

Academic Guidelines
for Development of
Distance (E-learning) Courses



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WELCOME

On behalf of my colleagues in Distance Learning and Continuing Education (DLCE), and the members of the ad hoc Distance Models Committee named below, I am pleased to welcome you as you embark on your distance or e-learning course development, revision or redevelopment project.

This document has its origins in the recommendations from the Senate-mandated external review of DLCE, and is the culmination of several months of research and consultation. It has been created to provide guidance for faculty, DLCE staff and librarians as we work together to develop e-learning courses that will, to borrow from [Destination 2012](#), “provide the highest quality teaching [and] learning experience for students [and] faculty...” (Goal 1).

The primary purpose is to clarify the nature of course development integrating principles of instructional design.

The Distance Models Committee endorsed the notion of interpreting "models" in the broader sense as "guidelines", to allow for creativity and innovation while at the same time ensuring the recommended consistency of quality and currency. The Guidelines are the first step in an ongoing project in which we will continue to produce and refine our resources and information. We will review this document on a regular basis, and welcome comments and suggestions for improvements to it and to other aspects of our services in support of teaching and learning.

We are committed to supporting excellence in e-learning, and look forward to working with you on your project.

Peggy Watts,
Director, DLCE

We express our gratitude to all who have contributed ideas and comments on the various drafts.

Ad Hoc Distance Models Committee Members:

Tanya Crawford, Co-ordinator, Teaching and Learning Centre
Amy Eaton, Vice-President, Academic Affairs, Students' Union
Dr. Susan Mumm, Dean, Arts and Sciences
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INTRODUCTION

Background

The reputation of MSVU as a regional leader in distance learning was established in the early 1980s through our pioneering instructional television initiative. It was further reinforced late in that decade when the Tourism and Hospitality degree was developed in distance mode, followed by the creation of distance offerings in other programs. In 1998, MSVU was one of the first Atlantic universities to replace print-based correspondence packages with a web-based course management system, and some years later, we were again among the first to extend the use of this system to courses offered on and off campus in the classroom. Recently, we became the first university in Nova Scotia to convert to Moodle (Spring 2008), an open-source course management system, for both distance and campus classes.

The success of these initiatives grew out of a commitment to accessibility for students who, for reasons of location, family and work responsibilities and other impediments, cannot or prefer not to attend classes on campus. Our distance learning programs have contributed to the distinctiveness of MSVU, and to our ability to recruit and retain students. The University's international programs, for example, would not have been feasible without our experience and technological expertise in this area. At the present time, the University offers close to 200 distance courses per calendar year, 14 programs can be completed by distance learning, and two other programs are on the horizon.

Starting in 2004, DLCE was the subject of an external review which concluded with recommendations from the Committee on Academic Policy and Planning (CAPP) that were reported to Senate in March 2007 (Appendix A). The key recommendations relative to distance learning require DLCE, in conjunction with an ad hoc committee, to develop "models to be used in all distance education courses...to ensure the integration of principles of instructional design...". The models are to be supported by "demonstrations to show faculty what can be done with instructional technology". A "transition plan for the conversion of current Instructional Television courses using the new course models" is to be developed by DLCE with departments and faculty. [Destination 2012](#), the University's new strategic plan, lends further weight to these recommendations by setting out strategies and action plans to promote "flexible learning approaches" (Goal 1, Strategy 4, Action Plan a and Goal 4, Strategy 4), and to "provide technology required to support future models of course delivery on campus and at a distance" (Goal 1, Strategy 5, Action Plan c).

Guidelines vs Models

Early in the development of this work, the ad hoc committee agreed that the project would not involve the creation of a limited series of course design templates. Instead, we have chosen to interpret the term "models", used in the recommendations, to mean "guidelines". With this interpretation, an instructional design framework will underpin the development, re-development and revision of all distance courses. At the same time, this definition opens up broader possibilities for course structure and the application of learning technologies, so that course developers may move beyond the constraints of the current instructional television and multi-mode formats as they have come to be defined. For example, a distance course may now incorporate both text modules and video components, all viewable online.

