



WEBINAR 5: DEVELOPMENT PHASE

PLAN

Introduction

Considerations before developing eLearning content

Developing the module learning guide

Developing the facilitator's guide

Developing module learning content

INTRODUCTION

In developing the MAAGs, the resource team should have already decided what topics will be covered, their level of detail, and the media and LMS tools used to present the content. The resource team will now develop the full eLearning course with all individual modules and all module documents and tools or features that were planned in the design phase.

In the development phase, the idea and structure as envisaged in the design phase will be transformed into operational elements that, once combined, make up the eLearning course to be delivered.

CONSIDERATIONS BEFORE DEVELOPING ELEARNING CONTENT



There are three important elements to be considered during the development phase:



- Are the learning materials appropriate to the audience?



- Are the learning activities based on the learning objectives?





- Is the appropriate mode of delivery agreed?

MODULE LEARNING PLAN CONTENTS


The module learning plan, like the module at a glance, includes the titles of the module and the schedule for the week, with detailed activities. There can be narrative description at the beginning of a learning plan explaining the rationale and linkages with previous and later chapters.

- Module overview
- Learning objective
- Module learning activities with an outline

9 steps	Activity	Learning Method	Day & Estimated Time	Instructions
4-7: KLP 1: Developing eLearning content: Learning Plan and Facilitators Guide				
	Listen to the iSpring presentation on developing eLearning content of Learning Plan and Facilitators Guide	 iSpring presentation	Day 1 1 hr	Must complete by day 1 as the next activity will be based on your comments.
	Participate in the webinar – to discuss on your perspective on developing eLearning content of Learning Plan and Facilitators Guide.	 Webinar Blackboard	Day 2 2 hr	Make sure you have made comments in the DF. All need to agree on the common time for webinar.

FACILITATORS GUIDE

- ✓ It provides with a framework for designing effective instruction and based on the experiential learning model.
- ✓ It draws on the principles of adult learning and characteristics of adult learners.
- ✓ Based on the Learning Plan and uses the 9 step model
- ✓ Serves as a script for the facilitator to follow during a session and establishes linkages .

No	Facilitator's Instructions	Time/Day/Week	Learning Tool and Techniques	Participants' Response
	<p><u>Module overview:</u></p> <p>eLearning plan is uploaded on the portal for week seven. Module overview is provided in the eLearning plan, which is made available on the portal. In the course announcements IDI manager will inform all participants to follow the eLearning plan.</p> <p>Through the announcement ask the participants to read the module overview and familiarize with the module before attempting the activities.</p> <p><u>Module objective:</u></p> <p>Module objective provided in the eLearning plan, which is made available on the portal. Module objective is also made available on the banner of the module on LMS.</p>	Day 1 30 mins	 <p>Reading Module announcement Module banner on the portal</p>	No responses required.

DEVELOPING MODULE LEARNING CONTENT

Clarity, accuracy and consistency

- Conciseness

- Use of the active voice

- Simplicity

READING MATERIALS

Title: The title should describe the subject matter in a succinct and unambiguous way.

Table of contents: Page numbers should indicate where each part or section starts.

Introduction: This is a short text aimed at motivating the participant to study the content.

Learning objectives: Each module must have specific objectives, which represent the learners' objective at the end of that module. These goals will guide the student's learning while he/she reads the material.

Body: The development of the module is divided into topics, which are a content sequence aimed at achieving the objectives of that specific lesson. **Summary:** This retrieves the central ideas of the reading.

References: all references used must be cited when finalizing the text.

DISCUSSION FORUM (QUESTIONS)

Do you understand when to use discussion questions?

What is the definition of a discussion question?

Can you give some examples of times when discussion questions aided your understanding of an issue?

Discussion questions are a great way to aid reflection aren't they?

After reading the research paper XXXX on the use of discussion forums in learning, reflect on your experience of using discussion forums and identify any lessons learned.

WHAT MAKES A GOOD MULTIPLE CHOICE QUESTION?

IS THIS A GOOD QUESTION?

Which of the following is not a true statement?

- 1 A tomato is not a fruit
- 2 Tomatoes contain seeds
- 3 Tomatoes are not red
- 4 India is the largest banana producing country



IS THIS A GOOD QUESTION?

Bananas are a great dietary source of potassium. One medium-sized banana (118 grams) contains 9% of the RDI. A potassium-rich diet can help lower blood pressure, and people who eat plenty of potassium have up to a 27% lower risk of heart disease. Which country is the largest producer of bananas

1. India
2. England
3. Brazil
4. Guatemala



IS THIS A GOOD QUESTION?

What traits make a good eLearning specialist?

1. Communicative and technically competent
2. Called George
3. Has a passion for eLearning, Strives for creativity and innovation, Relates to others and makes a positive contribution
4. Has never used a computer

THANK YOU