

Qassim
University

جامعة القصيم



Index

| | |
|---|----|
| Introduction..... | 3 |
| Workshop objectives..... | 4 |
| Workshop topics..... | 4 |
| First Topic (Online Courses Overview)..... | 5 |
| First: Online Courses Components | 5 |
| Second: Benefits of eLearning | 8 |
| Third :Roles of the teacher and student in e-learning | 10 |
| Second topic: the basic level of online courses..... | 12 |
| First :Requirements for building each level of the online courses levels | 13 |
| Second: components of a basic online course | 16 |
| Third Topic: Develop and deliver a basic online course..... | 21 |
| First: Building the start here page | 23 |
| Second: Building The Course Guide Page | 28 |
| Third: Building an online Lesson | 34 |
| Fourth Topic: Teaching a Basic Online Course..... | 45 |
| First: The teacher's role in the eLearning environment | 46 |
| Second: Implementing Best International Practices to Teach a Basic Online Course | 48 |

Introduction

E Learning is considered to be a qualitative leap in the field of learning. However, we can't find student no matter how old he/she is who hasn't used the internet in his/her life whether it was for entertainment, looking for information, news or any other purpose.

The virtual world of internet is wide that has included all fields of life, so neglecting it and keeping it away from learning courses is considered a huge mistake. Some institutions have been alerted to the significance and fruits of implementing technology in learning and in educational courses so they worked on implementing it on various levels and fields, these institutions have built special standards to command and direct the design and development of these courses and books, their shades have been widened so they would cover all the countries of the world.

So it was out of benefit for us to catch up with the wheel of progress, get use of this technology and implement all of the international practices and standards in building courses that serve students in a much better way and makes them the core in their learning process in this training workshop we'll get to review basic online courses where the class room attendance is essential, and technology's role in it supports the class room learning, we'll get into deep clarification for the basic online course, how to build it, and best international practices to teach it.

Praying for the almighty lord that our workshop will succeed to enhance your understanding and construct strong structures for you to start designing your own courses. Thank you for co-operation.

Develop and Deliver a Basic Online Course

» Workshop Objectives:

Upon completing this topic you'll be able to:

1. Determine the components of an online course.
2. Determine the most prominent benefits of eLearning.
3. Mention some examples for the benefits of implementing eLearning.
4. Recognize the new roles of both, the faculty member and the student in eLearning.

↳ Workshop Topics: ↵

This workshop will cover these topics:

1. Overview of online course
2. The Basic level of online courses
3. Building a basic online course
4. Teaching a basic online course

Topic 1: Overview of Online Courses

»Topic Objectives:

Upon completing this topic you'll be able to:

1. Determine the components of an online course.
2. Determine the most prominent benefits of eLearning.
3. Mention some examples for the benefits of implementing eLearning.
4. Recognize the new roles of both, the faculty member and the student in eLearning.

First: Components of Online Courses:

After reviewing best international courses we've found that they basically consist of:

- **Announcements:** they give the teacher an area to let students be informed of any news that may occur in the course, the exams dates3...etc.
- **Teaching plan:** the teacher gives it to students so they could know what materials are used, the objectives they have to achieve, and the assigned period of time for each part of the course
- **Start Here:** the trainer shows briefly that this is an important part; it welcomes students, guides them to benefit and get benefited of the course, shows them how to communicate with the faculty member, and all other guiding stuff.
- **Lessons:** the trainer shows that the lesson's expression here is called on each single part of the course in the partition system used by the faculty member whether it was weeks, modules or any other used partition system, then shows the importance of linking each lesson with a time period and how important the alignment of lessons with the objectives of the course is.

You can now watch video clips for spectacular online courses by clicking on these

links:

- <https://www.youtube.com/watch?v=fj5s3wq3HqA>
- <https://www.youtube.com/watch?v=bFlo46CAvYU>
- <https://www.youtube.com/watch?v=-ULrpMSRxFU>
- https://www.youtube.com/watch?v=t9YqYAG1cWI&list=PLontYaReEU1voZsmm5gDVNT6imGKn_LWTp

Upon what has preceded answer on the below answer-sheet the following questions:

1. **Describe** the “teaching/learning” process in the eLearning environment and state the roles of each: the teacher, the student, and technology.
2. **Mention** some benefits for implementing eLearning.
3. **Mention** some challenges that may face the implementation of eLearning.
4. In your opinion, will implementing technology in the teaching-learning process **improve** students’ performance? **Enhance** your answer with a percentage.

Second: Benefits of eLearning

eLearning has enriched all the learning process members with great benefits, Such as:

1. Enhance the students understanding by utilizing online contents

In eLearning, video files, audio files, or simulation programs can be utilized, so students would implement their senses in learning so this would make them pay more attention to the content of the instructional material, these also view a practical implementation of the instructional content away from the rigidity of the textual material.

2. It takes into account individual differences between students, and provides permanent availability of the content

Students vary in the speed of understanding, focusing, the levels of interest in the material, and connecting it to internal or external goals. And many other individual differences; which makes it hard for some of them to fully attain the instructional content; so the online learning provides a permanent source of the information that lets the student attain the information in case he/she missed it at the time of the lecture and refer to it at any time , also due to the multiple ways of providing the content, which were able to address various student strata differing in their favorite types of methods to receive the information due to the individual differences between them , here we can say that online learning in somehow was able to overcome the problem of individual differences between the students.