Distance Learning and E-Learning

The term “distance learning” is no longer entirely accurate when the characteristics of our students are considered. The majority of those choosing distance courses do so because they have busy lives that include jobs, family and community commitments, and in some cases, physical restrictions, but not because they are located far away. Students completing the DLCE annual survey consistently say “flexibility” is their primary reason for taking distance courses. Not surprisingly, distance courses are especially popular in the winter term. Many students build their timetables from a combination of campus and distance courses, and “millennial” students increasingly expect to include e-learning in their studies. We have decided, therefore, to use the term “e-learning” interchangeably with “distance learning” in this document, as a reminder that course design is more about tailoring the course to the learner than it is about his or her geographical location.

Simply stated, e-learning is ‘electronically-mediated learning’: learning that uses electronic technology as the interface to disseminate information and to facilitate communication and interaction among all participants, who are usually separated by time and space. The learning (and teaching) is electronically mediated; neither occurs in the traditional face-to-face classroom.

The goal of any e-learning course development project is to create a positive teaching and learning experience for faculty and students who do not meet face to face. Whether our students are down the street or around the world, we need to ensure that our courses are accessible, and that students are given every opportunity to become engaged with the entire student learning experience.

The Team Approach

You are not alone! Designing an e-learning course is a team effort, in which faculty, instructional designers, technology specialists, and librarians collaborate. The role of the non-faculty team members is to provide guidance and support through the development process, so faculty can focus primarily on instructional goals.

Helpful Resources to support faculty in the course development process are listed on page 20.

OVERVIEW OF COURSE DEVELOPMENT STEPS

1. As part of its long-term academic planning, a department decides to make a program or individual course available by distance.
2. The Chair contacts the DLCE Director to discuss the project, and approves a faculty member or members to undertake the development.
3. The DLCE Director meets with the faculty member(s) to discuss the overall development process and timeframe. The Director introduces the faculty member(s) to a member of DLCE staff who will act as instructional designer to guide the project and coordinate the participation of technical staff and librarians.
4. A development contract is prepared by DLCE, to be initialed by the Dean and signed by the Vice-President (Academic) and forwarded to the faculty member for signature.
5. Once the signed contract is returned to DLCE, the faculty member begins work on the Course Development Plan (Appendix B) in consultation with the instructional designer, who ensures that the Plan meets the current Guidelines for Development provided by DLCE.
6. The Course Development Plan is submitted to the Chair of the academic department for approval (usually by the Chair or a committee of the department). The Chair signs the Development Plan, indicating the department's approval of it, and forwards it to DLCE for the Director's signature. (The Dean approves development as outlined in #4, above). An initial payment to the faculty member is made at this stage.
7. The faculty member proceeds to develop the course modules in consultation with the instructional designer and with appropriate technical support.
8. The completed first draft of the course is reviewed by the department or an external reviewer identified by the department. The reviewer sends a written report to the faculty member, with a copy to the Chair and DLCE. A second payment is made to the faculty member.
9. The faculty member incorporates the suggested changes from the review process into the final version of the course.
10. The final course is approved by the department; the Department Chair notifies the Director, DLCE, of same by email. Final payment is made to the faculty member.
11. If required, the course materials are edited by DLCE for format and presentation prior to loading into Moodle and other tools, as applicable.

Note: The same process applies to re-development projects. With the approval of the Dean, steps 8 and 9 may be waived in re-development projects if the faculty member re-developing the course also developed the original distance version of the course; in such cases, the second payment will be made when the first draft is completed. An abbreviated process including completion of a Revision Plan (Appendix C) is followed for distance course revisions.

E-LEARNING COURSE DEVELOPMENT PRINCIPLES

The guidelines for the development, re-development and revision of an e-learning course are rooted in the following principles:

Distance courses should be dynamic and **interactive**. Course design should facilitate student engagement with the course content, with the faculty, and with other students.

Distance course design should reflect understandings from **research** in the fields of adult education and learning theory.

Distance courses should be developed in accordance with **universal instructional design principles** and inspired by **best practices** in the field of distance learning.

Distance courses should be designed to facilitate **accessibility** by the broadest student population.

Pedagogy should take precedence over technology. Technologies will be selected to fit learning goals.

Distance courses should respect, promote and exemplify **academic integrity**.

Distance courses will be designed, developed and revised in a **team**, where faculty collaborate with, and are supported by, an instructional designer, technical staff and librarian.

