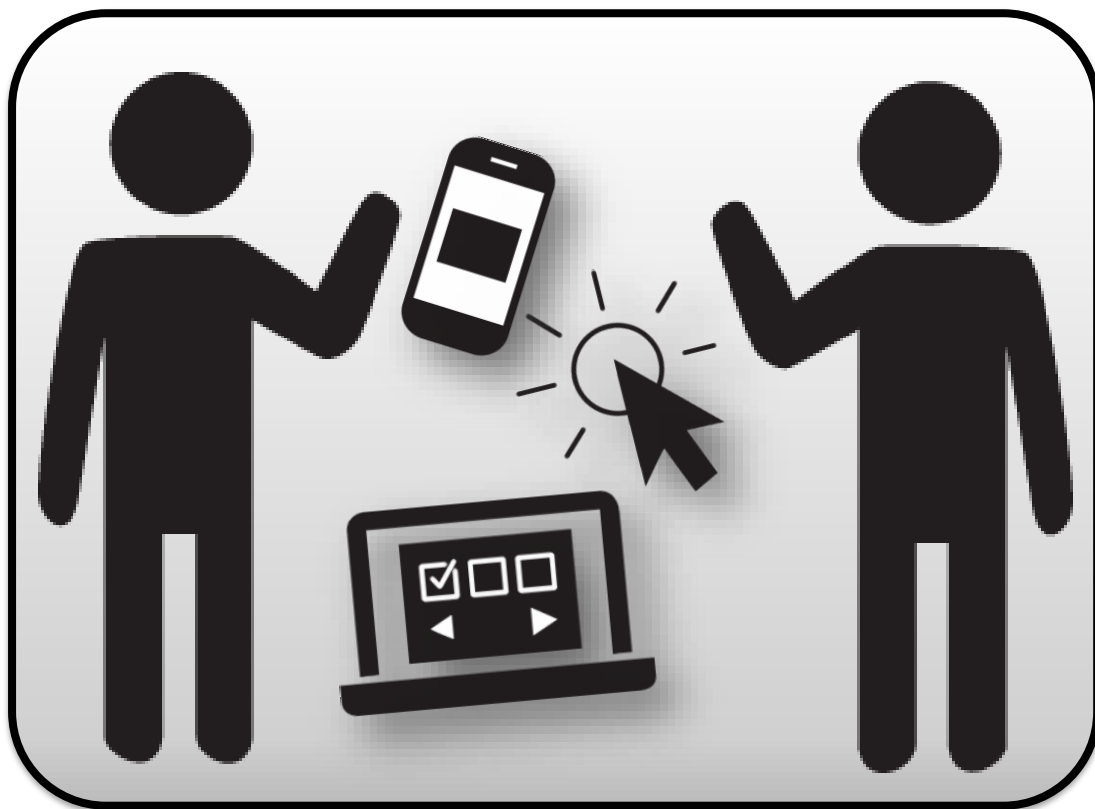


CERTIFICATE IN ADULT AND TERTIARY EDUCATION

Introduction to eLearning – ESAT1EL

2017 B Semester



Module Outline and Handbook

SCHOOL OF EDUCATION

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Technical Details:

- **Time frame:** 12 weeks
- **Credit Value:** 5 credits
- **Level:** 6
- **Learning Hours:** 50 hours including 3 hours per week 'flexible class time', plus personal driven learning and assessment work.
- **Technology requirements:** All participants must have daily access to a computer with an Internet connection and a current Wintec login/password to complete this module successfully.

Module Aims:

Introduction to eLearning is a fully online module aimed at giving participants experience with engaging in fully online supported learning.

The primary aims are for participants to:

- 1) Reflect on their experiences engaging with and in the online environment from a student's perspective,
- 2) Apply their reflections to their practice as teachers who utilise the online environment and
- 3) Gain the basic skills to evaluate the quality of an online course in relation to online pedagogical principles.

In other words...

Learning Outcomes:

By the end of this module participants will be able to:

- 1) Describe and critique the nature of eLearning.
- 2) Reflect and comment on teacher and student perspectives of teaching/learning in the online environment.
- 3) Describe and critique elements of quality in regard to eLearning.
- 4) Evaluate an online course.






Structure:

The module, presented entirely on Moodle, is arranged into six topics with an additional information and assessments section.

Participants can work in their own time for most of the activities, but are restricted to the order in which activities are completed. For instance the Key Task activities in topic one will need to be completed before the activities in topic two become available.

Some activities require participants to be online at the same time (I.e. synchronous activities). The timing of these activities will be established at the beginning of the module. Please ensure you block out time for these activities.

