



DBC200: Developing Blended Courses using Moodle

Learning Design

As of 28th August 2020

Dr Philip Uys

Course title: Developing Blended Courses using Moodle

Course code: DBC200

Course facilitator: *Appointed by COL*

Course description:

The course will enable participants to design and develop blended learning courses in the Moodle learning management system (LMS) to a significant degree in line with a structured learning design/blueprint. The key areas of course structure, assessment, activities, learning resources/content, and feedback will be explored.

There is a strong focus on active learning (i.e. learning through activities) and constructive alignment (i.e. aligning learning objectives with assessment and these with learning activities). Participants will implement their learning in their actual course and learning design/blueprint and receive detailed weekly, individualized feedback on both.

Asynchronous and weekly synchronous (live) learning activities are integrated. There will be opportunity for self-directed learning with human facilitation and group-work where possible. Assessment is viewed as integral to learning.

The course focuses on “*what*” and “*how*”, while follow-up references address “*why*” and relevant theories.

Prerequisites: there are no prerequisites, but participants ideally should have done the Course on Moodle functionality.

Note: DBC200 is often preceded by a course on Moodle functionality, and followed by a course on delivering blended learning

Aim of the course: The course will enable participants – who would normally be teachers - to design and develop blended learning courses to a significant degree in the Moodle learning management system (LMS) in line with a structured learning design/blueprint.

Learning objectives: The learners in this course on completion are expected to be able to:

1. Create an appropriate course structure for blended delivery using Moodle
2. Create formative and summative assessments in Moodle
3. Create learning activities in Moodle
4. Integrate open education resources (OER) and other learning resources/content within Moodle
5. Manage, and obtain feedback on the Moodle course

Overall assessment plan (*based on the assessments within the units/sections in the “Course structure” below*):

1. FA1: Formative assessment of the basic course structure related to learning objective 1
2. FA2: Formative quiz “*Course structure*” at the end of week 1 related to learning objective 1
3. FA3: Formative quiz “*Assessment*” at the end of week 2 related to learning objective 2
4. FA4: Formative quiz “*Learning Activities*” at the end of week 3 related to learning objective 3
5. FA5: Formative quiz “*Learning Resources/Content*” at the end of week 4 related to learning objective 4
6. FA6: Self-assessment (formative) of actual course by each participant in week 4 related to learning objectives 1-4
7. FA7: Formative quiz “*Management and Feedback*” at the end of week 5 related to learning objective 5
8. SA1: Summative review of actual course by the facilitator in week 5 related to learning objectives 1-5

Course structure:

Course Structure by Unit/Section (i.e. Weeks)	Learning Outcomes (of the sections/units/modules)	Assessments:	Learning Activities	Learning Content		Facilitating Online <i>(included and expanded on in the Facilitator's Guide)</i>
				Self-created/ Web Resources	Supportive OER with TASL Attribution	
<p>Preparing for the Course</p> <p>Recommended study time: 5 hours</p>			<p>1. Watch the welcome video - remember that you can choose "Fullscreen"</p> <p>2. Study the <i>Course Outline</i></p> <p>3. Select a course that you currently teach that could be effective in a blended (it is a blend of online and face-to-face) environment and request for it to be created by your Moodle Systems Administrator (or the Course facilitator)</p> <p>4. Log into the Moodle platform using the URL (website-address) and userid and password provided. If you have questions</p>	<p>1. "Welcome" video (1) in the top section (Duration: 4 minutes 58 seconds)</p> <p>2. <i>Course Outline</i> in the top section</p>	<p>4. docs.moodle.org (GNU general public license)</p>	<p>3. Arrange three weeks before the start of the source with the Moodle systems Administrator to</p> <ul style="list-style-type: none"> - obtain the course information of the course that each participant selected from courses that they currently teach, and - create these courses in their Moodle platform <p>4. Provide the URL (website-address) and userid and password to participants three weeks in advance</p>

