



D2.2 COURSE ARCHITECTURE
COMPONENT 4 - ELEARNING
MAY 2007

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SUMMARY

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INTRODUCTION

The objective of MEDA-ETE component 4 eLearning is to assist the partners in the vocational area in the MEDA countries in further developing and using eLearning in education and training. This component includes the setting-up of a regional network of training centres; the development and delivery of a train-the-trainer course on eLearning concepts, methods and techniques in two trades of particular relevance for the MEDA region; their validation as well as dissemination. The training will be delivered to learners from private and public training institutions as well as to social partners in the MEDA region.

The eLearning Methodology course ("Train-the-trainer" course) is designed in a blended learning approach: it combines face-to-face seminars and an online course. The face-to-face seminars content and organisation guidelines will be later defined. The aim of this document is to present the eLearning Methodology online course concept and the curriculum guidelines.

The eLearning Methodology online course has been conceived taking into account the outcomes of the requirements analysis and methodology collection. Its scope is to provide a common methodological approach addressing the target group of the ten participating MEDA countries: Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Syria, Tunisia, Turkey, West Bank. It will though be developed with respect to the countries specificities whenever possible. Examples of good practice and case studies from two specific trades will be used: ICT and Tourism.

1. AIM AND SCOPE OF THE DOCUMENT

This document describes the methodological approach of the course, its duration in terms of volume of learning, the main objectives and the guidelines of trainees assessment.

Besides the document describes in details the course structure and its curriculum in terms of modules, units and activities.

2. Course Architecture

Duration and volume of learning

The Course is planned from May 2007 to August 2008, it will have a duration of approximately 48 weeks considering 4 hours learning time per week per participant that are expected to ensure a sufficient coverage of the learning objectives for a total volume of 192 learning hours/participant.

Main target group

The methodological approach is targeting primarily pedagogical actors in Vocational Teacher Training Institutions (TTI): teachers, trainers in the first place but also content developers and designers. The requirements analysis which has been carried out before shows that these roles are often taken over by teachers and trainers. In addition the course will also be of great benefit for managers and administrators, as it will enable them to get an in depth understanding of eLearning, its implementation procedures and its specific managerial dimensions.

Pre-requisites

Learners should have access to ICT infrastructure and the basic skills in usage of computers, including use of main office software (Word, PowerPoint), Internet and email.

Objectives

Enable learners to acquire the competences to deploy eLearning in a VET institution and understand the different phases of an eLearning course, its design, management, delivery and evaluation process.

In particular, the learners learn:

- how eLearning can be deployed in a VET context;
- to create a course syllabus for an online course and understand its difference from traditional teaching;
- to design simple online teaching and learning material: how to present elements of knowledge online, how to create specific online activities and tasks;
- to understand the content production process;
- to tutor an eLearning course;
- to understand main managerial aspects of eLearning;
- to organize an evaluation process

The goal is that learners are at the end of the course able to implement an eLearning course adapted to the needs of their own country and training institution.

Methodology

The online course covers all the aspects necessary to a sound methodological basis for the implementation of an eLearning course. As it addresses a target group originating from ten different Mediterranean countries, the course is oriented to the core common methodology rather than to localization differences. Nevertheless, in order to ensure its efficiency, the course is developed in a way to constantly give learners opportunities to reflect on the adaptation of the methodology to their own context and produce deliverables that can be directly used in their institution.

The course starts by giving learners a good ground into the reality of eLearning and making sure they build the necessary skills for following the course. It then guides learners through the four main pillars of an eLearning implementation process: the design, development, management and delivery of an eLearning course. As the main target group is the VET trainer, the course focuses on supporting their learning process and guiding them along a path relevant to the training context. Nevertheless, the course can benefit other job profiles as it also give insights into technical as well as managerial and strategic dimensions are also provided.

In order to follow a good assimilation and learning integration procedure, the course unfolds itself along the different stages corresponding to the building up of the e-learner competence in an eLearning course (see Salmon 2000). The stages can be summarized in 5 main moments:

Stage 1 - Gaining access and handling technology

Stage 2 - Becoming familiar with online learning and its specific socialization mode

Stage 3 - Exchanging information

Stage 4 - Knowledge construction and collaborative learning

Stage 5 - Individual Development and competence building

This methodology thus enables learners to acquire knowledge and know-how in a progressive way, adapted to the reality of distant online learning and at the same time to experience and reflect on the different stages so as to be able later to integrate them into their own teaching.

The approach is socio-constructivist, and articulates collaborative learning to individual cognitive development.

Interactive Learning Object using visual and multimedia cognitive aids are often used to present new knowledge cluster at the beginning of a learning unit. Alternatively reading material are also provided to ensure a certain variety of tasks. Individual and collective knowledge activation task then complements this by giving learners the possibility to activate passive knowledge connected to the topic and to start a reflection process. Quizzes and other interactive activities are then proposed to enable learners to apply the newly acquired knowledge. Collaborative activities and project-based activities complete the cycle by offering learners, in an experience-

based competence development approach, the opportunity to contextualize the knowledge and develop it in a professionally relevant context.

Assessment and grading

The evaluation scheme for the eLearning "Train-the-trainer" course comprises two main types of assessment, in accordance with the course methodology:

- individual assessment test, which verifies the knowledge acquired by each trainee (factual knowledge);
- outcome-based assessment in which the trainee can demonstrate the integration of his/her knowledge "in action" (procedural knowledge).

The outcomes then have to be integrated and mobilized for the realization of the overarching final project – the eLearning project that each participant has to produce as a final outcome of the course.