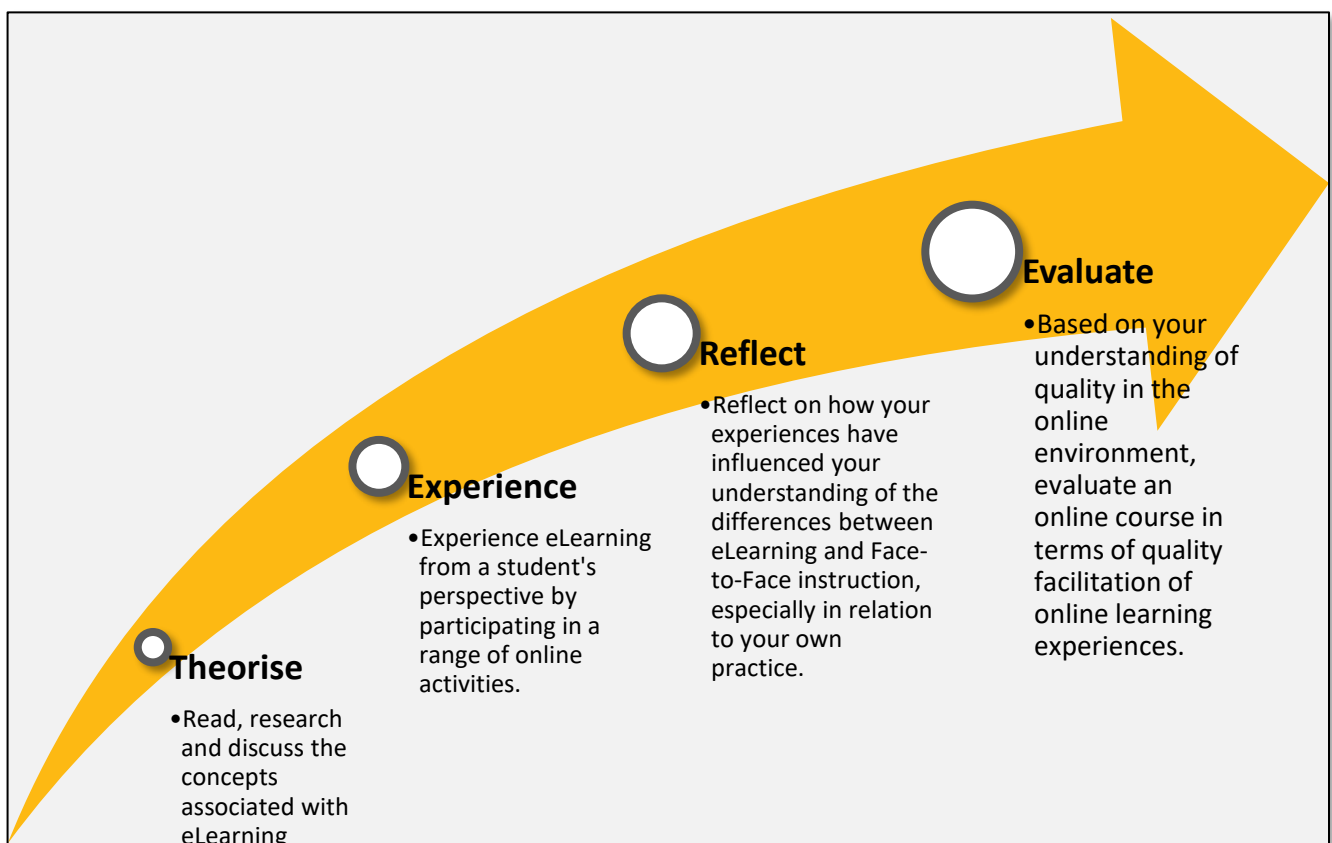
Each Moodle topic section contains the following elements:

 Primary Objective:	This element lists the key aims for the topic – what you should get out of it after completing the required tasks.
 Key Content:	This presents the information/resources <i>required</i> for completing the topic.
 Key Task:	This outlines the <i>required actions</i> for you to complete the topic – including what to do with the key content and any online activities to engage with.
 Cool tool:	Some topics will include a link and description/instructions for an interesting, innovative tool that can be used to enhance the online learning environment. Engagement with this is <i>not required</i> but is definitely worth a look.
 Secondary Objective(s):	This provides resources and instructions for activities <i>extra</i> to the required content/activities. Engagement with a number of these is required to reach the required 80% of participation for Assessment 1, but you choose which to complete.

Key Elements:

This module is based around **Four Key Elements** to help you learn about the eLearning environment. Each piece of information, interaction and assessment falls under one or more of the five.

Since it helps to be aware of these as you engage with the weekly content and activities, these elements are shown below:



Assessment Summary:

Assessment in this module is achievement based. Students will be required to pass each of the assessment tasks with a result of 50% or better in each. The overall mark to pass the module must be 50% or better.

The attainment of the module aims will be measured through three assessments:

Assessment 1: Participation Portfolio (marked as complete/incomplete)

- Participants must complete a pre-determined amount of the indicated online activities as evidence they have engaged with the various forms of online content and learning.