Opportunities for learning from the experiences of peers will be available to all faculty. The University will encourage the growth of a **community of practice** for the sharing of learning among faculty and staff engaged in the design, re-design, development and delivery of distance courses.

INSTRUCTIONAL DESIGN

How an e-learning course is conceived is known as instructional design (I.D.). Simply stated, it is a *process* of course design, from concept to instruction. I.D. may be new to faculty who have not yet taught an online distance course at MSVU. When designing a distance course, part of the I.D. process includes re-thinking how you might design the distance course to maximize the student learning experience. The design of a distance course will include elements similar to a classroom-based course, e.g., a course outline, but a distance course requires consideration of the unique features and differences of distance learning, e.g., separation of the learner and instructor. Quality, effective (distance) learning as emphasized in [Destination 2012](#), is an outcome of applying a systematic, learner-centered approach to course design.

The literature suggests there are more than 100 different I.D. models you could select from to design an e-learning course. The traditional **A.D.D.I.E.** (**A**ssessment, **D**esign, **D**evelopment, **I**mplementation and **E**valuation) I.D. approach is one of the most commonly used I.D. methods and has been used by MSVU faculty in the past, to varying extents in 'multi-mode' courses. As noted in the Introduction to this document, I.D. processes now apply to all distance course development, re-development and revisions.

More information about I.D. is available from the MSVU Teaching and Learning Centre.

The following pages discuss the essential elements for you to consider when designing a distance course.

DESIGNING YOUR E-LEARNING COURSE: THE ESSENTIAL ELEMENTS

Before you can begin to design your e-learning course, you first need to identify its **essential elements**:

- **LEARNING OBJECTIVES**

the performance statements you write that indicate what you want the learner to know and/or be able to do

- **CONTENT**

what you want the student to learn

- **LEARNING ACTIVITIES**

the activities you will design that will enable the learner to achieve the learning objectives and ultimately master the course content

- **INTERACTION**

the opportunities for the learner to interact with you, and/or other learners, and/or the course content that you will design into the course

- **ASSESSMENT AND EVALUATION**

the methods you will design to assess and/or evaluate the learner's progress in mastering the course content, and acquiring new knowledge, skills, behaviour, etc.

- **FEEDBACK**

*the **information** the learner receives about his/her progress in achieving the course learning objectives as the course progresses, which can inform the learner about what he/she needs to improve or correct to successfully complete the course*

- **INSTRUCTIONAL STRATEGIES**

how you will teach-- and how the learner will learn--the course content

- **STUDENT SUPPORT**

*the **online and face-to-face resources** (academic and non-academic) offered by MSVU to support the learner*

- **MEDIA**

*the **appropriate instructional technologies** selected to deliver the course content for an effective student learning experience*

THE ESSENTIAL ELEMENTS...IN MORE DETAIL

1) LEARNING OBJECTIVES

The performance statements you write that indicate what you want the student to know and/or be able to do.

- write clear, concise, progressive, varied and measurable [learning objectives](#) that move the distance learner from lower level thinking, skills and abilities to higher-order, more difficult, complex levels throughout your distance course
- learning objectives should be 'S.M.A.R.T.': **s**pecific, **m**easurable, **a**chievable, **r**elevant and **t**imely

TIP: As you write a learning objective, ask yourself *how will I know (measure) the student achieved the learning objective?* If you cannot answer this question, most likely you used a term that is not measurable; you will need to re-write the learning objective until you can confirm for yourself that you can measure the student's achievement of it.

Example: Upon completion of the course, the student (you) should be able to:

- list (either in writing or orally) the nine essential elements of an e-learning course. [In this example, the verb 'list' is measurable: you can read or hear the student's list, which will enable you to easily assess whether or not the student met your stated learning objective].*
- describe two of the essential elements of an e-learning course*
- compare and contrast two of the essential elements of an e-learning course*

2) CONTENT

What do you want the student to learn?