2.2.1 Individual self-assessment tests

The individual self-assessment tests are present in each unit of each module (29 tests in all). This enables the tutors and the project team to monitor the progress and evaluate each individual participant. For this purpose the automatic tracking feature of the platform chosen (Moodle) will support continuous and thorough gathering of individual data and will give possibility to generate precise statistics on trainees' participation and performance.

2.2.2 Outcome-based assessment

The outcomes to be produced by the trainees, which also capitalize on the knowledge acquired in the different units composing the modules, are proposed at the end of each module (10 outcome-based assessment in all). This complements the self-assessment data by enabling a "know-how" oriented evaluation. This evaluation mode gathers rich and sophisticated data, thus requiring a specific effort on the tutors side to keep track and synthesize the achievements of the participants.

2.2.3 Grading scheme

The grading scheme for the evaluation of the outcome-based assessment will be based on an appropriate criteria grid, defined and monitored by the tutors.

2.2.4 Tracking system

As mentioned above, the technical infrastructure of the course supports the monitoring of the participation and performance of the participants as it automatically records and compiles, for each registered user:

- access time,
- duration of access time,
- tests results.

2.2.5 Conditions for successful completion of the course

The successful trainee in order to be considered for receiving the final certificate must pass at least:

- 70% of all self-assessment tests (one per unit)
- and
- 70% of the outcome-based assessment

Among the ten modules composing the course, three of them contain outcome-based assessment, which are considered to be absolutely mandatory and thus must be completed by all successful participants. These mandatory outcome-based assessments are:

- Outcome of module 4 – Creation and organisation of an eLearning course
- Outcome of module 5 – Content development process and Instructional Design
- Outcome of module 8 – Tutoring of an eLearning course

2.2.6 Final project – elearning project

Besides the self-assessment tests and outcome-based assessments, trainees are required as a final assessment synthesis to produce an eLearning project: to design an own eLearning course or lesson, in the context of either ICT or Tourism and adapted to their particular speciality.

In order to realize this, trainees can compile and reinvest all the outcomes and deliverables they have been asked to produce during the one-year course as these form a logical and coherent set of milestones to design and implement an eLearning course.

This final project is to be individually assessed and each participant is responsible for making the result available to his/her tutor. Nevertheless, as teamwork has been considered as a part of the skill set to be acquired, this can be implemented by the participants on their own initiative (when relevant and feasible); cooperation between the trainees (to exchange ideas, materials etc.) across countries and across sectors is in all cases encouraged.

2.2.7 Certification

All successful trainees who will have comply with the conditions for course success as described above as well as the final project will be eligible for receiving the final certificate from Giunti Labs.

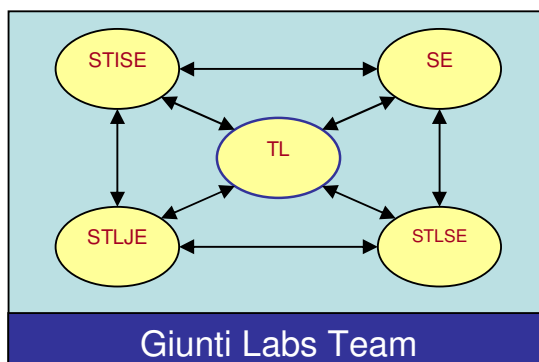
2.2.8 Face to Face seminars

In accordance with the blended learning format chosen for this train-the-trainer course, the online course will be supported by face-to-face seminars organized in each country, at three key moments:

- the first event, at the beginning (start-up event) to launch the course and enable all learners to access the platform, and become familiar with the overall course structure and methodology;
- the second face-to-face seminar will take place half-way through the course to evaluate the progress made, discuss possible challenges and support the learners in the learning process;
- The third face-to-face seminar will take place at the end of the course to wrap up the whole course and evaluate the final outcomes.

2.2.9 Tutoring

Tutor's role is fundamental for the project and course successfully implementation. The team of tutors composed by experts (see next picture) who, in correspondence to their attitude and professionalism, will act with the trainees, having role of teacher, facilitator, administrator, coordinator, classroom tutor etc. in order to drive the course reference with what listed in introduction



For each didactical module (or unit) which the course is composed in addition to the tutors a contents responsible as well as a specialist of the two treads developed (ICT and Tourism) will be appointed; so the Giunti Team will be able to give effort to every trainees request and solve Managerial, Pedagogical, Social and Technical issues.

Mainly Junior Experts will give directly their support on Social and Technical (especially for the platform usage and ICT) issue to the trainees while they will receive effort from Team Leader and Senior Expert (as well as Giunti Backstopping team) for the other topics not proper of their specific knowledge.

Tutor's Activity

Here are listed the main actions to be done by the team of tutors:

MANAGERIAL

- the definition of targets and scheduling and deadlines
- the suggestion of group work building
- the suggestion of how to do the activities
- the individuation of roles within groups

PEDAGOGICAL

- to explain and to clarify topics
- to send updates
- to propose didactical materials
- to observe and analyze the state of the art of the course and of the community of practice
- to assist students and facilitate their learning

SOCIAL

- to participate to discussions
- to stimulate the participation of each of the participants
- to solve conflicts within groups

TECHNICAL

- to take care of the correct functioning of the system
- to help participants in better usage of the portal
- to solve possible technical problems

3. Course Structure

The curriculum is divided into sections which are composed of modules. The modules are structured into learning units. The modules and units are described in a standardized format which is shown below.

SECTION

Title of the overarching theme comprised of several modules and units.

Module

Corresponds to a main topic comprising several units. It is described in terms of general objectives and a short description.

General objectives

Main goals for the whole module

Description

Detailed description and rationale of the module.

Unit

Corresponds to one lesson (approx. 1 week). It is described in terms of its Operational Objectives, the sequence of Activities and Tasks, the References section.

