eLEARNING APPLICATION
SERVICE PROVIDING

Crystal eLearning

Enhancing Sustainability and Effectivity
of Training and Education by Online Learning

STUDY GUIDE

**The Comprehensive Programme
for Building eLearning Institutions**
(for project partners in India
and Uganda, 2004/2005)

by
Sebastian Hoffmann
Gabriele Kirchhoff
Leopold Reif

INTRODUCTION

Welcome to the Crystal "Comprehensive Programme for Building eLearning Institutions".
This study guide will introduce you to the programme in which you will be participating for the next seven months.

CONTENTS

1 THE SUPPORT TEAM

This is the team of coaches that will support you:

1.1 Coaches

Sebastian Hoffmann (shof@hoffmann-reif.com)
Sebastian is a computer scientist and media expert with a long track record in implementing ICT and eLearning projects in Africa, Asia and Europe. He has developed this coaching programme. He will provide online support and conduct the face-to-face seminars. He will also assist you in setting up your technical infrastructure.

Dr. Gabriele Kirchhoff (gkir@hoffmann-reif.com)
Gabriele studied education and special education. She worked at the University of Cologne and the University in Hagen, Germany's national distance learning university. She is an expert in the instructional design of e-learning/blended learning courseware.
She designed the modules of this coaching programme and will be responsible for online-instruction and course management.
Please contact her if you have any queries, problems or would like to suggest improvements while working on your projects.

Leopold Reif (lreif@hoffmann-reif.com)
Leopold Reif is an educationalist (MSc Ed) and has been involved in many ICT-based knowledge-building projects in Africa, Asia and Europe since 1986. He developed the training module on organisational development for the setting up of eLearning institutions and will provide further support on this topic during the programme in seminars and online.

1.2 Moderators

In addition to your coaches, you will be supported by a multidisciplinary team of experts. They will be introduced later.

2 THE PROGRAMME OBJECTIVES

The primary objective of this programme is to train you, the participants, to produce cost-effective blended courseware, to manage an instructional project and to set up the necessary organisational infrastructure in which your newly acquired skills and knowledge can be embedded and create an impact. Our goal is to enable you to provide new eLearning services within an eLearning organisational framework in your own institution.

The programme has a strong action-oriented approach, which explains our emphasis on coaching. We would like to help you build a new set of services. Not only will you learn a great deal, but will also be able to apply much of what you learn in your work environment.

As the programme is impact oriented, your capacity for change management is very important. Hence we will provide a set of new tools - the Standard Operating Procedures or SOPs that are useful in building eLearning institutions. We will also help you to adopt and implement these SOPs in your own sphere of activity.

2.1 Learning outcomes

By the time you have completed this programme you will be well-versed in the entire process of providing educational services related to eLearning. The programme teaches you to plan, calculate, manage, design, implement, run, evaluate and revise an instructional product and establish the organisational framework required to ensure the sustainable deployment of your services. You will practise this by working on your own project. The final step will be to develop and implement your own course product on an eLearning platform.

The eLearning platform available - a Learning (Content) Management System - can also be adopted for future use.

You will learn to use a multimedia authoring tool that will help in the efficient design of instructional products based on Microsoft PowerPoint, which is widely used by instructors.

You will become a member of an expert community and will have access to international consultants during the transfer phase when eLearning is being introduced in your institution.

The instructional media that you produce will be tested with partner organisations to evaluate quality and interoperability.

2.2 Activities

The approach of this programme is called action learning. This means that you will not only be given assignments, but will primarily work on real tasks that stem from your actual job responsibilities.

You will be taken step-by-step through a Standard Operating Procedure (SOP) for planning, producing, implementing and evaluating an instructional product and preparing the institutional framework required for sustainable deployment.

3   PROGRAMME STRUCTURE

This programme is linearly designed, which means that you will proceed from one module to the next. The SOP-structure is also linearly structured and you will follow the procedure step-by-step according to the institution building flow. Please bear in mind that this is not how it works in reality. The designing process is non-linear -you will work in loops, often involved in several activities at the same time.

3.1 Face-to-face sessions

Face-to-face sessions are conducted throughout the programme. These sessions are mandatory and usually last 4 days.

3.2 Online sessions

The face-to-face sessions are followed by online sessions, which run for a total of 7 months . You will be expected to spend about 10 learning hours per week on the programme.

3.3   Project work

One of your tasks will be to produce an instructional product (a course module), which must be delivered to customers of your institution and within the Crystal network. You are free to choose any course subject but we would like to make the following suggestions:

1. You should be an expert in the subject - this will reduce your project management overheads.
2. Choose a relatively brief course that you would like to transform or even develop from scratch, e.g. less than 10 learning hours, or you may find that your workload prevents you from finishing your project.
3. *Most importantly:* Choose a course module which is in great demand at your institution, among your existing customers and in regional, national and even international markets.

3.4   Programme module structure

Each module of the programme has been designed as a "re-usable learning object" (as defined by the reference model for re-usable learning objects, called SCORM, http://www.rhassociates.com/scorm.htm). A re-usable learning object is a self contained and instructionally meaningful chunk that can be used to build a larger course. Each "re-usable learning object" contains learning material (one or more learning objects) and one or more activities that are either mandatory or should be completed.