3. Flexibility of learning, so the student is no longer tied to a time or a place

Going to a specific place like the school or the university at a specific time to attain the information is no longer a term for learning, the online learning in a quantum leap has shattered the walls of both the time and place.

4. Enhancing the student's understanding by implementing realistic models and employing high experiences

online learning was capable of giving student a realistic practical color of the content.

5. It provides more privacy between the student and teacher, so the student with low capabilities can communicate with the teacher privately and comfortably.

eLearning has provided students with tools that helped students with low capabilities not to be embarrassed amongst their colleagues in a face-to-face lecture when they try to communicate with the teacher through it, however they can communicate at any time and any place privately by using these tools: E-mails, social networks...etc.

6. It provides a Variety of teaching/learning methods, and applies new strategies that haven't been available in face-to-face learning.

examples you can refer to, to show you some spectacular online courses:

1-explanation of the birth of a society

book: <https://www.youtube.com/watch?v=pJMBLVxAGy4>

2-Cardiac catheterization: <https://www.youtube.com/watch?v=LjoCFNBw5Ak>

3- removal of a wisdom tooth: https://www.youtube.com/watch?v=7_XV1UrwKj8

4- theory of relativity: <https://www.youtube.com/watch?v=mk7GgxKhL40>

Third: Roles of the teacher and student in eLearning

Upon implementing eLearning roles of both: the teacher and student have changed and exchanged places, however their roles became as the following:

- The teacher:** became the designer, the facilitator, and the guide of the teaching-learning process
- The student:** became a participant in the process of his/her own learning, choosing resources, methods of assessment, and organizing the process of teaching and learning, in another meaning the student became an interactive, corporate, researcher, and responsible for his/her own learning

Summary:

First: Every online course consists of:

- Guiding information; Represented by: the course plan, course objectives, a description of the course...etc.
- Course lessons; which include materials, activities, and online Assessments.

Second: eLearning has multiple benefits:

- Enhancing student's understanding by using interactive contents.
- Consideration of individual and social differences and providing permanent availability of the content.
- Learning flexibility, so the learning process is no more tied to a time or a place.
- Teacher- student privacy, so the student with low capabilities can communicate with the teacher privately and comfortably.
- Variety of teaching and learning methods, and implementing new strategies that haven't been available in face-to-face learning before.

Third: Roles of both the teacher and student change in eLearning; the student becomes an active, interactive and a researcher for information and the teacher becomes the designer and the facilitator of the learning process.

Topic 2: The Basic Level of Online Courses

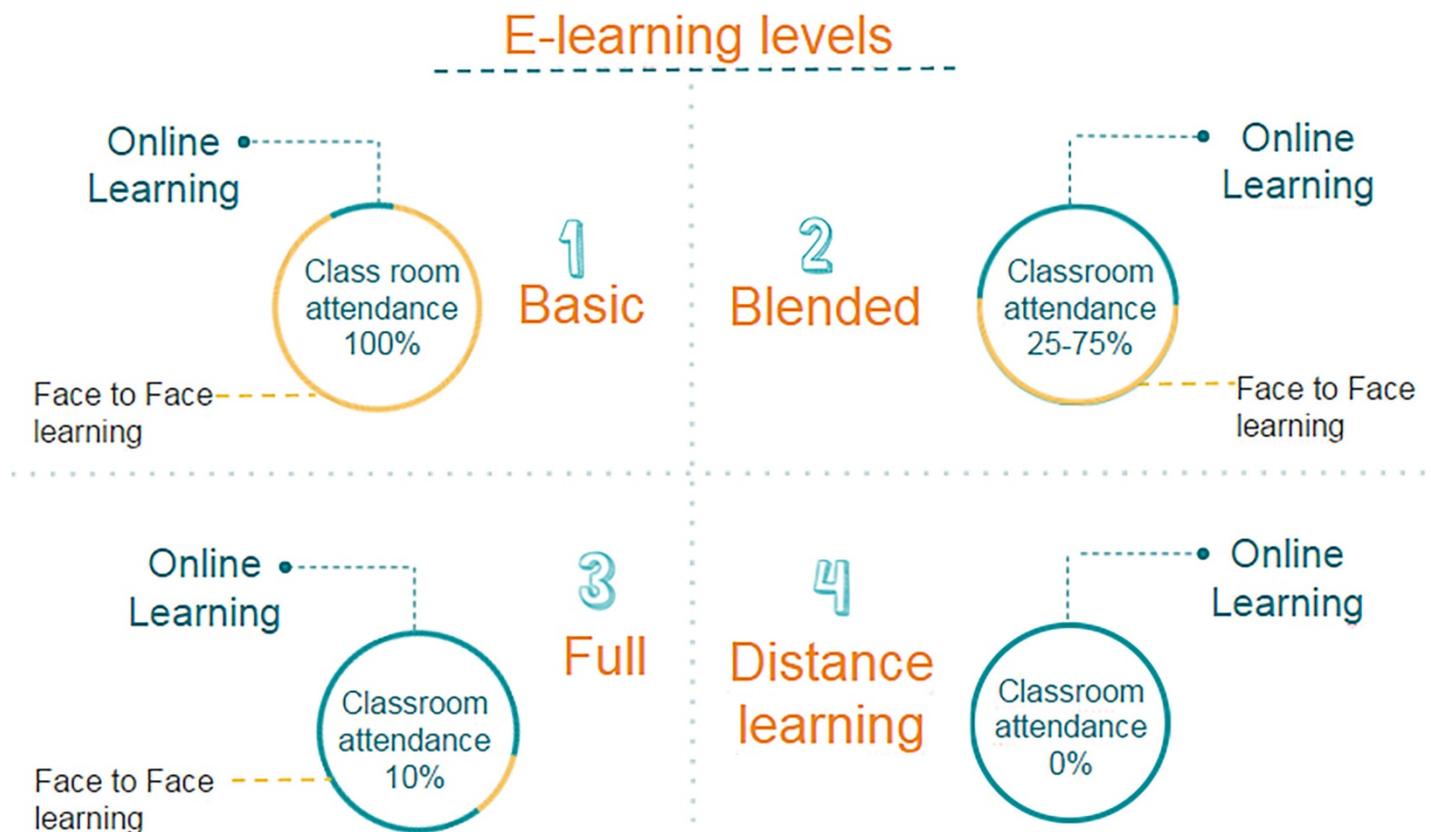
» Topic Objectives:

By the end of this topic you'll be able to:

- 1- Differentiate between the requirements of each level of eLearning levels.
- 2- Describe the components of a basic online course.

First: The requirements for building each level of the online course's levels

Blending technology with learning is on levels that are grading from the level where technology is being supportive to learning (the basic level) to the level where it's being fully utilized (distance learning), the following diagram shows each of these levels:



Levels of eLearning are :

- **Basic level:** it's the face 2 face learning with little involvement of technology in a manner that doesn't change the permanent attendance at class room
- **The blended level:** this level blends both; face 2 face learning and eLearning, it combines the features of both of them and makes sure that the teacher's role isn't about injecting students with information but is being the guide and the manager of the educational situation, and students' role is basic here because they take part in their own learning process
- **The full:** in this level the class room attendance is very little, it's limited to exams and some meetings, whereas the learning through technology has the biggest share in the learning process
- **Distance learning:** it utilizes eLearning as a full replacement for face-to-face learning, the student's role here is basic; he/she self learns individually or (synchronously or asynchronously) with a small group of his/her colleagues whom he/she agrees with, and exchanges experiences with them.

Online courses according to the categories followed by international standards and best internationally followed practices that look to the teaching strategy of the online course, if any part of it is being taught by technology instead of class room attendance, it's being treated as a full online course, otherwise it's treated as a basic online course, so the main and most prominent followed standard to distinguish between a basic level online course and the one that has to be full on the system is the class room attendance.,

The table below compares between the basic level and the full levels in terms of: contents, resources, teaching and learning strategies, assessments, activities and interactions:

| Comparisons | Basic course | Full course |
|---|---|--|
| Building the course (conformable with international design standards) | <ul style="list-style-type: none"> - Partial | <ul style="list-style-type: none"> - Full and required |
| Content and resources | <ul style="list-style-type: none"> - Basic content, online copy of learning materials - Optional additional resources | <ul style="list-style-type: none"> - The full content is online - Papered textual books can be used - Optional additional resources. |
| Strategy | <ul style="list-style-type: none"> - Classes are face-to-face 100% - The online course is used for guidance and facilitating instructional activities. | <ul style="list-style-type: none"> - The course is being fully taught on the internet. - Possibility for the coordination for face-to-face meetings on spaced periods. |
| Assessment | <ul style="list-style-type: none"> - The online learning management system is used to manage most of the assessments and activities - The assessment occurs in the class room especially the official exams such as the mid-term exam and the final. | <ul style="list-style-type: none"> - Exams are all held on line. - Supervised exams can be used if possible, and in case they were necessary. |
| Interaction | <ul style="list-style-type: none"> - Face-to-face: the students communicate with the teacher and with their colleagues in the class room as well. - Online: communication occurs through the learning management system and other supporting systems. | <ul style="list-style-type: none"> - In online discussions, chat rooms, e-mail, text messages, and blogposts |

Second: Components of a basic online course.

The design of an online course is considered one of the most prominent challenges that faces the faculty member while implementing eLearning, so we tended to implement the best international standards and practices followed by faculty members around the world to reach for a structure for the online course that's inclusive of these standards and practices, this structure is as the following:

Components of a basic online course:

- 1-Guiding Information (Start Here Page, Course guide page)
- 2-Course Lessons (Objectives, Materials, Activities, and assessments)

We designed this workshop according to the standards of one of the most prominent institutions that that is designed to certify the quality of online courses and online components which is **quality matters**



Quality Matters

Is a research-based national benchmark aimed at improving student learning experiences in online programs and courses, The **Quality Matters curriculum** introduces faculty and instructional staff to best practices in instructional design, provides a rubric for assessing online course design, and outlines a process for continuous improvement of online and hybrid courses.