Operational Objectives

Specific objectives of the unit are described in a behavioral approach (including performance criteria and conditions of performance)

Activities and Tasks

Sequence of learning events which compose the learning unit

Organisation of the work

Describes the way the learners work (individual or collaborative), and what is expected from the tutor in terms of roles and tasks.

References

List of resources (www or books), which learners can refer to in correspondence to the content of the unit and for further study

Summary and wrap-up activity for the module

At the end of each module, a short summary of the main learning points and outcomes of the activities of the different units are provided together with a wrap up activity (test-type assessment like MCQ or discussion in the Learning Forum).

Each summary contains also a list of detailed Learning Outcomes for the modules.

Learning Outcomes, according to module content, may address some general, methodological issues or more specific topics related to the expertise field of the learner (*Tourism* or *ICT*). These two threads that run along the entire learning course help the learner contextualize the knowledge and “localize” it in a professional field. Specific outcomes on trends (ICT and Tourism) use the knowledge and know-how acquired by the learners during the learning process and helps them focus on e-learning issues in their expertise field and find the solutions to problems, thus creating the skeleton of their first e-learning course.

Course overview and timeline

The course is composed of 12 Modules and 29 Units

Module 0 - Introduction to the course (1 week)

SECTION I – Introduction to the basics of eLearning

Module 1 - ICT and eLearning Skills (4 weeks)

Unit 1.1 - Using communication and collaboration tools

Unit 1.2 - Using advanced features of Internet

Unit 1.3 - Usage of an eLearning platform : Moodle advanced

Module 2 - Introduction to eLearning (3 weeks)

Unit 2.1 – eLearning overview

Unit 2.2 - Realizing the added value of eLearning for VET

SECTION II – eLearning course design and development

Module 3 - Methodological basis for content design and development (4 weeks)

Unit 3.1 - Requirements analysis

Module 4 - Creation and organisation of an eLearning course (6 weeks)

Unit 4.1 - Different eLearning configurations: fully online vs. blended learning

Unit 4.2 - Didactics of eLearning

Unit 4.3 - Structure of a course

Unit 4.4 - Create a syllabus for a course integrating eLearning

Module 5 - Content development process and instructional design (7 weeks)

Unit 5.1 - Different phases of the content development process

Unit 5.2 - Introduction to instructional design

Unit 5.3 - Storyboard templates

Unit 5.4 - Learning Objects and eLearning standard

Module 6 – Use, creation and transfer of activities and tasks for eLearning (3 weeks)

Unit 6.1 - How to turn existing course materials into eLearning materials

Unit 6.2 - Practice of basic content creation for self-learning training

Unit 6.3 - Create collaborative activities and tasks for web-based learning

SECTION III – eLearning delivery and management

Module 7 - Delivery (3 weeks)

Unit 7.1 - eLearning platforms: an overview

Unit 7.2 – Criteria for evaluation of eLearning platforms

Module 8 - Tutoring of an eLearning course (4 weeks)

Unit 8.1 – Computer Mediated Communication

Unit 8.2 - The e-tutor profile

Unit 8.3 – e-tivities and the 5-Stage Model

Module 9 - Assessment and evaluation (3 weeks)

Unit 9.1 - Evaluation

Unit 9.2 - Monitoring of progress and assessment tools for eLearning

Module 10 - Managerial aspects of eLearning (3 weeks)

Unit 10.1 - Develop and implement an eLearning strategy

Unit 10.2 - Managing an eLearning project

Unit 10.3 - Quality assurance of eLearning programs and courses

Final Module Wrap up and Evaluation (2 weeks)

4. Detailed course plan

Module 0 - Introduction to the course (1 week)

Objectives

- Ensure that learners can access to the platform.
- Establish a communication line with the tutors and other learners via the platform – the basic log-in process as well as basic navigation skills within the platform must be mastered by the learners.
- Understand the objectives, the content, the structure of the syllabus, the methodology and the organization of the course.

Description

- This step though simple in appearance is crucial for the success of the course: most studies report that drop-out occur when accessing the system; this could be out of technical or lack of usage skills.
- It is important that this phase “Gaining access and handling technology” is not overlooked and that learners are supported in this initiation process.

Activities and tasks

- **Activity 1** - Learners must log in and send a presentation message (in the forum)
- **Activity 2** - Learners download and read the objectives and course plan in the syllabus document that is posted in the documents section
- **Activity 3** – Learners post their comments or questions on the document in the forum

Organisation of the work

- Tutor must make sure that everybody of his/her group(s) have connected and sent a message; send reminder or phone contact those who do not respond.
- Learners must read and study the materials presented and complete the activities

References

Documents presenting the course plan

SECTION I – Introduction to the basics of eLearning

Module 1 - ICT and eLearning Skills (4 weeks)

General objectives

To become familiar with the use of communication tools and collaborative work and editing features of e-learning environments

Description

This module is a necessary step in order to benefit from the course – ICT and eLearning skills and in particular the use of communication and collaboration tools must be mastered.

It is organized in a way that provides learners with experience and concrete opportunities to learn about the conditions of success for stage 2 "Becoming familiar with online learning and its specific socialization mode".

The unit 3 enables learners to learn about advanced features needed in order for them to be able to use the platform for their own training; it is thus complementary to the introductory session on Moodle provided prior to the course.

