

1	<p>Challenges of Online Education</p> <p>This module introduces the benefits of instructional design methodology used during course development. Learning theories from behaviourism, cognitivism, constructivism and connectivism will be identified in relation to common instructional design models such as ADDIE, Gagne's Nine Events of Instruction, ARCS and Backward Design. Key characteristics of these learning theories, models and processes for course design will be presented, to ensure that you apply an appropriate framework to your teaching approach.</p>	<p>Learning Outcomes By the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> Describe the potential benefits and challenges of online teaching and learning; Outline strategies to address challenges related to online teaching and learning; Develop strategies to assist students in online environments; Self-evaluate readiness for teaching online.
2	<p>Online Teaching Skills</p> <p>This module enables instructors to determine their readiness to teach online. Through self-evaluation and reflection, you can develop an action plan to improve your practice and become an effective online teacher. You will also discover the pedagogical, technical and administrative skills required for successful online teaching.</p>	<p>Learning Outcomes By the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> Compare skills required for online versus face-to-face teaching success; Identify the necessary skills for successful online teaching; Assess personal readiness to teach online.
3	<p>Instructional Design Models and Theories of Learning</p> <p>This module introduces the benefits of instructional design methodology used during course development. Learning theories from behaviourism, cognitivism, constructivism and connectivism will be identified in relation to common instructional design models such as ADDIE, Gagne's Nine Events of Instruction, ARCS and Backward Design. Key characteristics of these learning theories, models and processes for course design will be presented, to ensure that you apply an appropriate framework to your teaching approach.</p>	<p>Learning Outcomes By the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> Identify key characteristics of selected, commonly used instructional design models; Identify three main learning theories (behaviorism, cognitivism, constructivism), and their relationships to instructional design models; Recommend key steps for module/course design using instructional design and learning theory.
4	<p>Online Course Development</p> <p>This module emphasizes the importance of planning stages in the development of online courses when using a project and team-based approach. In this module you will discover the roles and responsibilities of team members and potential institutional resources in the online course development process, as these differ from face-to-face, individual teaching approaches. In this section, you will develop the main elements of a lesson plan for one module of a future online course.</p>	<p>Learning Outcomes By the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> Explain the importance of the course planning process; Explain the stages in online course development; Identify roles and responsibilities of different team members in online course development; Develop a lesson plan (storyboard) for one module (week, unit) of their future online course.
5	<p>Learning Outcomes as Blueprints for Design</p> <p>This module introduces the role of learning outcomes in online, face-to-face and blended course design. During this module you will use Bloom's Taxonomy of Educational Objectives to develop clear learning outcomes for an online or blended course or module. You will also evaluate your learning outcomes to make sure they are specific, measurable, attainable, relevant and timed appropriately for the length of your course or module.</p>	<p>Learning Outcomes By the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> Explain the role of learning outcomes in (online, face-to-face, and blended) course design; Apply Bloom's Taxonomy of Educational Objectives to write clear, succinct learning outcomes; Evaluate learning outcomes for clarity, demonstrability, and appropriateness for a course; Identify appropriate methods for evaluating student achievement of learning outcomes.
6	<p>Assessment in Online Environments</p> <p>This module introduces strategies for planning assessments, grading student work and providing effective feedback in online learning environments. You will discover how to select formative and summative assessment tools and activities, as well as how to develop grading rubrics and generate effective feedback in relation to student learning outcomes. Appropriate use of self and peer assessments will also be covered.</p>	<p>Learning Outcomes By the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> Explain the purpose of assessment from the perspective of constructive alignment; Distinguish between formative and summative assessment; Identify characteristics of effective feedback; Select a grading rubric for an online assessment; Determine when self and peer assessments might be effective and viable options.
7	<p>Communication Strategies in Online Environments</p> <p>This module introduces you to tools and strategies that can help you communicate effectively with students in the online environment. You will review how you can apply the Community of Inquiry model to increase cognitive, social and teaching presence, as well as tips and techniques for planning and moderating effective online discussions. In this module you will design a communicative learning activity to increase interactivity in the online environment.</p>	<p>Learning Outcomes By the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> Distinguish between the various types of communication available in online contexts; Outline the importance of clarity in written expression; Design a communicative learning activity that will increase the level of interactivity in the online environment.
8	<p>Synchronous and Asynchronous Tools</p> <p>This module introduces appropriate synchronous and asynchronous technological tools for online learning activities and communication. In this module, you will be expected to apply one synchronous and one asynchronous tool in the design of an online or blended course or module. Educational technologies such as discussion boards, web-conferencing, blogs, wikis and social media will also be evaluated.</p>	<p>Learning Outcomes By the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> Evaluate a variety of educational technologies on the basis of hands-on experience, including experience with LMS, email, discussion boards, blogs, ePortfolio, wikis, social media, text chat, and web-conferencing; Apply one synchronous and one asynchronous tool in the design of a course or module; Explain choice of educational technology based on considerations of purpose of activity, learning outcomes, and learner characteristics in selection process.
9	<p>Online Learning Communities</p> <p>This module introduces strategies for building a sense of community among online learners and activities based in social learning theory to ensure successful educational experiences. In this module, you will compare methods for developing online social presence and identify strategies and activities for developing and maintaining supportive online communities.</p>	<p>Learning Outcomes By the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> Develop strategies for building social presence in online courses; Compare different methods of creating community online; Identify how to use educational technology and design learning activities that help to develop online learning communities.
10	<p>Interaction, Engagement and Motivation</p> <p>This module introduces strategies for improving student interaction, engagement and motivation in online and blended learning environments. According to Keller's ARCS Model, there are four major conditions for motivation: Attention, Relevance, Confidence and Satisfaction. In this module, you will analyze the conditions for learner motivation, and develop strategies for improving student interaction, engagement and motivation in a course or module that you would like to design or redesign for online or blended delivery.</p>	<p>Learning Outcomes By the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> Describe several strategies for improving interaction and engagement in a course; Analyze the four major conditions for motivation according to Keller's ARCS Model; Develop strategies for improving motivation for learning.
11	<p>Gamification in Education</p> <p>This module introduces the concept of gamification, which involves using the same kinds of thinking and processes that drive games, but in a non-gaming context. Motivation in gaming is intrinsic and comes from the joy and sense of accomplishing something that requires skills, effort, and correct decisions. In this module, you will learn how gaming principles can be applied to online and blended courses to keep students engaged and appropriately challenged.</p>	<p>Learning Outcomes By the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> Explain what "gamification" means Describe several gaming principles used in education

(Please note - these modules can be completed sequentially in the order above, however they can also be viewed as stand-alone resources)