It first started at the US and now it's spreading to other countries; the most prominent of these are: Canada, China, Australia, and Saudi Arabia, there are more than a thousand institutions spread worldwide are participants in the quality matters institution and accrediting its standards and there are more than 4000 accredited courses that are built according to its standards!

Even the company of **Blackboard** has accommodated the standards of **Quality Matters**

The **Quality matters** created a set of **forty-one** distributed across **eight broad standards**, by which to evaluate **the design** of **online** and **hybrid** courses. The web-based, fully interactive rubric is complete with annotations that explain the application of the standards and relationship between them. These standards are ranging in importance from the **essential** (it's given 3 points), to the **very important** (2 points), then the **important** (1 point).

The eight basic standards of **Quality Matters** are as the following:

1. **Course Overview and Introduction:** the course's introduction determines the path which will be followed by the course, allows the students to know what's expected from them and provides them with a guide that guarantees them a good start
2. **Learning Objectives (Competencies):** learning objectives construct the foundation in which the rest of the course will be based on
3. **Assessment and Measurement:** the assessment is utilized in a way that doesn't only allow the teacher to know the extent of students' mastery of the content but also allows students themselves to measure their progress during the period of their learning of the course.
4. **Instructional materials:** instructional materials form the core of the course, the standards here respect the teacher's right to choose them, this standard also pays attention to the materials alignment with the course's objectives and competencies instead of taking care of giving qualitative judgements on the contents of the materials
5. **Course activities and learner interaction,** engaging students to be interactive learners contributes in the learning process and in the student's perseverance and hard work.
6. **Course Technology:** the easy to use technology that makes various course contents available for students facilitates the student's learning experience instead of being an obstacle in their progress path.
7. **Learner support,** the learner supports standard addresses four types of support services; technical support, academic support, and student support services.

8. **Accessibility and Usability:** this standard combines the universal design for learning principles (UDL) and is aligned with the guidelines for reaching the online content. (WCAG). (WCAG).

Now we return to the components of the online course; the online course consists of the following:



These components and their details are also available in the full and blended levels of online courses but in much detail, because the attendance in basic online courses is always in the class room, so there's no such a great need for details, also the lessons' details, contents, and activities in the courses that depend on the virtual attendance (full or blended) are all inclusive of objectives especially the parts where attendance is virtual in it.

An applied activity:

You can now navigate an online course and find out on your own its components by clicking on this link:

<https://qu.blackboard.com/>

Then use this account to access :

user name :**qstudent** password :**12345**

Then choose from the courses' list: an ideal course for Qaseem university-English

Now how can we build our own courses to be similar to this one? We'll get to review in detail each of these components in the third topic of this workshop.

Third topic :Develop and Deliver a Basic Online Course

»»Topic Objectives:

Upon completing this topic you'll be able to:

- 1- build the start here page on the learning management system(Blackboard) for a basic online course
- 2- Build the course guide page on the learning management system (Blackboard) for a basic level online course
- 3-build an online lesson on the learning management system (Blackboard) for a basic online course.

Notification: this topic will get to review in detail each part of the course's parts in terms of the following aspects:

- We'll state the importance of each component of the online course's components.
- Then we'll state how to prepare the content of each component
- After that we'll learn how to apply our courses on LMS



Question :What are the necessary knowledge and skills that has to be present for the faculty member so he/she could build a basic level online course

The knowledge and skills that have to be possessed by the faculty member in order to get to build her/his own online course are as the following:

- 1-Having the pedagogical knowledge and technical skills for building the guiding information section in basic courses.
- 2-Having the pedagogical knowledge and technical skills for building a basic online lesson
- 3- Awareness of the basic online courses components

Note:

- **Pedagogical knowledge:** what's necessary for the faculty member to build a component from the online lesson components, such as: the welcome message, the course's objectives regardless of the used technical tool to execute this part on the learning management system.
- **Technical skills:** the necessary skills for the faculty member in order to build or execute each component of the online lesson's components on the learning management system (Blackboard)

First: Building the start here page

» 1) The importance of the start here page:

the start here page is one of the most important components that has to be in any online course; because it introduces the course and gives an overview of it, so students could know what's expected of them upon completing the course, it provides a guide for the student to start properly the course with no ambiguity or confusion, in addition to showing the method for navigating the course and what's the most proper way to navigate it, it's also considered a direct application of the first basic standard of Quality Matters standards.

2) Preparing the content of the start here page:

in order to prepare the content of the start here page we're supposed to prepare its components!

a) Welcome message:

1) The importance of the welcome message:

It's a message written by the teacher textually, recorded acoustically, or visually where he/she welcomes students, it works on attracting students' attention and smashing the barrier with them, it also activates interaction between the student and the teacher and between the student with the course, its importance comes from that it's being the first meeting with students through the course, so it will form the first impression for them and tells them what the next step is.