Learning schedule

Unit 1.1 - Using communication and collaboration tools: 4 hours

Unit 1.2 - Using advanced features of Internet: 4 hours

Unit 1.3 - Usage of an eLearning platform: 4 hours

Summary and wrap-up activity for the module: 2 hours

Unit 1.1 - Using communication and collaboration tools

Operational Objectives

- To use communication tools effectively (e-mail, discussion forum, chat)
- To understand the different purposes of synchronous and asynchronous communication modes and tools
- To participate and organize thematic discussions

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Learners send one email to their tutor to introduce themselves
- **Activity 4** (optional¹) - Learners use discussion forum to describe their own favourite website, everyone responds to others (in groups)

Organisation of the work

- Activity 1, 2 and 3: Individual work
- Activity 4 (optional): Tutors organize the discussion threads for the asynchronous discussions in the forum. Learners must read the presentation and participate in the activity as suggested by the tutor. During the activities they moderate the discussion. They close the activity by summarizing the posts of the learners

References

A selection of resources to increase trainees' knowledge on the subject of the current unit

¹ Tutors organize and propose the optional activity if the trainees have completed in time the previous activities

Unit 1.2 - Using advanced features of Internet

Operational Objectives

- To know what is an Instant messaging system
- To know what a Wiki – how to use Wikipedia
- To know what is a Virtual Whiteboard
- To know what is a Blog

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Learners must perform a simple research task using Wikipedia
- **Activity 4** (optional) - Each participant creates his/her own blog and starts a “personal learning diary”
- **Activity 5** (optional) - Learners are invited to participate in a meeting in a virtual classroom environment and explore the different features (controls and authorizations, collective presentation possibilities, use of the Whiteboard)

Organisation of the work

- Activity 1, 2 and 3: Individual work
- Activity 4 (optional): Tutors explain to the students which blog use and how
- Activity 5 (optional): Tutors organize the meeting session in the virtual classroom.
Tutors explain to the students which tools use and how

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 1.3 - Usage of an eLearning platform : Moodle advanced

Operational Objectives

- How to create and manage content. Edit content with the *Edit mode*
- How to use the *Progress Report* feature

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Edit resource. Learners create a webpage in Moodle in which they talk about ICT/tourism issue

Organisation of the work

- Activity 1, 2 and 3: Individual work (tutor provides support, creates a space in Moodle where the students can build their own pages).

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Summary and wrap-up activity for the module

Tutors write a brief text about the main learning points achieved and results of the assignments and activities.

Learning outcomes

At the end of this module, learners should be able to:

- use the chat, email and discussion forum features of the Moodle platform;
- describe what a blog, a wiki and a virtual whiteboard are;
- know how to learn about advanced features of Moodle.

Outcomes

Learners match the knowledge and the competences acquired during the module with their individual background and point out which topic addressed by the module is new, which is only partially new and which were already known. Then the learners write a brief report and add their comments on the current module and their suggestion for the upcoming.

Module 2 - Introduction to eLearning (3 weeks)

General objectives

- To get a clear overview and understanding of the reality of eLearning
- To reflect on the added value of eLearning
- To be able to adopt a strategic approach to eLearning implementation

Description

What is eLearning? In this module, the learners are introduced to an overview of the multiple reality of eLearning. This is important that the learners start to build their own concrete understanding of the concept. In a second time, they are guided to realize the added value of this learning mode in their own context of training (VET in Tourism and ICT). The learners are stimulated to develop their ability to deploy eLearning implementation in a strategic way in their own organization.

Learning schedule

Unit 2.1 – eLearning overview: 3 hours

Unit 2.2 - Realizing the added value of eLearning for VET: 3 hours

Summary and wrap-up activity for the module: 2 hours

Unit 2.1 - eLearning overview

Operational Objectives

Define and understand eLearning in its different facets: scope of the term, eLearning modes, history and facts, specificities as opposed to face-to-face learning, examples of eLearning possibilities in learning organisations.

Activities and Tasks

- **Activity 1** – Self-Paced Learning (learning from *Interactive Learning Object*)
- **Activity 2** – Self Assessment Test
- **Activity 3** – “Face-to-Face vs. Online Learning” (comparison table). Learners

must use the document given by the tutor and upload it in Moodle

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3: Individual work; tutor provides material and support

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 2.2 - Realizing the added value of eLearning for VET

Operational Objectives

To understand how eLearning can be used to benefit learners' own training context

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Presentation and discussion of outcomes of study about the relevance of eLearning

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3: Tutors organise and moderate the discussion in a forum

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Summary and wrap-up activity for the module

Tutors write a brief text about the main learning points achieved and results of the assignments and activities.

Learning outcomes

At the end of this module, learners should be able to:

- present an overview of what is eLearning;
- define what added value eLearning can bring to their particular VET context (ICT or Tourism).

Outcomes

The learners shall do a research and compile a document listing the existing resources for VET in their own context or country (with focus on Tourism, ICT). The research activity may be individual or collaborative (small groups - 3 max.- coming from ICT or Tourism)

SECTION II – eLearning course design and development

Module 3 - Methodological basis for content design and development (4 weeks)

General objectives

- Understand what a Requirement Analysis is
- Understand the role and the importance of requirements collection in the e-learning content production process
- Identify the target group, its degree of knowledge, skills, and the attitudinal characteristics
- Understand how to process all the collected data to plan an e-learning action

Description

The Module 3 opens the second section of the MEDA-ETE e-learning course. This section is titled "eLearning course design and development" and introduces the core concepts of the e-learning production process, guiding the trainees through the design and the development of an e-learning course. Module 3 deals with the earlier phase of designing an eLearning course, i.e. the data collection on the target group called Requirements Analysis (RA).