A module in this programme is a re-usable learning object and is based on the WebQuest structure created by Bernie Dodge (The WebQuest Page

http://webquest.sdsu.edu/index.html), supplemented with an additional element: "poll". Each module consists of eight parts:

1. *Introduction* - introduces you to the topic
2. *Task* - tells you about the expected results and your tasks
3. *Process* – specifies how you will achieve the results by explaining the steps required
4. *Resources* – provides the learning material
5. *Evaluation* – gives information about and criteria for your assessment
6. *Conclusion* – summarizes the outcome of the activity and gives an outlook
7. *Poll* – contains a link to an online poll that enables progress reporting and a formative evaluation for each module
8. *Credits & References* – contains the sources (links, literature)

Each module contains learning material - a number of specific learning objects, which have been produced (Case 1, see following figure) and/or assembled (Case 2). You are expected to use this module structure when designing and implementing your own course.
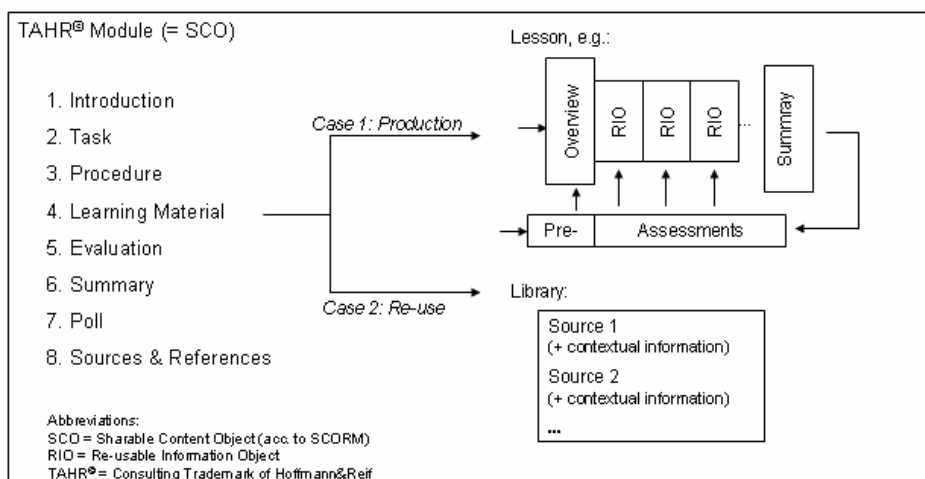

Figure 1: Structure of a module (= re-usable learning object)

3.5   Course schedule

For further information, please see the course schedule which was uploaded to the restricted area on the course website if it has not already been sent to you. Please note that we may update this schedule in the next couple of weeks and will inform you by e-mail.

Every Friday you will also receive an e-mail from your coaches providing you with an overview of the following week's activities.

3.6 Events

Some special events will be organised, which will give you insights into examples of best practices. Surprises are also planned and will be announced at short notice.

4 PERFORMANCE ASSESSMENT

Your performance will be assessed according to the following criteria:

1. *Completion of mandatory tasks*

    Each module contains mandatory tasks. Detailed information about each task is always given in the module description.

    We will check whether your task is delivered on the eLearning platform. For example: You are expected to fill out a questionnaire (provided as an online form). The task is considered complete only when you upload the completed form on the eLearning platform. Mandatory tasks must be completed by the given deadline if you are to maintain your status as a programme participant.

2. *Assignment quality*

    a) Examinations

    Assignments will be assessed and scored in examinations. Evaluation criteria are always transparent and are listed in the evaluation matrix, which is part of each course module. The evaluation matrix contains several criteria and each will be assessed. There are 4 scores: Beginning 1 - Developing 2 - Accomplished 3 - Exemplary 4. The score achieved will be added to the scores of other exams. You must achieve the minimum total score stipulated for each exam in order to pass.

    b) Peer evaluation

    These tasks will not be reviewed by the coaches. You are expected to comment on your fellow participants´ elaborations. Peer-evaluation is mandatory. Your coaches will assess the merit of your evaluation

3. *Active participation in the community.*

    You will be expected to take active part in chats, polls, discussion boards, etc, all of which are part of the programme. Your contributions will be documented and assessed.

4. *Final assessment*

    At the end of this programme you will have developed a course module (your instructional product) and will have posted it on your course home page. Furthermore, this course module must be used for a minimum of eight learners who are your customers at the institution where you work. There will be a deadline for this task, so please plan your work accordingly. Successful implementation will rank highly on the final assessment of your performance. Your instructional product will be assessed by the Tele-Akademie and Hoffmann&Reif.

Each of the four criteria accounts for 25% of the score. Points will be awarded for every performance during the course based on the evaluation scheme, which is documented in the course schedule. Your actual status will be documented online.

To obtain certification you must have a minimum of 110 points.

4.1   Incentives

A number of incentives will be offered to participants in the course of the programme. These are mainly tools that ensure the smooth and efficient working of a project.

5 CERTIFICATION

Every participant who successfully completes this programme will be issued a certificate by the Tele-Akademie Furtwangen/Germany, which is part of the University of Applied Sciences for Technology and Business in Furtwangen. The certificate will include a description of all the activities performed during the programme.

Candidates who are unsuccessful for valid reasons such as health, job or social changes will have the option of making up for missed activities and providing the required results within 2 months of the completion of the programme. This option is available only if participation has been continuous and documented.

If you have any questions, please do not hesitate to contact us directly or through the mailing list.

We wish you a successful collaboration and pleasant learning experience!