participants.

Skype/Elluminate V Room

Participants are able to converse with each other and the facilitator using voice over internet protocols. Skype is easily downloaded and installed. Alternatively, an Elluminate V-Room can be used.

Selected Software

Most of the software that will be used is based on the *TAFEVC/TrainingVC* learning management system. If your organisation is not a registered user, access will be provided to the system for development of the training materials. To implement your resources to students beyond the professional development program, you will need to discuss licence arrangements with e-Works on a case-by-case basis.

Other customised software that may be used will be discussed with participants to determine if host employers have existing access and/or licence within existing structures.

Education Component Output

Evaluate learner Profiles for E-learning

You are required to select three learners and describe their learning characteristics, assess their suitability for e-learning, develop learning plans and discuss how you could design your project to meet their needs and provide support, within your organisational environment.

Part One - Learner Related Characteristics

Choose three learners who are potential participants for the e-learning course that you are planning to offer.

- Describe the learning related characteristics for each learner:
 - comfort with online technologies
 - skills to seek and use online information
 - preferred learning style
 - language, literacy and numeracy levels
 - cultural, language and educational background
 - gender
 - physical disability/ability
 - level of confidence, nervousness or anxiety
 - age
 - previous experience with e-learning

- Evaluate how well suited each person is to participate in e-learning. Which types of e-learning opportunities would be most suitable?

Part Two - Determine Learning Needs

- Describe the current competencies of the three learners in relation to the topic you have chosen for your project.
- Identify the gaps between what the learners already know and what you intend to teach.
- Compare and contrast the specific learning needs for each of the three learners.
- Prioritise the learning outcomes that you will cover in your e-learning project, and justify your priorities by referring to the needs of the individuals, their team and the organisation.

Part Three - Developing Strategies

- Describe how you could design the course and learning materials to take the learning needs of your three learners into account
- Outline the ways in which you can provide personal and technical support to your learners, in your organisational environment
- Describe how you will induct learners into the e-learning environment.
- Outline the ground rules and expectations that you intend to negotiate with your learners.
- Discuss how you intend to encourage social interaction between the learners in the e-learning environment

Consider how work and e-learning will be integrated into the work environment, to meet organisational requirements

Part Four - Develop Learning Plans

- For each of your three learners, negotiate and develop a learning plan which includes:
 - outcomes
 - timeframes
 - strategies
- Provide copies of your three plans as evidence.
- Review these plans with managers and adjust them to suit the organisational requirements. Outline the changes that you make as a result of the review.

Part Five - Integrating E-learning into the Business

From your experience of developing learning plans with the three learners, reflect on the guidelines your organisation should adopt to improve the integration of e-learning within the organisation. Consider the following headings:

- How e-learning could be included in the business planning processes
- Guidelines for negotiating individual e-learning plans
- Review of workloads and work distribution
- Supporting staff to manage integration of work and learning
- System for recording and reviewing individual learning plans and outcomes

Possible Multimedia Component Output

This section may include:

- Use of *TrainingVC* – development of a module
- Embedding of PowerPoint, PDF file, word document, video, audio, jpeg, simple flash item, WIMBA Create into a BB module
- Design of a variety of assessment tasks embedded into module
- Development of a short video (using Movie Maker and/or digital story)
- Development of a PowerPoint with voice etc
- Development of (using Audacity) and upload of an audio file (podcast)
- Use of Captivate to create a small instructional activity
- Conversion of a LORN object into EQUELLA
- Evidence of use of Learning Design Kit?
- WEB 2.0 – what? How many? Is this assessed through use as a participant rather than as part of the module developed?
- Basic HTML
- Design and facilitation of an online session using Elluminate
- VETADATA, METADATA, SCORM
- Mobile learning? QTIM Player
- ARED

Alignment to Accredited Competencies

If a participant is looking to seek for Recognition of Current Competencies (RCC), there are a number of methods available. In all cases, formal assessment will need to occur. In the main, this formal assessment will be based around activities and tasks already built into the program.

Currently, the following units of competence focus specifically on e-learning design. These units form electives in the Certificate IV in Training and Assessment (TAA40104) , the Diploma of Training and Assessment (TAA50104) or the Diploma of VET Practice (21697VIC).

TAADES503B- research and design e-learning resources
TAA DES504B- Develop and Evaluate e-learning resources
TAADEL501B- Facilitate E-learning

Possible Options

1. On completion, Seek RCC from place of employment
2. Work with another RTO to achieve Statement of Attainment via RCC on completion of set assessment.

Course Outline

Basics of E-Learning: Training Technology

Increase your awareness of a range of software/courseware programs that will assist in developing your technological knowledge by introducing to some, or all of the following:

- Blackboard / Moodle
- Wimba Suite
- Elluminate
- Wimba Create
- Captivate
- Audacity
- Movie Maker/Photostory
- Flash
- Basic HTML
- Dreamweaver
- Photoshop
- Equella

Choosing Your Solution

How Are You Delivering Your E-learning?

- Delivery Method –designing for different delivery methods
- Understanding Bandwidth Constraints
- Accessibility Issues
- E-Standards
- Required plug-ins and players
- Blended Learning: How to Integrate Online and Traditional Learning

What Kinds of Media Will You Use?

- Types of media available – what and why
- Instructional requirements for media
- Budget for developing or acquiring media

What is the Level of Interactivity?

- Level of interactivity (basic, Intermediate, Advanced)
- Types of interactions – from simple page turning to complex simulations.

What Level of Data Tracking Will You Need?

- Grade books
- Tracking in TAFE VC

How Much Content Will You Create?

- Existing content – using LORN, EQUELLA, Wimba Create, SlideShare to convert content.

Instructional Design for E-learning

Analyse

- Determine the learning need

Design

- Learn how to adapt your skills to e-learning, blend solutions to ensure learning sticks and make effective design choices. How will you meet your goals?
- Presentation Design – layout and legibility, use of multimedia such as audio, video and interactive elements.
- Design Goals
- Traditional learning versus innovative e-learning – how is it different?

Build

- Create effective learning experiences
- Examine and build effective presentations and practices when teaching various kinds of information online? (ie, slides to web, video, recording an audio file, tests and quizzes, asking questions.)

Evaluate E-Learning

- Measure effectiveness
- Identify effective training principles

Implement E-Learning

- This will help you build a powerful implementation and marketing strategy for your e-learning program.

Implement E-Learning Solutions

- Evaluate structures, methods and paradigms that have worked in other e-learning organisations and gain tips to making them work in yours.
- Manage the basic elements of launching a successful e-learning project.

Customised Training for Your Organisation

We would be happy to discuss customised delivery of this program to your organisation where there are eight or more participants.

2009 Course Details

Course Dates (Semester 1)

Face-to-Face Training Sessions (9:30am – 4:30pm)

Tuesday 2 March
Tuesday 9 March
Tuesday 13 April
Tuesday 4 May
Tuesday 29 June

Illuminate Sessions (generally, 3:30pm – 4:30pm)

Tuesday 23 February
Tuesday 2 March
Tuesday 30 March
Tuesday 27 April

In addition, participants will be able to access **one** of three half-day one-to-small group sessions will be available between 5 May and 28 June.

Course Delivery Location: Melbourne – venue to be advised.

Register your interest in the program by completing the attached registration form before 12 February, 2010. Numbers are limited due to the nature of the personalised learning we are looking to achieve in this program. Acceptance into the program will be confirmed on receipt of payment.

For further information about the program, please do not hesitate to contact Debbie.soccio@eworks.edu.au or call 03 9661 8712.