Learning schedule

Unit 3.1 - Requirements analysis: 4 hours

Summary and wrap-up activity for the module: 12 hours

Unit 3.1 - Requirements analysis

Operational Objectives

- To be able to identify needs and skills of a given target group
- To be able to establish a target group profile

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from *Interactive Learning Object*)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Presentation/input: example of a requirements analysis methodological concept (used in the Meda-ETE C4 eLearning); learners download and read the document. The result of this activity represents the preparatory phase to produce the outcome of this module.
- **Activity 4 (optional)** – In this forum learners are invited to discuss about the purpose of a requirement analysis, trying to identify what issues are relevant in designing an online course in a VET environment in general, and in their field (ICT/Tourism) in particular. They should highlight the strong and weak points of the topic proposed and share with other trainees difficulties encountered and solutions found when producing their own tool for the requirement analysis. They also are invited to reply to messages posted by the trainees of the other communities of practice.

Organisation of the work

- Activity 1, 2 and 3: Individual work
- Activity 4: Tutors organize the discussion thread in the forum; give feedback and support during the discussion; then close and wrap-up the discussion by sending a message summarizing the main learning points

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Summary and wrap-up activity for the module

Tutors write a brief text about the main learning points achieved and results of the assignments and activities.

Learning outcomes

At the end of this module, learners should be able to:

- Know what a Requirements Analysis is;
- Know the role and the importance of requirements collection in the e-learning content production process;
- Identify the target group, its degree of knowledge, skills, and the attitudinal characteristics;
- Know how to process all the collected data to plan an e-learning action.

Outcomes

This outcomes uses the knowledge and know-how acquired by the learners during the learning process and helps them focus on e-learning issues in their expertise field and find the according solutions.

For this module the learners should provide a Requirement Analysis Plan as founding element of their elearning course skeleton about ICT or tourism.

Module 4 - Creation and organisation of an eLearning course (6 weeks)

General objectives

- Be able to define what blended learning is;
- Make out the different flavours of an eLearning course between the two extremes (fully online vs. face-to-face training);
- Know and understand the fundamental didactic theories of eLearning and their main features/characteristics;
- Be able to build the structure of an eLearning course;
- Be able to construct a syllabus for an eLearning course appropriate to their own context.

Description

Module 4 represents the second step in the second section of this course; it provides further notions and indications for the design and development of an eLearning course.

This module aims at making the learners able to comprehend the overall view of a course by identifying its main structural constituents and by constructing a syllabus based on these constituents and adapted to their own context.

In module 3 the trainees have learned how to carry out a requirement analysis for their course. To produce an eLearning course, the requirement analysis phase is followed by a designing phase, which is the topic of module 4.

Learning schedule

Unit 4.1 - Different eLearning configurations: 4 hours

Unit 4.2 - Didactics of eLearning: 4 hours

Unit 4.3 - Structure of a course: 4 hours

Unit 4.3 - Create a syllabus for a course integrating eLearning: 4 hours

Summary and wrap-up activity for the module: 8 hours

Propaedeutic activity (mandatory)

Before start working at the syllabus, learners are invited to think over the concept of *e-learning project*, and to produce a brief resume following the proposed questions.

Unit 4.1 - Different eLearning configurations: fully online vs. blended learning

Operational Objectives

- To make out the different general configurations of an eLearning course on a continuum from fully online to face-to-face training
- Understand the concept of blended learning and learn about some implementation experiences of this mode

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Focusing on the resource provided in the Activity 1, learners share their ideas in the forum following the proposed discussion guidelines.

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3 is a collaborative discussion; tutors organise the forum

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 4.2 - Didactics of eLearning

Operational Objectives

- To know the main learning theories and models relevant for designing an eLearning course
- To learn to create a methodological concept by selecting and adapting theories to the purpose of the course and target group

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from *Interactive Learning Object*)
- **Activity 2** - Self Assessment Test

- **Activity 3** - Discussion in the forum: learners post their answer to the proposed questions.

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3: Collaborative discussion (with tutor support)

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 4.3 - Structure of a course

Operational Objectives

- To identify the main constituents of an eLearning course (pedagogical concept)
- To be able to write syllabus objectives for a competence-based approach (inc. conditions of performance and performance criteria)

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from *Interactive Learning Object*)
- **Activity 2** - Self Assessment Test
- **Activity 3** - In this assignment learners have to put in practice the knowledge that they have acquired studying the Interactive Learning Object of this unit.

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3: Individual work (with a feedback from the tutors)

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Mandatory activity

Before attempting the creation of the course syllabus, learners should verify the correctness of their project running the requirement analysis on the target group, using the tools provided as outcome of module 3.

Unit 4.4 - Create a syllabus for a course integrating eLearning

Operational Objectives

- Learners create a syllabus for a course they teach so as to make it an eLearning course (fully online or blended)

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- **Activity 3** - This assignment is a preparatory activity for the module outcome. In this assignment learners must accomplish their job on the base of the knowledge about what a syllabus is, and how to use it and to construct what and how, as they have learned in this unit

Organisation of the work

- Activity 1, 2 and 3: Individual work
- Mandatory activity: Individual work/ group work

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Summary and wrap-up activity for the module

Tutors write a brief text about the main learning points achieved and results of the assignments and activities.

Learning outcomes

At the end of this module, learners should be able to:

- define what blended learning is and evaluate an eLearning course on the continuum fully online-blended learning;
- know and understand the fundamental didactic theories of eLearning and their main facets;
- know the methods, and the main elements needed, for designing and structuring a course;
- create the structure of a course (course syllabus) for online purposes, based on well defined learning objectives

Outcomes: Thread-specific outcomes (ICT or Tourism)

This outcomes uses the knowledge and know-how acquired by the learners during the learning process and helps them focus on e-learning issues in their expertise field and find the according solutions. For this module the learners should provide a Syllabus document as founding element of their elearning course skeleton about ICT or Tourism. The Syllabus should be based upon the results of the requirement analysis of Module 3.

