

Moving to Online Learning

A learning design guide

April 2020

The purpose of this Guide is to provide activities and ideas to help courses re-design their modules for online delivery taking an activity-led approach. It is informed by the Coventry University Group guidance document for semester 3 delivery.

Moving to Online Learning: The four stages:

The design process has four stages

Stage	1	2	3	4
Activity	Planning	Mapping the student learning journey	Quality Design Check	Learning design activity building
Output	Design Blueprint	Student course learning journey	Design Rubric	Online activities

Stage 1 - Planning

- Planning
- Output – Design Blueprint

Course design for online learning involves purposeful planning of your course and not simply converting existing course materials to be delivered online or in a blended approach. Central to the process is the concept of constructive alignment of the learning outcomes, the teaching approaches and the assessment practices.

What

The first step is to consider the following:

1. What are the learning outcomes?
2. What are the assessments?
3. What are the hours of study, identified contact hours etc
 - a. NB – moving to online does not mean translating a one hour face-to-face lecture to an online alternative. However, it will be important to communicate to students the design of the modules and so where contact time will occur and in what form; making a note of what the MID says at this point will ensure they are clear in your planning.

Why?

This is about **purposefully planning the course**, rather than just simply converting existing course materials.

You need to ensure your teaching intentions are defined in terms of the learning outcomes that your students are able to demonstrate and that they are aligned with all the activities/assignments/assessments planned for the course.

Learning Outcomes:

Assessment Details:

MID requirements:

Stage 2 – Planning the student journey

- Mapping
- Output – Student course learning journey

What

Develop a map or create a journey for your students. Plan this from your students' perspective.

It is at this stage that the learning environment needs to be thoughtfully considered. Ask yourself the following questions:

- What types of activities do the students need to DO to achieve the learning outcomes?
- What types of interaction do the activities target? student-teacher, student-student, or student-content?

Create a storyboard of the expected or actual student experiences with the course (content, assignments, assessment activities)

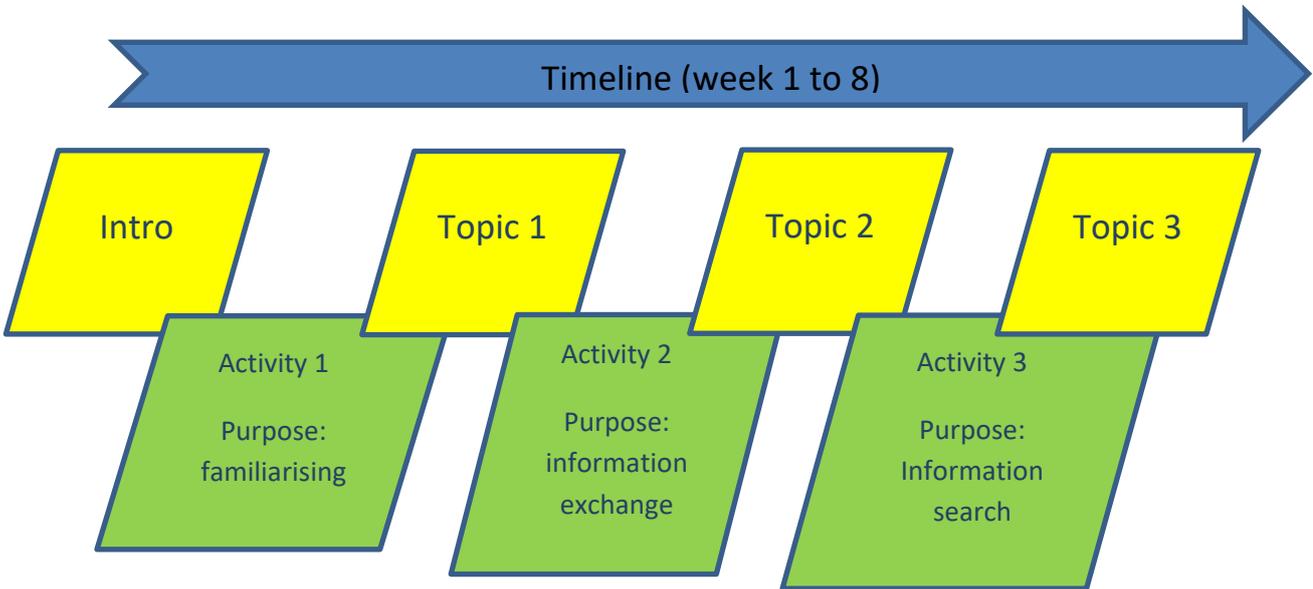
Why?