The course content can be found in the **COURSE OUTLINE, WITH SYLLABUS.**

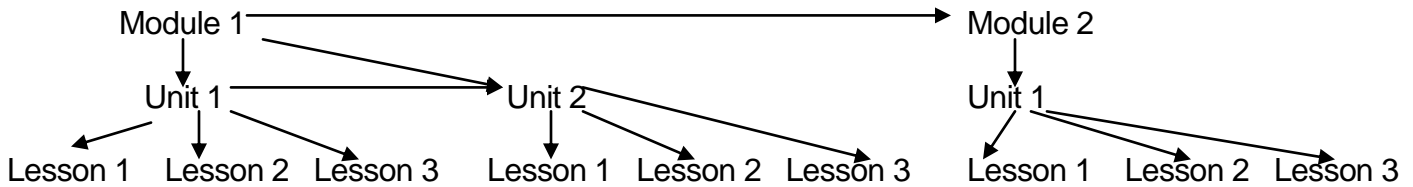
TIP: The course outline and syllabus are two different things, yet the terms are often used interchangeably. The **course outline** should provide **all** the detailed information the student needs to know about the course, which includes a **syllabus**: the course schedule. The course outline is often considered the teaching and learning 'contract' between you and the learner.

Appendix D identifies the minimum required content of a course outline a faculty member is required to submit to the Deans' Office. The course outline requirements can also be found on the MSVU intranet at <http://intranet2.msvu.ca/deansoffice/pdf/CourseOutlines.pdf>

Example: *Appendix E* is a sample annotated student-centered distance course outline, with elaboration, to enable you to complete *Appendix F* (template) for an MSVU e-learning course.

MODULES/UNITS/LESSONS

Course content is usually organized in a hierarchy: begin with modules, which can be sub-divided into units, which can further be sub-divided into lessons, as required. One way to illustrate the hierarchical organization and relationship of the course content is to draw a concept map for your course:



The number of modules, units and lessons of a course is determined by the course designer and may vary from one course to the next; the number of modules, units and lessons will also be determined by the amount of content the instructor expects the student to learn given the course timeframe.

In Moodle, you can organize and post your course content by topic or by week.

Tips:

- conceptualize the organization of your course content: sketch a diagram such as the above example to lay out how you plan to organize the learning material
- 'chunk' the course content into manageable pieces: manageable for you to design, teach, assess and evaluate each learner's progress
- ensure the content is manageable for the student from a learning perspective, given the year, level, degree of difficulty of the course, timeframe, other course responsibilities and other demands on the learner
- sequence the course content progressively from concrete to abstract, from simple in the beginning of a course, to complex at the end of the course, which enables the learner to master the course learning objectives in a logical progression

Example: Using the above concept map for a course about instructional design, Module 1 would be an introduction to the concept; Unit 1 might be what is instructional design?; lessons 1, 2 and 3 might be about the various instructional design models; Unit 2 might be about various applications of instructional design models; lessons 1, 2 and 3 might be about different technologies used in instructional design. Module 2 might be about the role of instructional design in higher education; Unit 1 might be about the opportunities and challenges of instructional design; lessons 1, 2 and 3 might each be about the role of an instructional designer.

3) LEARNING ACTIVITIES

The **activities** you will design that will enable the learner to achieve the learning objectives and ultimately master the course content.

Learning activities should complement the instructional strategies. Remember, the root of the word “activities” is **active**.

Learning activities should:

- be balanced between the individual distance learner and collaborative learning
- enable the distance learner to achieve the stated course learning objectives
- enable the distance learner to develop problem-solving and critical thinking skills

Tip: Try to use a combination of different learning activities in your course; not all students learn best the same way: student learning styles are as unique and as individual as the students. Some students’ learning style preference is visual; others learn best through auditory methods; others are kinesthetic (tactile) learners.

Examples:

- a case study for the visual learner
- a podcast for the auditory learner
- an exercise involving collecting physical samples in the field for the kinesthetic (tactile) learner

4) INTERACTION

The opportunities you will incorporate into the course for the learner to engage in dialogue or action with you, and/or other students, and/or the course content (ideally all 3).

Table 1¹ illustrates the different possible combinations of interaction that may occur in an e-learning course.