Module 5 - Content development process and instructional design (7 weeks)**General objectives**

- To understand the different phases of the content development process
- To identify and situate one's role in the process chain
- To understand the role and tasks of an instructional designer
- To be able to read and write a storyboard out of a template

Description

This module enables learners to grasp the concept of content development as a professional and institutionalized production process. It then leads learners to better understand the role of an instructional designer and the specific tasks like the reading and writing of a storyboard.

Learning schedule

Unit 5.1 - Different phases of the content development process: 3 hours

Unit 5.2 - Introduction to instructional design: 5 hours
Unit 5.3 – Storyboard templates: 7 hours
Unit 5.4 - Learning Objects and eLearning standard: 5 hours
Summary and wrap-up activity for the module: 8 hours

Unit 5.1 - Different phases of the content development process

Operational Objectives

To understand the content development process as an institutionalized process
To understand the progress of the content development process: requirements analysis, design, development, implementation, evaluation

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from *Interactive Learning Object*)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Discussion in the forum: learners post their answer to the proposed questions.

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3 is a collaborative discussion (with tutor support)

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 5.2 - Introduction to instructional design

Operational Objectives

To understand the purpose of instructional design

To understand the role of an instructional designer

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from *Interactive Learning Object*)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Practise about instructional designing. Learners must work on the material downloaded from Moodle and send their results to the tutor.

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3: Individual work; tutors help to produce the material

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 5.3 - Storyboards templates

Operational Objectives

- To know about the purpose and the structure of a storyboard template
- To learn about examples of storyboard templates for instructional designer
- To learn about creating a storyboard for a multimedia Learning Object

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from *Interactive Learning Object*)
- **Activity 2** - Self Assessment Test
- **Activity 3** - .Learners must download by Moodle, read and analyse an example of raw material and his concerning storyboard. Then they have to produce a storyboard from another given raw material.

Organisation of the work

- Activity 1, 2 and 3: Individual work

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 5.4 - Learning Objects and eLearning standards

Operational Objectives

- To understand the function of Learning Objects in the content development process
- To know about Learning Objects, the rationale behind and some available techniques to produce them
- To learn about methodological aspects of a Learning Object.

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from *Interactive Learning Object*)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Discussion in the forum: learners post their answer to the proposed questions
- **Activity 4 (optional)** - Self-Paced Learning (learning from *Interactive Learning Object*)

Organisation of the work

- Activity 1, 2, and 4: Individual work
- Activity 3: Collective knowledge activation (with tutor support)

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Summary and wrap-up activity for the module

Tutor write a brief text about the main learning points achieved and results of the assignments and activities.

Learning outcomes

At the end of this module, learners should be able to:

- define what an ADDIE model for content development process is, and how to apply it to a specific context
- know what a Learning Object is and what it is useful for
- demonstrate an advanced understanding of what instructional design is

- read a storyboard template and write a storyboard based on this template

Outcomes: Thread-specific outcomes (ICT or Tourism)

Working in groups or individually, learners produce a storyboard of a unit or a micro-objective of the syllabus that they have produced as outcome of module 4.

Module 6 – Use, creation and transfer of activities and tasks for eLearning (3 weeks)

General objectives

- To be able to use online repositories of digital educational resources
- To get acquainted with the basics of writing for the web and know how to adapt existing teaching materials for an online course
- To be able to integrate eLearning components in an existing course
- To be able to create specific activities and tasks for an eLearning course
- To be able to create interactive activities for self-learning training
- To be able to create collaborative activities for web-based learning

Description

The basic mission of a trainer is to provide learning opportunities to their learners in the form of learning activities and tasks. This module addresses this need by giving the trainers the basis to be able to design such activities and tasks for an eLearning mode. The approach is to take the trainer’s standpoint and build up bridges from his/her context of work and level of action to gradually guide him/her to integrate eLearning into their teaching method.

Learning schedule

Unit 6.1 - How to turn existing course materials into eLearning materials: 3 hours

Unit 6.2 - Practice of basic content creation for self-learning training: 3 hours

Unit 6.3 - Create collaborative activities and tasks for web-based learning: 3 hours

Summary and wrap-up activity for the module: 3 hours

Unit 6.1 - How to turn existing course materials into eLearning materials

Operational Objectives

To be able to identify potentially usable course materials (for example among material available to the trainer from his/her own institution)

To be able to transform these materials to make them usable for online learning (in an efficient way)

How to find, select, adapt and use web resources for your own course

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- **Activity 3** – This assignment is a web research in an Open Educational Resource website.
- **Activity 4 (optional)** - Self-Paced Learning (learning from resources). In this activity students can learn more about many important teaching resources available on the web, and find many sites to refer to about the same digital resources.

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3: Individual/Group work

- Activity 4 (optional): Individual work

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 6.2 - Practice of basic content creation for self-learning training

Operational Objectives

- To be able to create basic online interactive activities for self-learning training
- To be able to use online and interactive activities design software (like HotPotatoes)
- To develop basic online activities for self-learning training
- To practice the design of interactive online activities for own context

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Learners are invited to post a message in the forum in reply to the proposed questions

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3: Collective reflection (with tutor support)

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 6.3 - Create collaborative activities and tasks for web-based learning

Operational Objectives

- To understand collaborative and project-based learning pedagogy principles
- To conceive complex collaborative activities and tasks
- To set up collaborative group project for web-based learning

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Learners are invited to post a message in the forum in reply to the proposed questions

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3: Collaborative work

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Summary and wrap-up activity for the module

Tutors write a brief text about the main learning points achieved and results of the assignments and activities.