Having a student focus is important for good design practice.

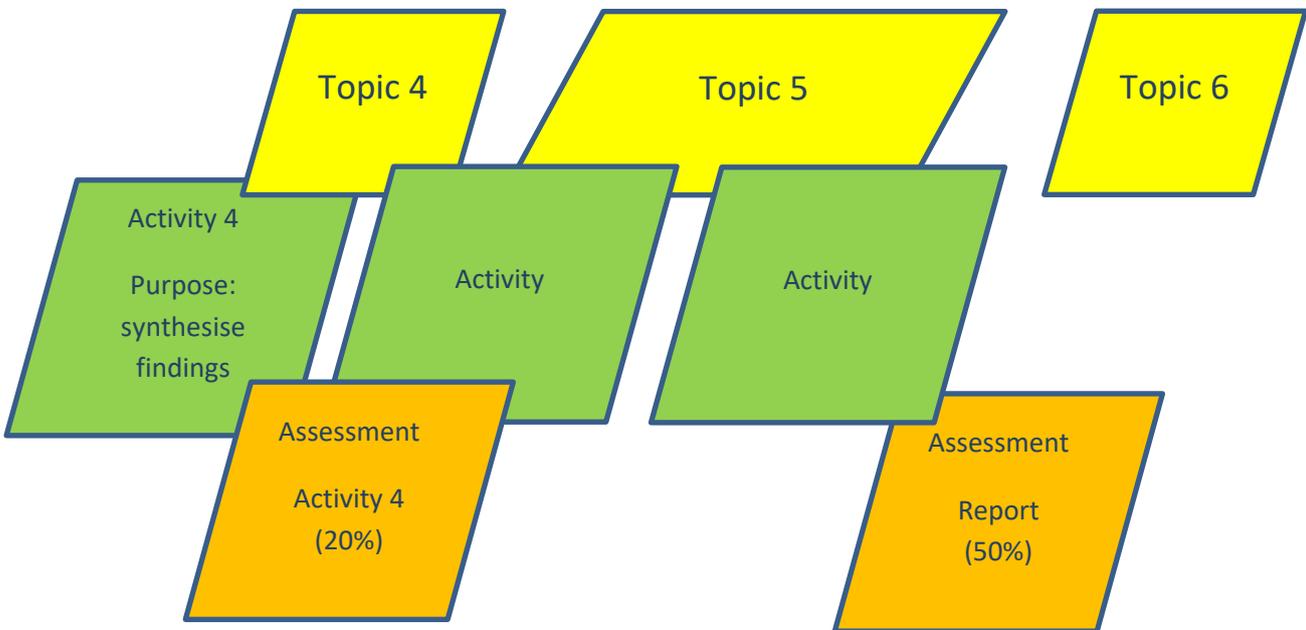
For your notes:

Example of a storyboard

Timeline Week 1 – 8



Timeline (week 9 to 12)



Stage 3 – Quality check

- Quality Design Check
- Output – Design Rubric

What

Time to reflect on what has been designed. Use the Learning Design Checklist; self assess the course or ask one of your peers to evaluate it.

Why?

Checking out your draft learning design now may save time in the long run.

For your notes:

Learning Design Checklist

Criteria	Yes	Not sure	No	Action
Assessment tasks align learning outcomes. All learning outcomes assessed.				
Topics are sequenced and structured in a manner that enables students to achieve the learning outcomes.				
Information is scaffolded to support student learning.				
The learning and teaching activities involves a good blend of actions and interactions between: Student – Content Student – Teacher Student - Student				
Learning and teaching activities enable students to demonstrate key learning outcomes.				
Learning and assessment activities ensure students will be actively engaged but not overwhelmed.				
Consideration is given to hours spend on a module to fit with credit value. (E.g. 20 credits = 200 hours)				
Assessment (formative and summative) deadlines are appropriately spaced (Note: a course level view is required for this check).				

Stage 4 – designing learning activities

- Online learning activity development and testing
- Output –online activities, resources and support

What

In this stage the focus is on developing the online activities.