II) How to prepare the content of the welcome message:

The content of the welcome message can be on one of the following forms or combines between them:

- **Textual:** the teacher works on choosing positive attracting words and mentioning the benefits that will reflect on the student upon completing the course, and how he/she can implement them in reality.
- **Acoustic:** the same terms of the textual message, in addition to the appropriateness and compatibility of the used voice and tone of the instructor, and branching away from using the voices with observed defects such as weakness, or extra strength, Etc.
- **Visual:** the same preceding terms in addition to some visual terms such as: the acceptable outside appearance which has no clear repellent defects, the physical language, and the accuracy of recording.

Steps you can follow to build a welcome message:

- Welcome students
- Give some smart brief introduction about yourself
- Tell about your expectations for their participations in the course
- Describe in detail the required types and tools of interaction (interactions amongst themselves, and interactions between you and them)

b) Course Overview

i) The importance of the course overview

It gives students general information, an imagination of how their course will be, stimulates them, and rises up their motivation.

ii) How to prepare the content of the course overview

Try to include the following information:

- The general purpose of the course
- A summary of the course and the topics it's including
- Strategies used for teaching the course
- How the course is related to real life.

c) Course tour:

i) The importance of the course tour:

It clarifies the course's list, so students would become familiar with each component in the course and capable of recognizing the content of each of the links they may find.

ii) How to prepare the content of the course tour:

- Provide a brief explanation of each of the links in the course list
- Focus on what really matters for the student because this component is written according to student's perspective

d) Student Guide

I) the importance of the student guide:

It clarifies the next steps for students and how they can proceed in the course; its value comes from the fact that it shows students their learning curve.

II) How to prepare the content of the student guide page:

From the best practices of the student guide is to write it as direct instructions or imperatives

e) The Ice Breaker activity

I) The importance of the Ice Breaker

This activity aims to create a cooperative environment and a sense of social affiliation by creating a virtual society between the students and narrating the distances between them.

II) How to prepare the content of the ice breaker

- Ask Students to introduce themselves, and guide them on how and where to do so. usually a new forum is made for this activity
- Also ask them to answer these questions: why they're studying this course? What are their strategies to pass? What their fears are? And what are they looking forward to learn?

3) Application on LMS:

a) Needed skills to build the start here page:

- 1- Add Menu Item.
- 2- Build Item.
- 3- Creating discussions and making responses to them
- 3- Deal with text editor

b) Implementing the LMS:

- You can refer to the technical appendix.
- You can attain the special forms of the start here page components from the following link:

<https://goo.gl/611aAU> - Start here folder

Second: Building the Course Guide Page

» 1) The importance of the course guide page

The students' guide to know their course, the course's academic pre-requisites, and information about the faculty member.

Course guide page is considered a direct application for a big part of the second basic standard and the part which is specified for the course information in standards: the third, the fourth, the fifth, the sixth, and the seventh.

Note:

This part can be in much detail if the course was on the blended or the full level, due to their learning environment which includes virtual classes where the teacher isn't present, so it was more likely to mention details that gives better clarification for the student and makes him/her in no need for feedback represented by the faculty member.

2)How to prepare the content of the course guide page:

In order to prepare the content of the course guide page we have to prepare its components!

a) The course description

I. the importance of the course description

It shows students the course's academic information.

II.How to prepare the content of the course description page:

Try to include the followings:

- Include the course's Title and a brief description for it.
- Try to write measurable learning objectives for the course to reflect learner's perspective
- Include the course's accredited hours and its pre-requisites
- The course book and additional resources

b) Course Calendar:

I. The importance of the course calendar:

It clarifies for students and makes them aware, ready for the course's time plan, and informed of what will be accomplished and when.

II. How to prepare the content of the course calendar

- 1) Prepare a table where every row in it expresses a week.
- 2) It's necessary to include the required duties, assignments, and assessments every week.
- 3) We suggest of weekly attaching the subjects and objectives that will be accomplished during the week.
- 4) Change fonts' colors of exams and assignments'.

c) Course Resources

I. The importance of the course resources:

They show the course's resources and references which will be used by the faculty member

II. How to prepare the content of the course resources page:

- 1) You can include the resources in a table.
- 2) Try to distinguish between what's obligatory and what's optional
- 3) It's recommended to include several optional resources
- 4) Pick new resources

d)The course instructor

I.the importance of the course instructor page:

It helps students use suitable means to communicate with the faculty member.

II.How to prepare the content of the course instructor page

- 1) Provide a brief description about you and your interests
- 2) State your favorite communication means.
- 3) Mention your Office hours and the location of Your office

4) Include this information in a table

e) Course guidelines

I. The importance of the course guidelines:

It clarifies the expected behaviors of both the student and the faculty member, and what are their impacts.

they're guidelines and behavioral patterns that the student is expected to adhere to, they're clarified by the teacher or by the university, it shows the student basics and structures he/she has to follow in interacting with all aspects of the learning process ; the faculty member, his/her colleagues , and the method for interacting with the course (activities, assessments...etc.) this is from one aspect, from another aspect it clarifies the basics and rules that will be followed by the university and the faculty member in dealing with the outcomes of the student in the learning process as the distribution of grades and also dealing with the late duties.

