



Center for Learning Innovations &
Customized Knowledge Solutions

DESIGNING FOR ONLINE LEARNING



IN-HOUSE
COURSE

Designing for Online Learning



- No. of Learning Hours: 26 Learning Hours (12 hours synchronous + 14 hours asynchronous)



- Average Duration: 21-30 days



- Prerequisites: Basic Knowledge of LMS Tools and a commitment of no less than 8-10 hours per week



- Format: Blend of synchronous and asynchronous sessions



Course Overview

Learning design is the practice of designing engaging and effective learning experiences for students. This hybrid course will expose participants to the theories and practices for successfully designing online and blended courses that are interactive, engaging, and aligned with learning outcomes which is at the core of designing quality learning experiences.

Participants will be immersed in a range of activities and assignments that will enable them to apply various theories and concepts.



Course Objectives

At the end of the program, participants will be able to:

Understand

Difference in instructional and learning design

Learning theories, ID models and student learning styles

Create

Effective and engaging learning experiences in line with the articulated course outcomes

Student assessment strategies that are aligned with learning outcomes and suitable to the course, student and delivery contexts

Structured course content to maximize student retention

Implement

A variety of active learning strategies that will keep students engaged throughout their course

Learning communities and online presence

A learning evaluation plan that allows for future analysis and continuous improvement

Course Structure

Module 1: Foundation and Principles of Instructional Design



[6 learning hours]: 4 self-paced learning + 2 learning hours synchronous

Some of the key topics addressed in this module, which are required to set the ground for the remaining of the course, include:

- An overview of the module including outcomes – as text and video, relationship to other modules
 - An indication of what learning theories are, why they are important and how they can be used. Description of the major learning theories.
 - Clarification of the terms: elearning, blended learning, the flipped classroom, instructional design and learning design.
 - Origins and definitions of instructional design and learning design.
 - Concept of affordances and affordances of technologies.
- Exploration of how learning can be delivered through technologies.
 - Definition of synchronous and asynchronous learning and exploration of the advantages and disadvantages and constraints affecting course design.
 - Outline of instructional design models such as ADDIE, Gagne, SAM, MERRILL and how they are used. Comparison with more recent learning design models such as ABC and 7Cs.

Module 2: Designing Instructionally Sound Online and Blended Learning Courses



[12 learning hours]: 9 self-paced learning +
3 learning hours synchronous – Analysis and Design

Section 1: Getting started

- How are online courses different from face to face courses?
- What makes a good online course?
- Designing an online course: Where do I start?

Section 2: Course Analysis

- Recalling the ADDIE Model and its stages
- Identifying the needs for your course
- Understanding your students and how they learn
- Task and content analysis

Section 3: Designing Backward

- What is backward design?
- Key components of an integrated course
- Articulating SMART learning outcomes
- Developing course and module levels learning outcomes

Section 4: Re-thinking Assessment in Online Instruction

- The role of assessment in online learning
- Principles of good assessment
- Types of assessments
- Traditional versus alternative assessments
- Safeguarding academic integrity when assessing online
- Digital tools for assessing students online
- Creating a balanced assessment strategy

Section 5: Organizing Courses and Structuring Content Online

- Structuring your course content
- Media types
- Chunking your content and using lessons' planning
- Developing your own content versus reusing content
- Copy rights and creative commons
- Usability, visual design and accessibility

Section 6: Designing Meaningful Learning Experiences

- What is active learning and why is it important for online instruction?
- Types of online interactions
- Thinking about learning activities
- Digital tools to support interactive learning

Module 3: Course Delivery



[8 learning hours]: 5 self-paced learning +
3 learning hours synchronous – Implementation

Section 1: Preparing the course for online delivery

- Organize content of the course
- Prepare the digital tools/technologies for online teaching
- Do the Welcome Video
- Organize/Upload course content in the learning platform/LMS

Section 2: Delivering the instructional content online

- Modes of Online Teaching:
 - Synchronous Online Sessions
 - Asynchronous Online Sessions
 - Blended Online Learning Delivery
- Teaching the lesson online
 - Frameworks for Course Delivery
 - Gagne's Nine Events of Instruction

Section 3: Motivating and Engaging online students

- Importance of motivating and engaging online students
 - Facilitate achievement of learning outcomes
 - Reduce course attrition/drop-out rate
 - Learning journey
 - Learning of associated skills (e.g. 21st Century Competencies)
- Strategies to motivate and engage online students
 - Teaching strategies
 - Building online learning communities

Section 4: Creating the Teaching Presence

- Defining/Describing Teaching presence
 - The 3 types of presence in an online course
- Designing for Teaching Presence
 - Community of Inquiry as a Framework
 - instructional design and organization
 - facilitation of discourse
 - direct instructional activities.