			<p>at this time, docs.moodle.org can help to answer your questions at any time - have a bit of a look!</p> <p>5. Start to develop the course learning design/blueprint using the "<i>COL Blended Learning Design Template</i>" already provided to you, and refer to the "<i>Example of learning design/blueprint</i>" (both in the Resources area)</p> <p>6. Read the welcome email (sent earlier to you)</p> <p>7. Post any general questions you might have in the "<i>General Course Questions Forum</i>"</p>		<p>5. The "<i>COL Blended Learning Design Template</i>" in the top section</p>	<p>5. Refer participants to the COL learning design/blueprint in the "<i>Preparing for the Course</i>" unit in the Moodle course, with instructions to complete as far as possible but at least week 1/topic 1 thereof before the start of the course. Explain concisely in this email the meaning of the different sections/elements of the learning design/blueprint referring to the "<i>COL Blended Learning Design Template</i>" and "<i>Example of learning design/blueprint</i>" in the Top section. Explain the difference between "topics" and "weeks" as the types of "units/sections" within Moodle</p> <p>6. Send a welcome email a week before start of course</p> <p>7. Subscribe to the "<i>General Course Questions Forum</i>" and respond with regularly constructive feedback/feed-forward in the Forum, through an "<i>Announcement</i>", or follow up with individual participants as necessary</p>
Week 1: Create an appropriate course structure for blended	a. Describe Moodle jargon and roles	FA2	1. Watch week 1 introductory video - remember that you can choose " <i>Fullscreen</i> "	1. Introductory video (2) in section		

<p>delivery using Moodle</p> <p>Recommended study time: 8 hours</p>	<p>b. Describe the importance of blended learning, active learning, Bloom’s Taxonomy and constructive alignment to ensure learner/student engagement</p> <p>c. Commence implementing Moodle's functionality/affordances in your course while updating your learning design/blueprint accordingly</p>		<p>2. Read the <i>Course Outline</i> (located in the resources of the Top Section); <i>“About the Course”</i>; and the <i>“Frequently Asked Questions (FAQ)”</i></p> <p>3. Introduce yourself in the <i>“Welcome and Introductions”</i> forum: provide your name, department, and interest in this course</p> <p>4. Review Blended Learning, learner/student engagement through Active Learning, Bloom’s Taxonomy, Constructive Alignment, and the TPCK model in the <i>“Key pedagogical concepts”</i> book</p>	<p>(Duration: 1 minute 47 seconds)</p> <p>2. <i>Course Outline</i> in the top section; <i>“About the Course”</i> book; and <i>“Frequently Asked Questions (FAQ)”</i> in the Moodle Course</p> <p>3. <i>“Welcome and Introductions”</i> forum</p> <p>4. Developed content in the <i>“Key pedagogical concepts”</i> book, with further info via stable URLs</p>	<p>4. Images in the <i>“Key pedagogical concepts”</i> book</p>	<p>2. Update the <i>“About the Course”</i> book and the <i>“Frequently Asked Questions (FAQ)”</i></p> <p>3. Introduce yourself in the <i>“Welcome and Introductions”</i> forum and comment on participants’ entries</p>
--	--	--	---	---	--	---

			<p>5. In the Week 1 Forum post the strengths and weaknesses of a. face to face (F2F) and b. online learning and teaching, and c. how blended learning blends the strengths and weaknesses of both</p> <p>6. Discuss the rationale for selecting your course for blended delivery in the Week 1 Forum, and respond to other postings (if available)</p> <p>7. Create an appropriate basic course structure for your course by clicking the <i>Gear menu/cog/Edit</i> icon top right, then <i><Edit settings></i> either using weeks OR topics to be formatively assessed by the facilitator (FA1), who will set and announce the date and time. Read the "<i>Moodle structure and functionality</i>" book.</p> <p>8. Explore Moodle and its functionality/affordances (including plugins) through (a) reviewing the "<i>Moodle structure</i></p>	<p>5. Week 1 Forum</p> <p>6. Week 1 Forum</p> <p>7. Developed content in "Book", with further info in Moodle, and docs.moodle.org</p> <p>8. Own content on "Page", with further info in Moodle, and</p>	<p>7. docs.moodle.org (GNU general public license)</p> <p>Slides by Dr Indira Koneru "<i>Understanding, Creating and Sharing</i>"</p> <p>8. Two diagrams that categorizes the Moodle activities and</p>	<p>5. Comment on strengths and weaknesses of face to face (F2F) and online learning and teaching in the Forum</p> <p>6. Comment on the rationale for selecting their course for blended delivery</p> <p>7. Set and announce the date and time for FA1, and formatively assess the basic course structure and provide brief individual feedback related to learning objective 1 (FA1)</p>
--	--	--	---	---	---	--