II. How to prepare the content of the course guidelines page

- 1) State the expected behavior of the student
- 2) Scientific integrity and cheating
- 3) Policies of dealing with late assignments
- 4) Retreating the course without being subjected to procedural penalty
- 5) Communication and online interaction decencies

1) Application on LMS:

a) The needed skills to build the course guide page

- 1- Add menu item.
- 2- Build item.
- 3- Deal with text editor.

b) Implementing LMS:

- You can refer to the technical appendix
- You can attain the special forms of the components of the course guide page from the following link:

<https://goo.gl/JFxfEx> - course guide folder

Revision:

- 1- Online courses components; they all basically consist of two parts:
 - Guiding information
 - Course lessons
- 2- The guiding information consists of:
 - Start here page, which in turn consists of: A welcome message, Course overview, Student's guide, And the Ice breaker.
 - Course guide page, which consists of: Course description, Course calendar, Course resources, and Course guidelines.

- 3- We're now trained on the implementation of learning management system in building the start here page and the course guide page.

Third: Building an online lesson

» 1) The importance of the online course lesson

Dividing course's content into lessons makes it easy to organize and timely distribute it; however, every lesson is given instructional objectives that serve the whole course's objectives(alignment) so as a result this eases the students' understanding, the delivery of information, and connecting information to instructional objectives that show what's the use of this information.

2) How to prepare the content of an online lesson

In order to prepare the content of an online lesson we have to prepare its components!

a) Course lesson Objectives

I. The importance of the course lesson objectives:

It clarifies to students the outcomes they're expected to achieve at the end of each lesson.

II. How to prepare the content of a course lessons objectives:

- i. the institution of Quality Matters stipulates that these objectives have to be: **measurable, and from the student's perspective**

They're written according to the following rule:

Rule: “a measurable action verb” then the objective’s text

For example:

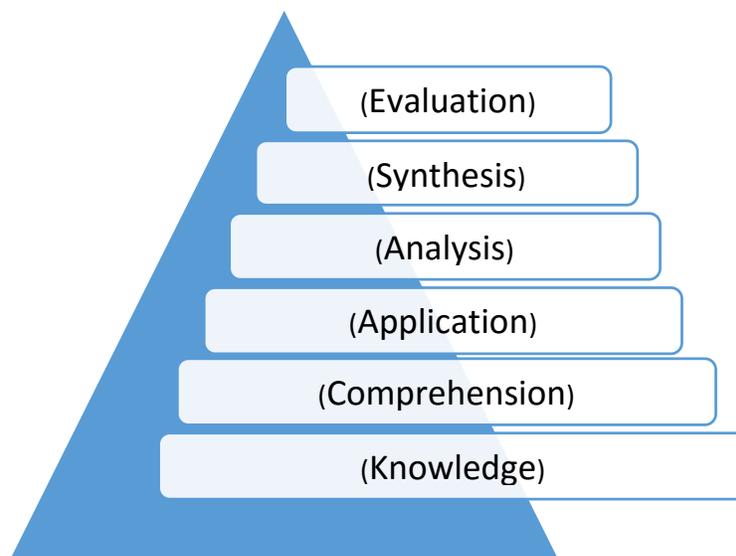
- **Count** the benefits of online learning
- **Describe** the components of online courses
- **Analyze** a learning situation in an online learning environment

We note that:

- 1- The verbs (count, describe, analyze) are all measurable while the verbs (understand, train, learn, possess) are all non-measurable.
 - 2- The drafting addresses the student so it's from the student's perception.
- ii. The objectives we try to build and achieve are at most from the **cognitive domain**; the **cognitive domain** involves knowledge and the development of intellectual skills (Bloom, 1956). This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories of cognitive processes, starting

from the simplest to the most complex (see the table below for an in-depth coverage of each category)

* The following diagram shows the six categories of cognitive processes as Bloom proposes (**Bloom's Taxonomy**):



The table below shows an in-depth coverage of each category:

| Level | Level Attributes | Keywords |
|----------------------|---|--|
| Knowledge | Exhibits previously learned material by recalling facts, terms, basic concepts and answers. | who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select |
| Comprehension | Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas. | compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify |
| Application | Solving problems by applying acquired knowledge, facts, | apply, build, choose, construct, develop, interview, make use of, organize, |

| | | |
|-------------------|--|---|
| | techniques and rules in a different way. | experiment with, plan, select, solve, utilize, model, identify |
| Analysis | Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations. | analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion |
| synthesis | Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. | build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change |
| Evaluation | Presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. - | award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct |

*See more at: <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives#sthash.ixxbdIaZ.dpuf>

c) Learning Roadmap

I. The importance of the learning road map:

- It's the group of instructional steps designed by the teacher or the faculty member to achieve the learning objectives.
- It's a clear path for students that describes them instructional steps that they have to follow in order to achieve the lesson's objectives.
- It results: contents, activities, and assessments, which need preparation and development by the faculty member.

II. How to prepare the content of a learning road map:

Instructional designers propose that the instructional steps have to be logically sequenced according to pre-defined stages; these stages are:

- 1) Preparation, it gives students a background about the instructional material.
- 2) Presentation.
- 3) Participation; by implementing activities that enhances students understanding of the content.