Section 5: Facilitating Assessment

- Issues and concerns in Online Assessment: A review
- Ensuring the integrity of the assessment process in online learning
 - Recommended assessment strategies
 - Implementing/Conducting Online Assessment

Section 6: Feedback Mechanism

- Defining feedback
- Effective feedback
- Principles and role of feedback
- Feedback as feedforward
- Methods to provide feedback
- Feedback Tools

Section 7: Providing Support to Online Students

- Managerial role of the instructor
- Technical role

Section 8: Changing role of the instructor in online mode of instruction

- As architect of students' learning (from a social constructivism/learning-centered perspective)
- Challenges in online teaching
- Practice tips for effective online teaching

Module 4: Evaluating Course Effectiveness



[2 learning hours]: 1 self-paced learning +
1 learning hour synchronous – Evaluation

Section 1: Planning for Your Course Evaluation

- Difference between evaluation and assessment
- Why does assessment matter?
- Typical Course Assessment Process
 - o Developing a course assessment plan
 - o Collecting data
 - o Interpreting data

Section 2: Quality Dimensions for Online Course Evaluation

- Kirkpatrick four levels of evaluating learning
- Key dimensions to consider when evaluating online courses

- Examples of checklists and rubrics to evaluate the quality of online courses
- Accreditation and responding to national external quality assurance requirements

Section 3: Continuous Improvement

- Continuing your course assessment plan
- Developing improvement plan
- Closing the loop

Project Presentations: 2 hours, during the last virtual session



Course Delivery Strategy

This course will be delivered fully online; via both a self-paced learning component where participants will need to access course materials presented in various formats and engage in course activities designed by the program facilitators as well as attend 12 hours of synchronous learning spread over four live sessions; each being 3 hours.

The duration of the course in terms of number of days and start and ending period will be agreed upon within the institution.

The four synchronous sessions will complement the asynchronous materials provided and will provide opportunities to practice, ask questions, clarify complex issues and provide examples. It should also help participants prepare for the project and/ or activities.



Course Activities

Each module will comprise activities related to the key concepts explained that participants may either do individually or in group based on the activity instruction. The activities across modules are interdependent and aim to enable participants to put the theories and principles explained into practice and will lead to a final project

The type of activities within the course include:

- 1. Knowledge Activities** - These activities test participants' knowledge of the concepts taught and have them explore different hypothetical scenarios where they can apply what you have learned. These could be assignments or discussions on the discussion forum or even activities during the live session. Refer to Activity sheets under each module for further information.
- 2. Online Quizzes:** At the end of each module an online quiz comprising 10 to 15 questions will be administered; participants must pass the quiz with at least 70% to be able to access the materials of the next module. Participants may take the quiz up to three times.
- 3. Final Course Project:** the aim of the final group project is for participants to implement various theories and concepts explained into a project that will accumulate from the activities in each of the modules.



Who is this course for?

- Faculty and teaching staff
- Teaching and Learning staff
- Instructional Designers
- QA staff
- Academic Administrators (i.e. Deans, Heads of Departments, etc)



How to Request the Course?



Step 1:

Request for the in-house Learning Design program, by filling our Online Requirements Analysis Form available through our website at www.cli-cks.com.

The purpose of submitting the form is to assist the Center in grasping a good understanding of the institution's needs, the target audience, and the overall objectives intended from running the program. The form shall be filled by a person who possesses the necessary knowledge about the institution, the area of work the program will be tackling, and participants for whom the program is to be delivered.



Step 2:

Once the form is received, our team of experts will analyze your requirements and respond with a formal proposal (within 3-5 working days). Occasionally, the Center may contact the institution for further information or clarifications. The submitted proposal will include technical, logistical, and financial aspects.



Step 3:

Upon approval of the proposal by the institution, the necessary steps will commence to plan the delivery of the program(s) as per dates mutually agreed upon.



Step 4:

CLICKS will develop the materials, deliver the program, and organize all necessary logistics to run the program.



Step 5:

CLICKS will produce a post-training report that will be sent to the institution.



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