			<p><i>and functionality"</i> book and (b) <i><Turn editing on></i>, <i><Add an activity or resource></i>, and clicking on each activity and resource in Moodle's activity chooser and read through the list. Explore <i><More help></i> in the descriptions if needed.</p> <p>Exercise: start to add appropriate activities and resources to your course, move these around, copy one of these, delete another. Also update your learning design/blueprint accordingly</p> <p>9. Work further on the learning design/blueprint using constructive alignment deciding which elements of the course would be done online and which elements F2F</p> <p>10. Upload your course learning design/blueprint to the <i>"Submit learning design/blueprint at the end of Week 1"</i> activity to enable the facilitator to easily locate and review it</p>	<p>docs.moodle.org; plus, a video (3) on this topic (Duration: 3 minutes 32 seconds</p>	<p>resources; docs.moodle.org (GNU general public license)</p>	<p>10. Monitor the <i>"Submit learning design/blueprint at the end of Week 1"</i> activity and encourage all the participants to submit by the end of the week</p>
--	--	--	---	---	--	--

		<p>11. Complete formative quiz <i>"Create an appropriate course structure for blended delivery using Moodle"</i> at the end of week 1 related to learning objective 1 (FA2)</p> <p>12. Review and implement holistic and brief individual feedback that the facilitator provided on your actual course, and on your learning design/blueprint</p> <p>13. Reflect and report on key lessons learned and queries in the Week 1 Forum and in the synchronous (live) session</p> <p>14. End of week: synchronous (live) online session (1-2 hours):</p> <p>a. participants share key lessons learned and queries in the plenary, based on the corresponding posts in the Week 1 Forum</p> <p>b. participants break into online groups and discuss Moodle activities and resources that</p>	<p>11. Formative quiz at the end of week 1 related to learning objective 1 (FA2)</p> <p>13. Week 1 Forum and in the synchronous (live) online session</p>	<p>11. Review FA2 results, and follow-up individually or to all participants (as appropriate)</p> <p>12. Provide holistic and brief individual feedback on each of the actual courses, and on each learning design/blueprint</p> <p>13. Review and comment on key lessons learned and queries of participants in the Forum</p> <p>14. Conduct end of week synchronous (live) online session (1-2 hours):</p> <ul style="list-style-type: none"> - welcome participants to course and introduce yourself - brief presentation on key areas - guide participants to share key lessons learned and queries in the plenary, based on the corresponding posts in the Week 1 Forum
--	--	--	---	---

			<p>might be appropriate for their respective courses</p> <p>c. participants then report back in the plenary on what they have learned from the group session</p> <p>d. next week's activities are then discussed</p>			<p>- divide participants into online groups to discuss Moodle activities and resources that might be appropriate for their respective courses</p> <p>- guide participants then to report back in the plenary on what they have learned from the group session</p> <p>- preview next week's activities to stimulate interest for these activities</p>
<p>Week 2: Create formative and summative assessments in Moodle</p> <p>Recommended study time: 12 hours</p>	<p>a. Create formative and summative assessments</p> <p>b. Set up Gradebook</p>	FA3	<p>1. Watch week 2 introductory video - remember that you can choose "Fullscreen"</p> <p>2. Consider assessment of and <u>for</u> learning in Moodle (including quizzes, assignment, assessment of online forum contributions, peer assessment)</p> <p>3. Explore Moodle and its functionality/affordances (including plugins) further</p>	<p>1. Introductory video (4) in section (Duration: 1 minute 18 seconds)</p> <p>2. Developed content on in "book", with further info via stable URLs; plus, a video (5) on this topic (Duration: 3 minutes 2 seconds)</p> <p>3-9. Developed content in "book", with</p>	<p>3-9. docs.moodle.org</p>	