- 4) Performance assessment; to make sure that student has actually achieved the objective.

** Contents, Activities, and assessments have to be aligned with the instructional objectives (the alignment concept).

Example: the table below:

| Number | Learning steps | Link | Objectives |
|--------|---|------|------------|
| 1 | Read the instructional objectives | — | — |
| 2 | Watch the video clip/ an introduction about | Link | Objectives |
| 3 | Discuss the sentence | Link | Objectives |
| 4 | Answer the task/ assignment | Link | Objectives |
| 5 | Read the file | Link | Objectives |
| 6 | Attend the class room lecture | Link | Objectives |

After we completed the design of the learning road map, it's time **to design and build its components** in terms of the following manner:

- a. **Preparing required contents**
- b. **Preparing required activities**
- c. **Preparing assessments**

i. How to prepare the required contents:

You can build your course contents by yourself, or use ready-made contents on the internet (as we did in preparing this workshop), because the internet is flooding with spectacular contents that may help you, and save you time and effort.

- The website of the book you're using
- Open Course Ware (OCW)
- YouTube.
- The internet "Google"

These are examples for sites you can use to get online contents:

- learning YouTube videos : <https://www.youtube.com/education>
- <http://www.howstuffworks.com> /practical scientific essays
- <http://www.teachertube.com> /YouTube for teachers
- <http://www.ted.com>/experiences and international stories
- <http://www.ekayf.com/>
- <http://www.ekeif.com/>
- <http://ocw.kku.edu.sa/> King Khaled University open-courses website

****Don't miss the alignment concept****ii. How to build required online activities**

In any online activity there have to be some basic information as the following:

1. A clear description of the activity and what it's asking for.
2. The dates of the beginning and ending.
3. The activity's assessing method
4. It has to be aligned with the instructional objectives.

Activities= Practice= Experience

Activities provide students with more learning opportunities, such as providing them with safe areas where they can make mistakes with no judgments. Never the less, not all activities are equally built, for example there are activities that lack objectives, appropriate motivation, or a suitable synchronous feedback. However we should be careful of such kinds, because these could teach students wrong ideas, lessons, and concepts. The activity's construction becomes stronger when it's blended with a synchronous constructive corrective feedback, in a more specific

way; the activity becomes stronger when it's supported by an applicable synchronous feedback that focuses on the required task.

****The assessing method of the student's participation is a very crucial part in the activity**

According to best international practices the assessment of the activity is for student's participation and commitment to the asked method for doing the activity not the final answer of it, because the objective of the activity is to train students on the lesson's content, differing from the assessment in which it concentrates on the final answer.

Examples for online activities:

- 1) Discussing a subject from specific pre-defined aspects.
Summarizing a video clip according to pre-determined standards.
- 2) Commenting on news related to the scientific material and criticizing it in terms of a certain aspect.
- 3) Looking for an additional content to the material "an image, a video, or a text"
- 4) Evaluate an idea or a subject according to specific standards” advantages, disadvantages, enhancement methods, etc.”
- 5) Express your opinion in your colleagues' answers in terms of specific standards.

iii. How to prepare required assessments:

- Assessments help us make sure that students have actually achieved the instructional objectives.

- Assessment types:

a. Formative → Repetitive periodic → Assignments or tasks

b. Summative → Few and summative/final → Examinations

- a. Formative assessment:** Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited.

Formative assessment serves several **purposes:**

- To provide feedback for teachers to modify subsequent learning activities and experiences;
- To identify and remediate group or individual deficiencies;
- To move focus away from achieving grades and onto learning processes, in order to increase self-efficacy and reduce the negative impact of extrinsic motivation
- To improve students' metacognitive awareness of how they learn.
- "Frequent, ongoing assessment allows both for fine-tuning of instruction and student focus on progress.

b. Summative: The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often *high stakes*, which means that they have a high point value.

- Examples of summative assessments include:

- 1) a midterm exam
- 2) a final project
- 3) a paper
- 4) a senior recital

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses

****Don't miss the alignment concept**

3) Application on LMS:

a) The needed technical skills for building an online course(Reminder):

1. Add Item
2. Add Content Folder.
3. Use Text editor for upload files, add links, and deal with HTML editor, format tables.
4. Add Discussion.
5. Add Assignment.

6. Add test.

b) Implementing LMS:

- You can refer to the technical appendix
- You can attain the special forms of the components of the course lessons page from the following link:

<https://goo.gl/6X3x1C> - Course lessons folder

Topic 4: Teaching a Basic Online Course

» Topic Objectives:

- 1- Specify the role of the faculty member in teaching a basic online course.

- 2- To implement the best international practices to teach your basic online course.