Interaction ▶	Learner-Content	Learner-Teacher	Learner-Learner
Method ▼			
One-Along (www paradigm)	Web pages with graphics, animation, audio, video, quizzes, interactive checks on progress		
One-To-One (email paradigm)		Email, chat, online diary, tutor-marked assignments	Email, chat (social and/or academic)
One-To-Many (bulletin board paradigm)		Email, mailing list, group chat, discussion board	Email, mailing list, group chat, discussion board
Many-To-Many		Group chat, discussion board	Group chat, discussion board, group projects, peer-based evaluation

TABLE I: INTERACTION MATRIX

Tip: The degree of interactivity the learner has with the content, the teacher and other learners is also critical to the student’s success in the course and must be built into the e-learning course design. The

¹ The Commonwealth of Learning & Mishra, S. (2001). *Designing Online Learning*. Vancouver: The Commonwealth of Learning, Retrieved from http://www.col.org/SiteCollectionDocuments/KS2001-02_online.pdf

more interaction the learner has with the content, the teacher and other students, (especially if interaction of all three occurs consistently throughout the course), the more likely it is that the learner will succeed in the course.

Examples: A variety of the above methods may be employed, depending on the rationale for selecting them and purpose(s) for use.

5) ASSESSMENT & EVALUATION

*The **methods** you will design to assess and/or evaluate the learner's progress in mastering the course content and acquiring new knowledge, skills, behaviour, etc.*

Consider *how* you will use the assignments you created to assess and/or evaluate the student's progress.

- use formative ('in progress') and summative ('at the end') evaluation tools
- schedule assessment or evaluation evenly throughout the course
- weight each assignment in view of the amount of time and effort required to complete it
- consider that students have different [learning styles](#), therefore use different assessment and evaluation methods to be fair, and capitalize on the different ways students learn best, but differently from one another
- ensure the methods you select to use are appropriate for the course year level, degree of difficulty, and learner's knowledge about the subject
- ensure the methods you use correspond to the learning objectives and learning activities
- create a 'bank' of assignments: use different assignments each time the course is taught to maintain academic integrity
- the methods you use should require the learner to work independently and/or in a team, where applicable

Tip: Similar to the earlier suggestion about varying the learning activities in your course, try to employ a variety of [assessment methods](#) in your course that will enable the distance learner to successfully demonstrate acquisition of the course learning objectives in different ways: individually and in a group (if appropriate for your course). Use a combination of print, media-based, online and written assessment methods.

Examples: A combination of: journal, wiki, online quiz and group work.

6) FEEDBACK

*The **information** the learner receives about his/her progress in achieving the course learning objectives as the course progresses, which can inform the learner about what he/she needs to improve or correct before the course ends, to complete the course successfully.*

- feedback is especially important for distance students (those who do not have face-to-face contact with the course instructor and/or other students)
- feedback should be constructive, not critical
- feedback can serve many purposes and does not have to be tied to a mark for the course
- feedback can be informal or formal
- feedback can be positive or negative
- feedback can be provided to the student in various ways by the course instructor and/or by other students

- feedback should be timely and provided within a reasonable timeframe (if assignment-related)
- feedback should be provided to the student before the next assignment is due
- plan for how you will apply the learner's constructive feedback about the course during and after the course, to improve future design, instruction and the student learning experience of your distance course

Tip: Clearly explain and detail your expectations about each assignment (and the value of each) in your course syllabus; identify a strategy for providing feedback to the student; state when the student should expect feedback, how it will be given and from whom. You may wish to discuss/negotiate a 'feedback strategy' with your students in the first class. The number of assignments you create for the course and the number of students in your class will be considerations for providing timely feedback to your students.

Example: If you assign a reflective journal that students must complete on a weekly or bi-weekly basis, provide your written feedback to the students within the week prior to when the next journal entry is due.

7) INSTRUCTIONAL STRATEGIES

How you will teach--and how the learner will learn--the course content

- well-designed instructional strategies facilitate the distance student's success in achieving the course learning objectives
- identify your own [teaching style preferences](#); understand how they influence your design and teaching of a distance course

Tip: Consider the purpose and desired outcomes for why you would select and use one or more instructional strategies.

Examples:

- short video lecture for introducing the topic of instructional design
- facilitated small group Moodle Chat discussions to identify the pros and cons of an instructional design model
- large class discussion to share each group's findings with others via online conferencing

8) STUDENT SUPPORT

The online and face-to-face resources (academic and non-academic) offered by MSVU to support the learner

- determine what type of support the distance learner will require as a student in your course
- determine what type of support *you* can realistically provide to your distance students
- determine how else students will be supported throughout the distance course and by whom
- determine how and when students will access you during the course time frame
- investigate the available resources (on and off campus) for your distance students; if you identify student support that is desirable, but unavailable, what can/will you do to fill the void?