Assessment 2: Reflective Journal (60% weighting)

- Participants are required to keep a reflective journal consisting of four entries, reflecting on their experiences as a student and applying them to their practice as a teacher/facilitator, in the online environment.

Assessment 3: Evaluation Assessment (40% weighting)

- Participants have the opportunity to apply their learning around online quality by evaluating an online course. The course to be evaluated and the evaluation criteria are of the participants' own choosing (with justification).

Further details for each of these assessments are presented below or in Moodle.

All assessments are to be submitted online at or before the end of the module timeline.

Assessment Details:

Assessment 1: Participation Portfolio

Associated Learning Outcomes: 1, 2, 3

- Moodle will automatically record which activities you have completed. This will be indicated with a tick to the right of the activity in Moodle.
- You must complete all of the Key Task activities plus a minimum number of optional activities from the Cool Tools and/or Secondary Objectives sections. See the resources provided under the '**Info and Assessments**' section in Moodle for the exact number of how many activities to complete.
- **NOTE:** The Key Tasks control access to the content in subsequent topic sections. I.e. you have to complete all the Key Tasks in topic one to access the Key Tasks in topic two and so on.

The reasoning behind this is so that participants can work at their own pace, but they have to complete things in the same order as everyone else. It helps participants to be of similar mindsets if they have all been engaging in the content in the same order.

Assessment 2: Reflective Journal (60 marks)

Associated Learning Outcomes: 2

Task: Complete a reflective journal with entries about your eLearning experience.

This is a **KEY LEARNING TASK** for this module and is meant to stimulate and showcase a significant amount of your learning. Please put effort into contributing to this assessment right throughout the module.

Instructions:

NOTE: If you would like to complete your journal entries via **audio/video recording**, please contact the facilitator for information on the requirements for this

- You are to complete **four** entries reflecting on your experiences while participating in the eLearning module.
- Each entry is to be based on a **concept** closely associated with eLearning that may be covered or alluded to within the module.
A 'concept' may include (but isn't limited to):
 - a major topic (i.e. Moodle tab)
 - something that is mentioned in a post or a reading
 - something that you notice in your own research/ experience
- Introduce the concept and the trigger that got you reflecting on it.
 - The trigger will usually be an experience – something you did, witnessed or viewed online.
- Then reflect on your experience as a learner and how it could apply to your teaching.
 - How did the concept influence your learning experience?
 - How would the concept influence your teaching in the online environment?
- Each entry should be around **300 words**.
- The first two entries are due part way through the module while the second two are due at the end.

Assessment 2 Marking Criteria:

Each journal entry should include the following *elements*: (15 marks for each entry)

Element	Possible Mark
Concept and context: <ul style="list-style-type: none">• Introduce the concept and how it relates to eLearning.• Describe the trigger that got you reflecting on this concept.	5
Learner experience: <ul style="list-style-type: none">• Reflect on the impacts the concept has, or may have, on a learner in the online environment.	5
Teaching application <ul style="list-style-type: none">• Discuss how you would use this concept to influence your teaching in the online environment.	5

Assessment 3: Evaluation Assessment (40 marks)

Associated Learning Outcomes: 3, 4

Task: Evaluate an online course in terms of online pedagogical (i.e. teaching & learning) principles.

Instructions:

- Select an online course that you can access/view as a student (and/or teacher).
 - Courses that are taught 'offline' (e.g. face-to-face) but that have a strong online teaching and learning component may be considered.
 - Options for this decision will be listed/discussed during the module and students' final selection will have to be approved by the facilitator.
- Briefly introduce how the course works online so that the marker has some context when reading the evaluation.
 - Describe the online elements and delivery style
- Identify and explain **FOUR individual criteria** that you will use to evaluate the course.
 - Make sure they are **specific criteria** and not broad concepts (see the resource in Moodle for an explanation of the difference).
 - Possible sources of these criteria will be discussed during the module.
 - For each criteria include a sentence explaining why you chose it *over other* possible criteria.
- Evaluate the course by describing how it does or does not adhere to/ satisfy/ fit *each* of your chosen criteria. You can present this how you wish (i.e. report, table, diagram, video...).
- Give a brief conclusion about the overall online quality of the course.
- Be sure to acknowledge all your sources
- Written word limit: **1000 words**.

Assessment 3 Marking Criteria:

Element	Possible mark
Online course selection has been confirmed with module facilitator	Yes/No
Course Introduction: <ul style="list-style-type: none">• Online elements and overall delivery style are described enough to provide sufficient context.	6
Criteria selection: <ul style="list-style-type: none">• FOUR specific criteria are listed and explained in sufficient detail.• Justification of selection is provided for each criteria.	12
Evaluation: <ul style="list-style-type: none">• Description of how the course does or does not adhere to/ satisfy/ fit each of your chosen criteria	16
Conclusion: <ul style="list-style-type: none">• Comment provided about the overall quality of the module according to online pedagogical principles covered in this module.	6
Sources are acknowledged appropriately	Yes/No