		<p>especially as it pertains to assessment. <Turn editing on>, <Add an activity or resource>, and click on relevant activities and resource in Moodle's activity chooser. Explore <More help> in the description if needed.</p> <p>Exercise: further add appropriate assessment and other activities and resources to your course, move these around, copy, and delete as required. Also update your learning design/blueprint accordingly</p> <p>4. Create an online quiz using at least two types of questions (typically multi-choice and true/false)</p> <p>5. Create an assignment, explore submission, and online/offline marking (with bulk upload/download)</p> <p>6. Set up Gradebook for the assessments above</p>	<p>further info in Moodle, and docs.moodle.org</p>	<p>(GNU general public license)</p> <p>Slides by Dr Indira Koneru "Understanding, Creating and Sharing"</p>	<p>4. Review and comment in the Forum on the participants' online quizzes</p> <p>5. Review and comment in the Forum on the participants' use of assignments</p> <p>6. Review and comment in the Forum on the participants' use of Gradebook for their assessments</p>
--	--	--	--	---	---

		<p>7. Work further on the learning design/blueprint using constructive alignment deciding which elements of the course would be done online and which elements F2F</p> <p>8. One-by-one and <u>iteratively</u> apply the modules/weeks of your learning design/blueprint in your Moodle course</p> <p>9. Upload your course learning design/blueprint to the “<i>Submit learning design/blueprint at the end of Week 2</i>” activity to enable the facilitator to easily locate and review it</p> <p>10. Complete Formative quiz “Assessment” at the end of week 2 related to learning objective 2 (FA3)</p> <p>11. Review and implement holistic and brief individual feedback that the facilitator</p>			<p>9. Monitor the “<i>Submit learning design/blueprint at the end of Week 2</i>” activity and encourage all the participants to submit by the end of the week</p> <p>10. Review FA3 results, and follow-up individually or to all participants (as appropriate)</p>
--	--	--	--	--	---

		<p>provided on your actual course, and on your learning design/blueprint</p> <p>12. Reflect and report on key lessons learned and queries in the Week 2 Forum and in the synchronous (live) session</p> <p>13. End of week: synchronous (live) online session (1-2 hours):</p> <p>a. participants share key lessons learned and queries in the plenary, based on the corresponding posts in the Week 2 Forum</p> <p>b. participants break into online groups and discuss Moodle assessment types that might be appropriate for their respective courses</p> <p>c. participants then report back in the plenary on what they have learned from the group session</p> <p>d. next week's activities are then discussed</p>	<p>12. Week 2 Forum and in the synchronous (live) online session</p>	<p>12. Review and comment on key lessons learned and queries of participants in the Forum</p> <p>13. Conduct end of week synchronous (live) online session (1-2 hours):</p> <ul style="list-style-type: none"> - brief presentation on key areas - guide participants to share key lessons learned and queries in the plenary, based on the corresponding posts in the Week 2 Forum - divide participants into online groups and guide them to discuss Moodle assessment types that might be appropriate for their respective courses - guide participants then to report back in the plenary on what they have learned from the group session - preview next week's activities to stimulate interest for these activities
--	--	---	--	---

<p>Week 3: Create learning activities in Moodle</p> <p>Recommended study time: 8 hours</p>	<p>a. Describe the role of the teacher in a constructivist and active learning paradigm</p> <p>b. Implement Moodle for mobile devices</p> <p>c. Design and implement the welcome/top section structure and introductory learning activities; the structure of a unit/section; and the structure of the final unit/section</p> <p>d. Construct and communicate basic navigation pathways in Moodle, including activity completion and course completion</p> <p>e. Add further appropriate learning activities to your course and update your learning design/blueprint accordingly</p>	<p>FA4</p>	<p>1. Watch week 3 introductory video - remember that you can choose "Fullscreen"</p> <p>2. Review the role of the teacher in a constructivist and active learning paradigm, and apply to the Learning Design/Blueprint</p> <p>3. Implement Moodle for mobile devices and using Moodle offline</p> <p>4. Design and implement the welcome/top section structure and introductory learning activities</p> <p>5. Design and implement the typical structure of a unit/section in each unit/section</p>	<p>1. Introductory video (6) in section (Duration: 2 minutes 27 seconds)</p> <p>2. Developed content on "page", with further info via stable URLs</p> <p>3 - 8. Developed content in a "book", with further info in Moodle</p>	<p>3 - 8. docs.moodle.org (GNU general public license)</p>	
---	---	------------	--	--	--	--