In your planning of a learning activity, consider

- The task
 - What will get the students' **attention** – TRIGGER?
 - What will be the **purpose** of the activity – what learning outcome will be addressed and how will the activity be relevant to the assessment task(s)?
 - What will the student have to do? What **actions or interactions** are required?
 - What will be the **output** of the activity? (*As above, what learning outcome will be addressed and how will the activity be relevant to the assessment task(s)?*)
- Resources
 - What resources will the students require to complete the task; this will include instructions on the task; support resources such as recorded lectures; reading lists and other online resources
- Support
 - What support will the students require to complete the task; this will include opportunities for student feedback, Q&A responses, peer-peer interactions

Use the *online activity template* (p. 11) which is adapted from Salmon's (2002) e-tivities and the *prototype testing checklist* (p. 14) for this stage.

For your notes:

Salmon, G. (2002), E-tivities: The key to online learning <http://www.atimod.com/e-tivities/intro.shtml>

Online Activity Template (with guidance)

TASK	
Title TRIGGER	What is the stimulus, invitation or trigger for this online student activity? It can be a picture/image, a video clip, a problem, a link to a website etc.
Start date/end date	State what date, what topic, etc. Make clear the: <ul style="list-style-type: none"> • Completion date Estimate the total study time required for the task, e.g. 2 hours
Purpose	Explain that of participant complete this activity... <ul style="list-style-type: none"> • Will have a better understanding of ... • Find it essential in working on assignment... • Will meet learning outcome...
Individual contribution	State clearly what is expected from the participant: <ul style="list-style-type: none"> • What media (e-tool) • Date and time • Word length of contribution Add a link here to where participant need to participate.
Interaction	State here if response from individual with others are expected. Be clear about: <ul style="list-style-type: none"> • Nature of the response • When to respond, word length and frequency Add a link here to where participant need to respond (if different to above link)
RESOURCES	
Task / Instructions	Complete this section once the whole activity has been planned as here will be information on ... <ul style="list-style-type: none"> • What is the online activity about? • Precise instructions so that participant are clear of what is expected of them. • Include word length, timing and links to resources to complete the task.
Additional resources required	Identify what resources are required- recorded lectures, online resources
SUPPORTS	
Teacher support	State the role and intervention to be expected from the teacher, for example: <ul style="list-style-type: none"> • Teacher will give individual feedback, will summarise, will signpost, will close the e-tivity, etc.
Peer support	<ul style="list-style-type: none"> • Identify peer support opportunities
Follow up	State what do you want students to do after the activity. This could be to direct students to reflect and or respond to another's contribution. (see interaction above) Can be an output to be added to an e-portfolio with reflection. Show how this is relevant to the learning outcomes and assessment tasks.
What next?	Link into next e-tivity.

Template adapted from Salmon, 2013:140

Online Activity Quality checklist

Criteria	Comment
The purpose / aim of the online activity is clear	
The online activity text is not too long	
Online activity text is easy to understand	
Online activities represent a fair time commitment for the learner (<i>check credits</i>)	
Activity clearly relates to module learning outcomes and assignment tasks on the module	
Actions required of tutor are clear	
Actions required of tutors are not excessive	
Required times for the activity are clear	
Support is provided for use of required online / e-tools if appropriate (Complete this section afterwards...)	
Chosen online tools are a good fit for activity claims (Complete this section afterwards...)	
Other comments:	

Template adapted from Carpe Diem Work Book, available:
<http://www.gillysalmon.com/carpe-diem.html>

REFERENCES AND FURTHER READING

Armellini, A & Jones, S. (2008) Carpe Diem: seizing each day to foster change in e-learning design. Reflecting Education. Vol. 4, No.1, May 2008, pp. 17-29, Available: <https://www2.le.ac.uk/departments/beyond-distance-research-alliance/learning%20inn/media/Carpe%20Diem%20seizing%20each%20day%20to%20foster%20change%20in%20e-learning%20design.pdf>

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Salmon, G; Jones, S & Armellini, A. (2008) Building institutional capability in e- learning design, ALT-J, Vol. 16, No. 2, pp. 95-109, Available: <http://dx.doi.org/10.1080/09687760802315978>

OPEN EDUCATION RESOURCES

<https://cumoodle.coventry.ac.uk/course/view.php?id=77751§ionid=1082248>