Tip: Try to provide as much information as possible (within reason), about the available resources MSVU offers, to encourage the learner's success in your course. Most information can be found online, so an online Student Support list would be a quick and easy way to compile, present and update the information (when necessary) in your Moodle course site.

Example: The MSVU Distance Learning & Continuing Education website:
<http://www.msvu.ca/Distance/index.asp>

9) MEDIA

The appropriate instructional technologies selected to deliver the course content for an effective student learning experience

- ensure the media you select to teach your e-learning course will enable your students to achieve the course objectives
- research and learn the basics of the in-house e-learning tools available to faculty for teaching; these include Moodle, Elluminate Live, teleconferencing, video, podcasting, etc.
- select teaching tools that best complement your e-learning course design plan and how you expect to teach your e-learning course
- practice with new technology: develop a comfort level with the technology *before* introducing it into your course
- be innovative, creative and experimental

Tip: Keep the number and variety of media you will use in your course simple; you can always add to or change the media for a future course offering.

Appendix G is a comparative table of various MSVU media and their uses.

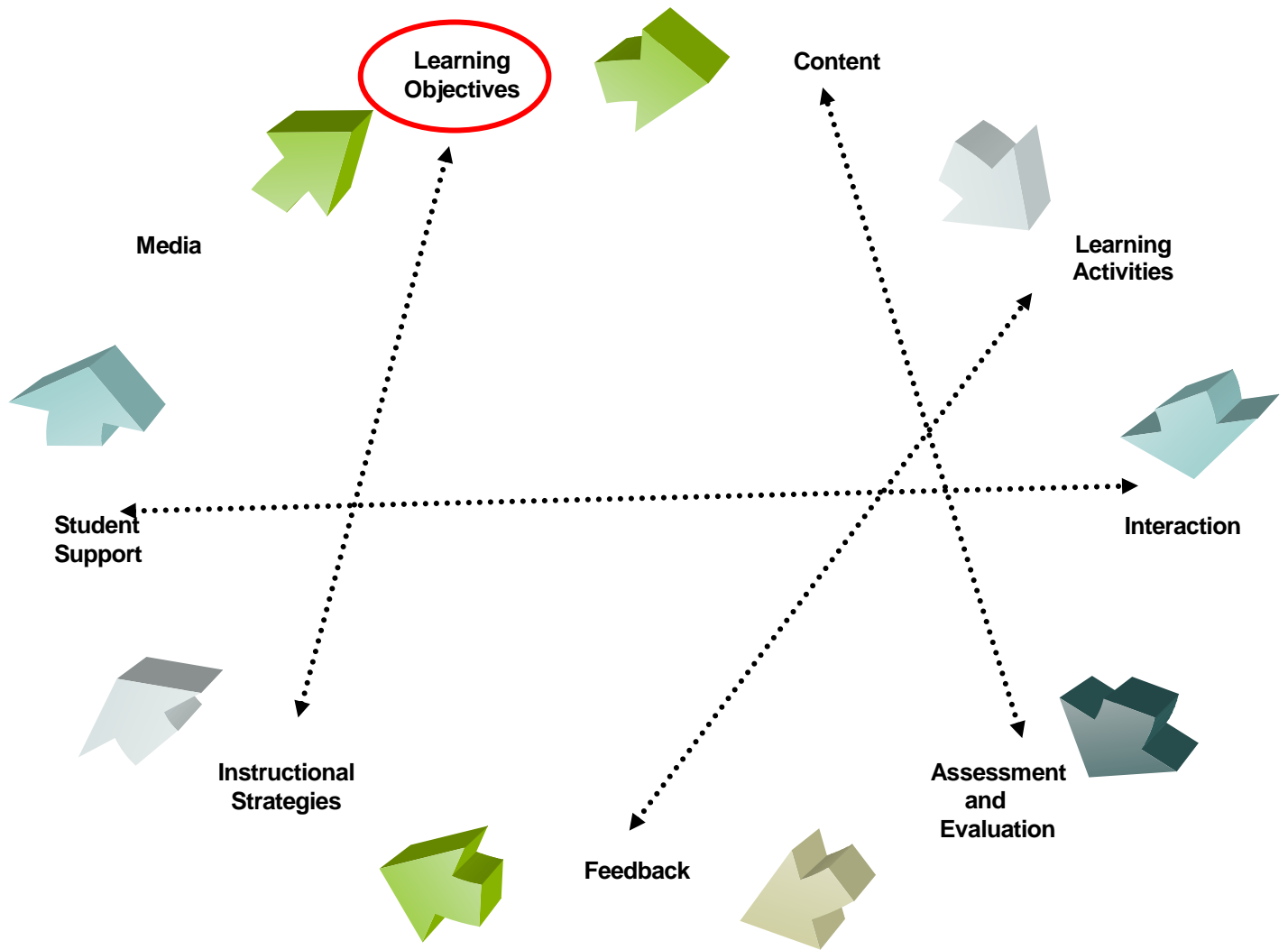
Example: Course modules in Moodle (text and short videoclips) + 1 hour weekly Elluminate Live discussion/problem-solving session