First: The Teacher's Role in The Online Learning Environment

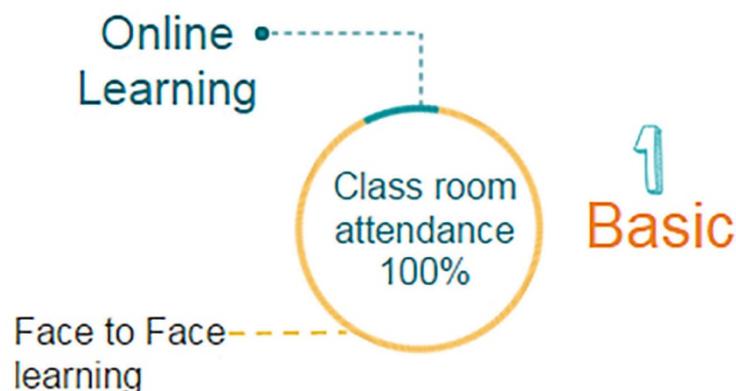
The teacher has a very important role in the learning process of the eLearning environment, because he/she does the followings:

- Blending students with the course and making them sense its value
- Guarantees students' understanding of the scientific subjects in the course through the accurate questions during discussions (or else) and answering them
- Relating students' interactions with the course objectives with no confusion

- Managing students' discussions and building a good virtual society.
- Following-up with student's interactions, rising up their motivation, and stimulating them to participate and learn.
- and many others

This role is all about creating a virtual standardized educational environment that is centered on the student, and managing the interactions between its parts in a manner that achieves the objectives of the course.

Class room attendance percentage is 100%, so the teacher's role in the online course is small; however most of the communication and experiences exchange occurs in the class room.



Till these days finding a system of clear accepted approved standards is considered to be one of the hard stuffs that quality matters institution and many other institutions are still working on, so there are famous international practices, that have been collected and studied ,however from these practices two major roles for the online teacher have been chosen these are inclusive of the expected role of the teacher in this level, then basic tasks have been determined for each role as a practical implementation of it so these tasks fulfill two conditions; easy to execute and highly effective, so we could implement them in our workshop, every faculty member could create his/her own scheme that he/ she sees appropriate.

Upon studying the best international practices in the field of online learning, we determined **two basic roles for the teacher** in the basic eLearning environment:

1. Activating the faculty member's online presence "by enhancing both: the synchronous and asynchronous interactions"
2. Managing, setting students' interactions and providing them with feedback

Second: Implementing Best International Practices to Teach a Basic Online Course

In this part we'll discuss the two expected roles of the faculty member and the tasks that allow the faculty member to fulfill both of them, in terms of the following aspects:

- 1- The importance of each.
- 2- Tasks to achieve each of them.
- 3- Necessary tools to accomplish the mentioned tasks in the bullet point above

First role: Activating faculty member's online presence "by supporting both: synchronous and asynchronous interactions"

I. Its importance:

This increases students' motivation, blends them with the online course's environment, and makes them sense the existence of a faculty member looking carefully after their needs, participations and providing them with every immediate support they need, by creating new communication channels in his/her online course which provided students with interaction and communication opportunities that haven't been available before.

II. Applicable tasks to fulfill this role

1- Provide online office hours:

by using the (BB collaborate), where the student and the faculty member could get together online instead of the university.

2- Questions and enquiries forum:

By adding a blog in the course and specializing it for students' enquiries and questions, these are answered by faculty members or students themselves.

3- End of week message:

This can be reached by the announcements tool; it includes all of what **has been accomplished throughout the week** in the following order:

- i. The objectives that have been accomplished
- ii. The threads that have been put forward and a brief summary of them.
- iii. The accomplished activities and assessments.

And all of what will be accomplished the **next week** in this manner:

- i. the objectives that are expected to be accomplished
- ii. the threads that will be put forward and an introduction of them
- iii. the expected activities and assessments of the next week

4- Watching over student's participations and letting them sense they're being watched.

By implementing the tools of: Performance Dashboard, private messages, or speaking face-to-face with them

III) Necessary tools to accomplish the preceding tasks:

1. Announcements.
2. Forums.
3. BB collaborate.
4. Performance Dashboard

Second rule: Managing, setting students' interactions and providing them with feedback.

I. Its importance:

Watching over, commenting on students' participations, and providing them with feedback stimulates them share, interact, and helps them correct their concepts and information, also exchange ideas and information.

II) Applicable tasks to fulfill this role

- 1- Watch over students' participations and let them sense that you're watching (by writing brief comments on their participations such as: well done, rethink, explain more...etc.)
- 2- Write a feedback that is conformable with the best international practices in writing a feedback (clarify, value, state concerns, suggest)
 - Faculty member could provide his/her students with feedback in the form of a feedback ladder.

Feedback Ladder:

I. The concept:

A protocol or structure that establishes a culture of trust and constructive support by sequencing feedback in an order that is constructive.

II. components feedback ladder:

- i. **Clarify**: Ask clarifying questions to be sure you understand the idea or matter on the table. Avoid clarifying questions that are thinly disguised criticism.
- ii. **Value**: Express what you like about the idea or matter at hand in specific terms
- iii. **State Concerns**: State your puzzles and concerns. Avoid criticizing personal character or ability like the focus ability.
- iv. **Suggest**: Make suggestions about how to improve things

III) Needed tools to accomplish the preceding tasks:

- 1-Forums review
- 2-Writing a reply in a forum