

e-learning 101

A Guide
for
Subject Matter Experts

How to Convert Existing Content for Online Delivery

An often used approach in creating e-learning is the ADDIE model –

- ✓ Assess, Design, Develop, Implement, Evaluate.

This high-level outline addresses the first two processes, Assess and Design.

This model directs the process of creating online content. The first steps are to:

- ✓ assess the content information,
- ✓ identify what objectives will be taught
- ✓ determine if the content information supports learning those objectives
- ✓ identify the expected level of learning – (using Bloom's Taxonomy – knowledge, comprehension, application, analysis, synthesis).
- ✓ Create a high-level design document that organizes the content into a hierarchy of lessons, topics and objectives (refer to the appendix for a sample high-level design document)

Check out the links below for more information on using Bloom's Taxonomy in e-learning development.

<http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>

<http://www.fctel.uncc.edu/pedagogy/basicscoursedevelop/Bloom.html>

<http://www.teachers.ash.org.au/researchskills/dalton.htm>

Listed below are some general guidelines when designing e-learning:

- 1) The industry standard states that in most cases, e-learning cuts classroom learning time in half.
- 2) Typically, a one hour e-learning course has between 85 – 110 pages or screens. The total number is dependent on what constitutes one screen – sometimes one activity or information slide spills into another, which may be counted as one.
- 3) In order to keep a learner interested and engaged, there should be some kind of learner interaction every 3 – 5 screens. Learner interaction includes:
 - a. Clicking a graphic for more information,
 - b. completing a simple drag and drop or matching type of exercise,
 - c. Reading a case study and answering questions.
- 4) The use of the design approach -- "tell me", "show me", "let me", "test me" supports learning in an e-learning course.
 - a. This approach provides learners with the opportunity to be told what they will be learning, to then learn what they were told, to practice using the new information learned (through knowledge checks or practice questions) and to complete an assessment to show comprehension of it.

Knowledge

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- 5) Within the above design, practice or knowledge check questions should be included in the course. For each identified objective, there should be at least one knowledge check, or as many as the content may warrant – if a harder concept is being presented. For a long topic presentation with only one objective there may be 2 or 3 knowledge checks, in several locations throughout the topic.

In summary, the assessment phase includes:

1. collecting the content, and assessing its completeness, to be sure all the required information exists in a documented format.
2. the content needs to be organized into chunks and presented in a high-level design.
3. after completing the high-level design, an instructional design document or storyboard can be developed. A storyboard can be created in a Power Point, each slide representing a “page” in the course. The storyboard includes the text and content as it will appear on the course pages, and identifies and describes what type of graphics, user interaction (functionality) or animations may support each page. The storyboard is the design document from which course development begins.

The next phase – Develop – is creating the course in either an authoring tool or creating a learning environment as XML and HTML within a customized course interface. Depending on what tool you choose to build the course, there is some basic programming involved. Additionally, Flash animation and graphic images need to be developed.