WHERE DO I BEGIN?

Consider the design of an e-learning course as an open, circular, iterative process. The process is not linear or closed with a defined beginning, middle and end.

You may design one or more elements of the e-learning course concurrently (or move back and forth between the elements) instead of designing one element first before designing the next, because the elements are interdependent: each element informs the design of the others. Designing and teaching an e-learning course is similar to teaching face-to-face course: as the course is taught, reflection occurs, and modifications are made before the course is subsequently taught.

If you were to illustrate the previous concept, it might resemble:



The course design begins with the course developer identifying the course learning objectives, from which the remainder of the course will be developed; more than one course element may be developed concurrently as another element is developed. The dotted lines illustrate how a course element may inform the development of another course element.

OPTIONS FOR DESIGNING YOUR E-LEARNING COURSE

Rather than prescribe a specific model for you to use to design your e-learning course, these guidelines offer you the freedom to consider each of the essential elements and select from a variety of options for each element, to create your own unique e-learning course. You are not restricted to follow a 'one size fits all' approach. You may find that you select a different combination of options from the following chart each time you re-design your e-learning course as needed.

For the essential elements of your e-learning course:	Step 1 Consider the available options:	Step 2: From the options listed in Step 1, select those you wish to use to design your e-learning course (✓)	Step 3: Identify the appropriate media for the option you selected in Step 2: (see Appendix G)
LEARNING OBJECTIVES	Determined and written by the course instructor		
CONTENT	Course Outline		
	Modules		
	Units		
	Lessons		
	Other you identify		
LEARNING ACTIVITIES <i>Note: each option may also serve as an assessment or evaluation method</i>	Presentation		
	Simulation		
	Lab		
	Web Tour		
	Virtual field trip		
	Essay		
	Survey		
	Problem-based learning		
	Experiential learning		
	Role playing		
	Practicum		
	Case study		
	Service learning		
	Discussion forum		
	Reflective questions		
	Journal		
	Glossary		
	e-Research paper		
Webpage/site			
e-Newsletter			
e-Portfolio			

For the essential elements of your e-learning course:	Step 1 Consider the available options:	Step 2: From the options listed in Step 1, select those you wish to use to design your e-learning course (✓)	Step 3: Identify the appropriate media for the option you selected in Step 2: (see Appendix G)
	Other you identify		
	Combination of 1 or more of the above		
INTERACTION	Synchronous: Chat		
	Asynchronous: Email		
	Discussion forum		
	Other you identify		
	Combination of 1 or more of the above		
ASSESSMENT & EVALUATION <i>Note: some options could also serve as a learning activity</i>	Quiz		
	Self-test		
	Blog		
	Wiki		
	Journal		
	Polling		
	Essay		
	Worksheets		
	Project		
	Demonstration		
	Exam: Mid-term		
	Final		
	Other you identify		
	Combination of 1 or more of the above		
FEEDBACK	Formal		
	Informal		
	Other you identify		