Learning outcomes

At the end of this module, learners should be able:

- to write for the web and how to adapt existing teaching materials to an online course
- to find learning resources for an online course using web repositories
- to integrate eLearning components in their own course
- to create basic online interactive activities for self-learning training
- to create collaborative activities for web-based learning

Outcomes: Thread-specific outcomes (ICT or Tourism)

Working in groups or individually, learners produce some interactive and collaborative activities of a unit of the syllabus that they have produced as outcome of module 4.

SECTION III – eLearning delivery and management

Module 7: Delivery (3 weeks)

General objectives

To understand and benchmark the different available eLearning delivery platforms and their specificities

Description

The delivery phase is the necessary step following the content development process: in order to reach the target group, the creator of an eLearning course has to strategize its delivery. This module gives the learners the means to be able to make an informed choice of a learning environment for online learning adapted to their specific institutional context.

Learning schedule

Unit 7.1 –eLearning platforms: an overview: 3 hours

Unit 7.2 – Criteria for evaluation of eLearning platforms: 3 hours

Summary and wrap-up activity for the module: 6 hours

Unit 7.1 –eLearning platforms: an overview

Operational Objectives

- To know the main existing eLearning platforms
- To know and understand the function of eLearning platforms
- To understand the differences and specificities among Learning Management System, Learning Content Management System and Content Management System

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from *Interactive Learning Object*)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Learners are invited to post a message in the forum in reply to the proposed questions

Organisation of the work

- Activity 1 and 2: Individual work

- Activity 3: Collective reflection

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 7.2 – Criteria for evaluation of eLearning platforms

Operational Objectives

- How to set up a platform accordingly to the needs and characteristic features of a course
- To know the main tools useful to choose the right platform in order to deliver an own course
- To choose the best delivery for an own course accordingly with a set of criteria

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Learners are invited to post a message in the forum in reply to the proposed questions

Organisation of the work

- Activity 1, 2 Individual work
- Activity 3: Collaborative work

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Summary and wrap-up activity for the module

Tutors write a brief text about the main learning points achieved and results of the assignments and activities.

Learning outcomes

At the end of this module, learners should be able to:

- understand the difference between the different eLearning platforms (LMS, LCMS, CMS)
- compare and contrast different existing eLearning platforms using a benchmarking process
- know how to use a set of conceptual criteria and operational tools to make the right choice for delivering an eLearning course
- perform basic operations to customize a platform

Outcomes

Learners build their own benchmark model based on target needs and delivery requirements. After that they point out which platform is recommended for their own institution and write down pros and cons of the proposed solution.

Module 8 - Tutoring of an eLearning course (4 weeks)

General objectives

- To become a competent e-tutor, who is able to animate an online course and design relevant activities for one's students.

Description

The module aims at developing a specific skill profile for the e-tutor, which includes the mastering of asynchronous, and synchronous distant communication skills and the ability to create e-tutoring activities to animate the course. It also involves practical and methodological aspects like managing online time, organising online socialisation and creating a presence online, promoting knowledge sharing and construction and perform relevant e-moderating.

Learning schedule

Unit 8.1 – Computer Mediated Communication: 4 hours

Unit 8.2 - The e-tutor profile: 4 hours

Unit 8.3 – e-tivities and the 5-Stage Model: 4 hours

Summary and wrap-up activity for the module: 4 hours

Unit 8.1 – Computer Mediated Communication

Operational Objectives

- To learn about the main aspects on the Computer Mediated Communication
- To practice and become competent in e-moderation: to organize and to facilitate a discussion in a forum and in a chat, to archive and to summarize, to weave contributions

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Students should also suggest some ideas about corrective measures they could use, as e-moderators, to overcome the problems that think they will face.

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3: Collaborative work

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 8.2 - The e-tutor profile

Operational Objectives

- To know and understand the roles of an e-tutor
- To learn about the different competences necessary for the e-tutor and the different tasks he/she needs to perform
- To learn how to implement different tutoring models in a real training and to practice some tutoring skills

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- Activity 3 In this activity students can practice about e-tutoring.

Organisation of the work

- Activity 1, 2 and 3: Individual work

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 8.3 – e-tivities and the 5-Stage Model

Operational Objectives

- To learn about systemic models for e-tutoring (Salmon 5-Stage Model)
- To learn to create e-tutoring activities based on the basic e-tivities structure (purpose/task/respond)

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- Activity 3 - In this activity, students are asked to carry out one e-tivity

Organisation of the work

- Activity 1, 2 and 3: Individual work

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Summary and wrap-up activity for the module

Tutors write a brief text about the main learning points achieved and results of the assignments and activities.

Learning outcomes

At the end of this module, learners should be able to:

- define an online tutor competence profile
- define the 5-stage model
- demonstrate online communication skills (synchronous and asynchronous)
- animate and moderate an online discussion (synchronous and asynchronous)
- write a summary or a weaving message to wrap up an online discussion
- create activities to animate an online course

Outcomes: Thread-specific outcomes (ICT or Tourism)

This outcomes uses the knowledge and know-how acquired by the learners during the learning process and helps them focus on e-learning issues in their expertise field and find the according solutions. For this module the learners should provide a specific tutoring plan for their elearning course about ICT or tourism.

Module 9 - Assessment and evaluation (3 weeks)

General objectives

- To be able to understand evaluation methodology for eLearning
- To be able to design and apply an evaluation process for a specific eLearning course

Description

This module enables learners to set up evaluation processes based on a well-grounded methodological basis.