			<p>6. Design and implement the typical structure of the final unit/section</p> <p>7. Add further appropriate learning activities to your course (asynchronous and synchronous). <i><Turn editing on></i>, <i><Add an activity or resource></i>, and click on relevant activities and resource in Moodle's activity chooser. Explore <i><More help></i> in the description if needed. Also update your learning design/blueprint accordingly</p> <p>8. Consider basic navigation pathways in Moodle, including activity completion and course completion</p> <p>9. Work further on the learning design/blueprint using constructive alignment deciding which elements of the course would be done online and which elements F2F</p>		<p>8. docs.moodle.org (GNU general public license)</p>	
--	--	--	---	--	--	--

		<p>10. One-by-one and iteratively apply the modules/weeks of your learning design/blueprint in your Moodle course</p> <p>11. Upload your course learning design/blueprint to the “<i>Submit learning design/blueprint at the end of Week 3</i>” activity to enable the facilitator to easily locate and review it</p> <p>12. Complete formative quiz “Learning Activities” at the end of week 3 related to learning objective 3 (FA4)</p> <p>13. Review and implement holistic and brief individual feedback that the facilitator provided on your actual course, and on your learning design/blueprint</p> <p>14. Reflect and report on key lessons learned and queries in the Week 3 Forum and in the synchronous (live) session</p>	<p>12. Formative quiz at the end of week 3 related to learning objective 3 (FA4)</p> <p>14. Week 3 Forum and in the synchronous</p>	<p>11. Monitor the “<i>Submit learning design/blueprint at the end of Week 3</i>” activity and encourage all the participants to submit by the end of the week</p> <p>12. Review FA4 results, and follow-up individually or to all participants (as appropriate)</p> <p>13. Provide holistic and brief individual feedback on actual courses, and on their respective learning designs/blueprints</p> <p>14. Review and comment on key lessons learned and queries of participants in the Forum</p>
--	--	--	---	---

			<p>15. End of week: synchronous (live) online session (1-2 hours):</p> <p>a. participants share key lessons learned and queries in the plenary, based on the corresponding posts in the Week 3 Forum</p> <p>b. participants break into online groups and discuss <u>and</u> display the structure of their respective courses</p> <p>c. participants then report back in the plenary on what they have learned from the group session</p> <p>d. next week's activities are then discussed</p>	(live) online session		<p>15. Conduct end of week synchronous (live) online session (1-2 hours):</p> <ul style="list-style-type: none"> - brief presentation on key areas - guide participants to share key lessons learned and queries in the plenary, based on the corresponding posts in the Week 3 Forum - divide participants into online groups and guide them to discuss <u>and</u> display the structure of their respective courses - guide participants then to report back in the plenary on what they have learned from the group session - preview next week's activities to stimulate interest for these activities
<p>Week 4: Integrate open education resources (OER) and other learning resources (OER) and other learning resources/content within Moodle</p> <p>Recommended study time: 8 hours</p>	<p>a. Integrate open education resources (OER) and other learning resources/content within your course [Note that this is a revision of another course provided by COL]</p> <p>b. Review the editor to create own content</p> <p>c. Complete a self-assessment of your course</p>	<p>FA5</p> <p>FA6</p>	<p>1. Watch week 4 introductory video - remember that you can choose "Fullscreen"</p> <p>2. Explore OER and Creative Commons (CC) licensing, then add OER content to your course as appropriate [Note that this is a</p>	<p>1. Introductory video (7) in section (Duration: 2 minutes 5 seconds)</p> <p>2. Developed content on in "book", with further info in</p>	<p>2. docs.moodle.org (GNU general public license)</p>	

	related to learning objectives 1-4		<p>revision of another course provided by COL]</p> <p>3. Review the editor to create own content</p> <p>4. Review and add other appropriate learning resources/content to your online course</p> <p>5. Explore Moodle and its functionality/affordances (including plugins) further especially as it pertains to <i>“Resources”</i>. <Turn editing on>, <Add an activity or resource>, and click on relevant activities and resource in Moodle's activity chooser. Explore <More help> in the description if needed.</p> <p>Exercise: further add appropriate activities and resources to your course, move these around, copy, and delete as required.</p>	Moodle, and docs.moodle.org	<p>Slides by Dr Indira Koneru <i>“Understanding, Creating and Sharing”</i>; and Paul West</p> <p>5. Developed content in “book”, with further info in Moodle, and docs.moodle.org</p> <p>5. docs.moodle.org (GNU general public license)</p>	
--	------------------------------------	--	---	-----------------------------	--	--