For the essential elements of your e-learning course:	Step 1 Consider the available options:	Step 2: From the options listed in Step 1, select those you wish to use to design your e-learning course (✓)	Step 3: Identify the appropriate media for the option you selected in Step 2: (see Appendix G)
	Combination of 1 or more of the above		
INSTRUCTIONAL STRATEGIES	Lecture		
	Guest		
	Discussion		
	Individual		
	Team		
	Group		
	Other you identify		
	Combination of 1 or more of the above		
STUDENT SUPPORT	F.A.Q's		
	Online HELP file		
	Email		
	Faculty contact info (phone, fax, email, office location, etc.)		
	Video clip(s) you create		
	Help Desk		
	Library		
	DLCE		
	DLCE Student Guide		
	Moodle Student Guide		
	Elluminate Live setup/login instructions		
	MSVU Student Services		
	MSVU calendar		
	Other you identify		
Combination of 1 or more of the above			
MEDIA <i>NOTE: only media provided by MSVU are listed; other 3rd party</i>	Email		
	Print		

For the essential elements of your e-learning course:	Step 1 Consider the available options:	Step 2: From the options listed in Step 1, select those you wish to use to design your e-learning course (✓)	Step 3: Identify the appropriate media for the option you selected in Step 2: (see Appendix G)
<i>media are available, e.g., Skype, but are not supported by MSVU</i>	MS Office applications		
	Video		
	Audio		
	Moodle		
	Elluminate Live		
	Other you identify		
	Combination of 1 or more of the above		

DLCE ROLES AND RESPONSIBILITIES

Supporting Distance Course Development, Re-development and Revision

The work required for the design of an e-learning course can feel overwhelming and isolating-especially if you work alone. However, MSVU faculty have many resources to support and collaborate with you as you design your e-learning course.

Internal resources include:

DIRECTOR, DISTANCE LEARNING

initial contact for development/revision projects; contract development; policy and procedures

CO-ORDINATOR, TEACHING AND LEARNING CENTRE

course development/revision project management; instructional design

INSTRUCTIONAL DEVELOPER

course development/revision project management; instructional design

COURSEWARE ADMINISTRATOR

course development/revision technical advising; Moodle and Elluminate Live administration and training

WEBCOURSE TECHNICIAN

course development/revision web materials support; assistance with Moodle and Elluminate Live

CO-ORDINATOR, INSTRUCTIONAL TELEVISION (ITV)

ITV course issues/problem-solving; studio production; external productions and post-production booking and execution; technical support and advice; broadcasting and distribution matters

TECHNICAL SUPERVISOR

Studio bookings and production; non-course internal productions; production and broadcast problems/issues

PRODUCTION ASSISTANT

ITV technical issues; studio production; DVD duplication; production crew on non-course productions; evening Moodle help (Mon-Thurs fall and winter)

HELPFUL RESOURCES

- DLCE staff
- the [MSVU Teaching and Learning Centre](#), tlc@msvu.ca, ext. 6766
- colleagues who developed distance courses using these guidelines
- [MSVU Library Services for Faculty](#)

GLOSSARY

ASYNCHRONOUS

communication via technology between one or more persons that occurs independently of one another; e.g., email

E-LEARNING

'electronically-mediated learning': learning that uses electronic technology as the interface to disseminate information and to facilitate communication and interaction among all participants, who are usually separated by time and space. The learning (and teaching) is electronically mediated; neither occurs in the traditional face-to-face classroom.

SYNCHRONOUS

communication via technology between one or more persons that occurs simultaneously; e.g., chat room

APPENDICES

A-Summary of CAPP Recommendations

B- A Development/Re-development Plan for Distance Courses (template for faculty use)

C- A Revision Plan for Distance Courses (template for faculty use)

D-Required course outline (Deans' Office)

E-Sample annotated undergraduate distance course outline

F-Undergraduate distance course outline (template for faculty use)

G-Comparative table of MSVU media

H-Student setup instructions (Moodle)

I-Student setup instructions (Elluminate Live)

REFERENCES CITED

The Commonwealth of Learning & Mishra, S. (2001). *Designing Online Learning*. Vancouver: The Commonwealth of Learning. Retrieved from http://www.col.org/SiteCollectionDocuments/KS2001-02_online.pdf

FEEDBACK

We welcome your feedback to this document. Was it informative? Helpful? Similarly, how can we improve it for future use by faculty? General comments about this document are welcome. Reports of broken or non-working hyperlinks would also be appreciated. Please contact Tanya Crawford, Co-ordinator, Teaching and Learning, in Seton 313A, via email (tlc@msvu.ca) or call 457-6766.