Learning schedule

Unit 9.1 - Evaluation methodology: 4 hours

Unit 9.2 - Monitoring of progress and assessment tools for eLearning: 4 hours

Summary and wrap-up activity for the module: 4 hours

Unit 9.1 - Evaluation methodology

Operational Objectives

- To have an understanding of what is evaluation
- To learn about different methodological approaches to evaluation
- To be able to identify evaluation's needs for an eLearning project

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- Activity 3 - Collective knowledge activation: brainstorming activity in a discussion forum,

Organisation of the work

- Activity1 and 2: Individual work
- Activity 3: Collaborative activity

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 9.2 - Monitoring of progress and assessment tools for eLearning

Operational Objectives

- To learn specific student assessment techniques
- To be able to use and adapt some tools for their own specific evaluation process
- To learn how use assessment, monitoring and grading tools in an e-learning course

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- Activity 3 - Individual work. In this activity students can practice about evaluation and assessment.

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3: Individual work.

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Summary and wrap-up activity for the module

Tutors write a brief text about the main learning points achieved and results of the assignments and activities.

Learning outcomes

At the end of this module, learners should be able to:

- design an evaluation grid based on appropriate methodology guidelines for evaluation and assessment;
- use the online technological features for tracking and monitoring learning outcomes.

Outcomes: Thread-specific outcomes (ICT or Tourism)

This outcomes uses the knowledge and know-how acquired by the learners during the learning process and helps them focus on e-learning issues in their expertise field and find the according solutions. For this module the learners should provide assessment guidelines for their elearning course about ICT or tourism.

Module 10 - Managerial aspects of eLearning (3 weeks)

General objectives

- To understand and apply important aspects in eLearning strategies
- To understand the costs and benefits of eLearning courses/ programmes by reviewing and critically discussing different approaches to Return on Investment and costs-benefits of eLearning
- To identify important steps and stages for the implementation of an eLearning project in a training institution and adapting them to own context
- To understand the importance of quality in eLearning in general and for the individual context
- To explore concepts and instruments for quality assurance of eLearning courses and customise an evaluation template for own context.

Description

This module introduces the learners to the strategic and managerial side of eLearning projects. It is especially suitable for those learners who will be involved into the decision making process within an institution where eLearning is being introduced. The module gives an overview of the function of eLearning manager: how to concretely implement the strategy, how to manage the eLearning activities in a project and how to set up and run a quality control mechanism.

Learning schedule

Unit 10.1 - Develop and implement an eLearning strategy: 4 hours

Unit 10.2 - Managing an eLearning project: 4 hours

Unit 10.3 - Quality assurance of eLearning programs and courses: 4 hours

Summary and wrap-up activity for the module: 4 hours

Unit 10.1 – Develop and implement an eLearning strategy

Operational Objectives

- Understand the importance of strategic planning as a key success factor for implementing eLearning in an organisation
- Identify and understand the different dimensions and decision fields of an eLearning strategy
- To be able to organize the main aspects: human resources and workload, technical infrastructure, internal workflow processes, marketing and communication

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Learners work in groups using discussion forum. Each student formulate conditions and necessary decisions which have to be undertaken in the different fields and dimensions of an eLearning strategy for their own organisation (ie.: technical aspects, organisational aspects, didactical/ pedagogical, economical aspects, cultural aspects of organisation, etc.) and peer review the result with another participant
- **Activity 4** (optional) - Learners reflect on what are the helping factors and what are the hindering factors in their organisation in order to implement eLearning

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3: is a self study exercise with a peer-review and tutor support
- Activity 4: Learners work in groups using discussion forum

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 10.2 - Managing an eLearning project

Operational Objectives

- To be able to organize the main aspects: human resources and workload, technical infrastructure, internal workflow processes, marketing and communication
- To understand the costs and benefits of eLearning courses/ programmes by reviewing and critically discussing different approaches to ROI and costs-benefits of eLearning
- Analyse Kirkpatrick's model for eLearning
- To manage organisational and financial aspects

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test

- **Activity 3** - Using forum the learners identify costs and critical success factors in an eLearning projects. The discussion, with the tutor support, is about costs and success factors

Organisation of the work

- The learners study with the self-study multimedia presentation and read the background texts about processes of eLearning projects
- Activity 1 and 2: Individual work
- Activity 3: is a discussion forum

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Unit 10.3 – Quality assurance of eLearning programs and courses

Operational Objectives

- To understand the importance of quality for eLearning for the learners' own context and select quality criteria for the institutions eLearning program
- To understand the method of evaluation for quality assurance of eLearning
- To define a first draft for an evaluation strategy

Activities and Tasks

- **Activity 1** - Self-Paced Learning (learning from resources)
- **Activity 2** - Self Assessment Test
- **Activity 3** - Edit resource. Learners create a webpage in Moodle in which they talk about ICT/tourism issue

Organisation of the work

- Activity 1 and 2: Individual work
- Activity 3: is a tutor-led discussion; the tutor gives an introduction and summarizes risks and failures.

References

A selection of resources to increase trainees' knowledge on the subject of the current unit.

Summary and wrap-up activity for the module

Tutors write a brief text about the main learning points achieved and results of the assignments and activities.

A self-assessment and positioning test with automatic feedback is given; all learners must take the test (results are tracked on the platform).

Learning outcomes

At the end of this module, learners should be able to:

- learn about good practices scenarios for designing an eLearning strategy
- design a project workflow process, cost model, success factors, resource plan and timeline in the form of a Gantt diagram for implementing eLearning in their institution
- understand what a quality assurance process is
- define some steps to implement a quality assurance process for the

deployment of an eLearning project

Final Module Wrap up and Evaluation (2 weeks)

General objectives

- To evaluate the learners' knowledge and skills acquired throughout the course

Description

This module provides different assessment schemes to evaluate individually learners' knowledge and skills acquired throughout the course.