		<p>Also update your learning design/blueprint accordingly</p> <p>6. Work further on the learning design/blueprint using constructive alignment deciding which elements of the course would be done online and which elements F2F</p> <p>7. One-by-one and iteratively apply the modules/weeks of your learning design/blueprint in your Moodle course</p> <p>8. Upload your course learning design/blueprint to the “<i>Submit learning design/blueprint at the end of Week 4</i>” activity to enable the facilitator to easily locate and review it</p> <p>9. Complete Formative quiz “<i>Learning Resources/Content</i>” at the end of week 4 related to learning objective 4 (FA5)</p>			<p>8. Monitor the “<i>Submit learning design/blueprint at the end of Week 4</i>” activity and encourage all the participants to submit by the end of the week</p> <p>9. Review FA5 results, and follow-up individually or to all participants (as appropriate)</p>
--	--	---	--	--	--

			<p>10. Complete FA6 i.e. self-assessment of actual course by participants in week 4 related to learning objectives 1-4 to amend your course accordingly)</p> <p>11. Review and implement your own reflection (FA6), and holistic and brief individual feedback that the facilitator provided on your actual course, and on your learning design/blueprint</p> <p>12. Reflect and report on key lessons learned and queries in the Forum and in the synchronous (live) session</p> <p>13. End of week: synchronous (live) online session (1-2 hours):</p> <p>a. participants share key lessons learned and queries in the plenary, based on the corresponding posts in the Week 4 Forum</p> <p>b. participants break into online groups and discuss OER resources that they have identified for use in their course</p>	<p>12. Week 4 Forum and in the synchronous (live) online session</p>	<p>10. COL's <i>Blended Course</i> <i>Learnability</i> <i>Evaluation</i> <i>Checklist</i></p>	<p>10. Review FA6 results</p> <p>11. Provide holistic and brief individual feedback on actual courses, and on their respective learning designs/blueprints</p> <p>12. Review and comment on key lessons learned and queries of participants in the Forum</p> <p>13. Conduct end of week synchronous (live) online session (1-2 hours):</p> <ul style="list-style-type: none"> - brief presentation on key areas - guide participants to share key lessons learned and queries in the plenary, based on the corresponding posts in the Week 4 Forum - divide participants into online groups and guide them to discuss OER resources that they have identified for use in their course
--	--	--	--	--	---	--

			<p>c. participants then report back in the plenary on what they have learned from the group session</p> <p>d. next week's activities are then discussed</p>			<p>- guide participants then to report back in the plenary on what they have learned from the group session</p> <p>- preview next week's activities to stimulate interest for these activities</p>
<p>Week 5: Manage and obtain feedback on your Moodle course</p> <p>Recommended study time: 7 hours</p>	<p>a. Implement course management, including accessibility provision, groups, backup and scheduling</p> <p>b. Provide support by tracking learners' progress</p> <p>c. Implement feedback on your course through the "Questionnaire" or "Survey" activity</p>	<p>FA7</p> <p>SA1</p>	<p>1. Watch week 5 introductory video - remember that you can choose "Fullscreen"</p> <p>2. Consider course management in Moodle courses, including accessibility provision, using groups and backup</p> <p>3. Track learners' progress using Learning Analytics, and provide corresponding support</p> <p>4. Explore Moodle and its functionality/affordances (including plugins) further. <Turn editing on>, <Add an activity or</p>	<p>1. Introductory video (8) in section (Duration: 1 minutes 51 seconds)</p> <p>2. Developed content on in "book", with further info in Moodle, and docs.moodle.org</p> <p>3. Developed content on in "book", with further info in Moodle, and docs.moodle.org</p> <p>4. Developed content on in "book", with further info in</p>	<p>2. docs.moodle.org (GNU general public license)</p> <p>3. docs.moodle.org (GNU general public license)</p> <p>4. docs.moodle.org (GNU general public license)</p>	

			<p><i>resource</i>>, and click on relevant activities and resource in Moodle's activity chooser. Explore <More help> in the description if needed.</p> <p>Exercise: further add appropriate activities and resources to your course, move these around, copy, and delete as required. Also update your learning design/blueprint accordingly</p> <p>5. Work further on the learning design/blueprint using constructive alignment</p> <p>6. One-by-one and iteratively apply the modules/weeks of your learning design/blueprint in your Moodle course</p> <p>7. Implement feedback on your course through the "Questionnaire" and "Survey" activities</p>	<p>Moodle, and docs.moodle.org</p> <p>7. Developed content on "pages"/in "book", with further info in Moodle, and docs.moodle.org</p>		
--	--	--	---	---	--	--

		<p>8. Complete formative quiz <i>“Management and Feedback”</i> at the end of week 5 related to learning objective 5 (FA7)</p> <p>9. Review and implement holistic and brief individual feedback that the facilitator provided on your actual learning design/blueprint</p> <p>10. Backup and close your course – and upload your course learning design/blueprint to the <i>“Submit learning design/blueprint at the end of Week 5”</i> activity to enable the facilitator to easily locate it - in readiness for the summative review of your actual course by facilitator related to learning objectives 1-5 (SA1)</p> <p>11. Evaluate this Course and the facilitator, using COL’s online questionnaire</p> <p>12. Presentation of Certificates (external to this course)</p>	<p>8. Formative quiz at the end of week 5 related to learning objective 5 (FA7)</p> <p>11. COL’s online questionnaire</p>	<p>8. Review FA7 results, and follow-up individually or to all participants (as appropriate)</p> <p>9. Provide holistic and brief individual feedback on actual courses, and on their respective learning designs/blueprints (start of week)</p> <p>10. Monitor the <i>“Submit learning design/blueprint at the end of Week 5”</i> activity and encourage all the participants to submit by the end of the week.</p> <p>Provide feedback on summative review of actual courses related to learning objectives 1-5 (SA1) (end of week) using COL’s <i>“Blended Course Learnability Evaluation Checklist”</i> as rubric</p> <p>11. Guide participants to evaluate this Course and the facilitator using COL’s online questionnaire</p> <p>12. Arrange presentation of Certificates (external to this course)</p>
--	--	--	---	--

			<p>13. Reflect and report on key lessons learned and queries in the Forum and in the synchronous (live) session</p> <p>14. End of week: synchronous (live) online session (1-2 hours):</p> <p>a. participants share key lessons learned and queries in the plenary, based on the corresponding posts in the Week 5 Forum</p> <p>b. demonstration in the plenary of, and comments by the facilitator on the online courses and learning designs/ blueprints</p> <p>c. next section's follow-up activities are then discussed</p>	<p>13. Week 5 Forum and in the synchronous (live) online session</p>		<p>13. Review and comment on key lessons learned and queries of participants in the Forum</p> <p>14. Conduct end of week synchronous (live) online session (1-2 hours):</p> <ul style="list-style-type: none"> - brief presentation on key areas - guide participants to share key lessons learned and queries in the plenary, based on the corresponding posts in the Week 5 Forum - divide participants into online groups and guide them to discuss OER resources that they have identified for use in their course - guide participants then to report back in the plenary on what they have learned from the group session - demonstration in the plenary of, and comments by the facilitator on the blended/online courses and learning designs/ blueprints - preview next week's follow-up activities to stimulate interest for these activities
Follow up			<p>1. Consider to what degree you have achieved the aim and</p>			

			<p>learning objectives of this course and identify aspects that you need to investigate further.</p> <p>2. Complete your course using the detailed individual feedback that the facilitator provided on your course in SA1 (<i>“summative review of actual course by facilitator related to learning objectives 1-5”</i>)</p> <p>3. Complete the learning design/blueprint of your course</p> <p>4. Pilot your course ideally with a small group of learners; alternatively, with some colleagues and implement recommendations for improvements</p>			<p>4. Guide participants to pilot their courses ideally with a small group of learners; alternatively, with some colleagues</p>
--	--	--	--	--	--	---

			<p>5. Follow up activities:</p> <ul style="list-style-type: none"> • explore online collaboration tools and courses to continue learning (based on the concept of the “<i>Learning Organization</i>”) • stay in touch with each other • join regional/international discussion lists/online journals/social media sites 			<p>5. Post final announcements regarding follow up activities for participants, including to:</p> <ul style="list-style-type: none"> • explore online collaboration tools and courses to continue learning (based on the concept of the “<i>Learning Organization</i>”) • stay in touch with each other • join regional/international discussion lists/online journals/social media sites
--	--	--	--	--	--	--