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Archilab

Non-formal VET Curriculum for occupation

E-LEARNING ARCHITECTS

2025

IMPRESSUM

PROJECT:

ELEARNING ARCHITECTS: DESIGNING THE FUTURE OF THE LABOR
MARKET

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1.Introduction about the program – curriculum:



The training program is designed for future eLearning Architects, with a focus on developing the skills necessary to design, create, and manage digital learning environments. The program aims to increase the number of professionally trained individuals who can effectively develop and implement eLearning solutions, ensuring accessibility, interactivity, and alignment with contemporary educational and technological trends. A key emphasis will be placed on unemployed youth who seek to enhance their digital skills and gain qualifications for employment in the growing eLearning sector.

The program will support individuals looking to enter the field of digital education, transition from traditional teaching roles to online learning environments, or develop entrepreneurial ventures in eLearning content creation and management. By equipping participants with hands-on experience in content development, adaptation of traditional learning materials for digital formats, and the effective use of digital learning management systems (LMS) and eLearning tools and video-based interactive resources, the program ensures they are job-ready and aligned with market demands.

Beyond the need to familiarize participants with digital education technologies and instructional design principles, the program also aligns with existing regulations and educational standards. In accordance with European qualification framework for vocational education and training (VET), learners will be equipped with the necessary competencies to integrate digital tools into structured learning environments, ensuring compliance with quality assurance standards and best practices.

Participants will develop an understanding of the pedagogical, technological, and managerial aspects of eLearning, ensuring they are prepared to deliver high-quality digital education solutions in various professional and academic contexts.

2. Understanding Andragogy in eLearning Architecture

The term "andragogy" originates from the Greek words "andros" (man) and "agogus" (guide), signifying the practice and principles of teaching adults. Unlike pedagogy, which primarily addresses the learning processes of children and adolescents, andragogy recognizes the unique characteristics and needs of adult learners. When working with adults, traditional educational methods often prove inadequate, requiring a more tailored approach that fosters engagement and effective learning.

The concept of andragogy was first introduced in 1833 by the German educator Alexander Kapp and later expanded by philosopher Johan Friedrich Herbart. Although the term fell into obscurity for nearly a century, it resurfaced in Europe after World War I. In the past three decades, andragogy has gained prominence in countries such as France, England, Switzerland, Canada, and former Yugoslavia. In the late 1960s, it became widely recognized in the United States, thanks to the contributions of Edward Lindeman and Malcolm Knowles, both influential figures in adult education methodologies.

Knowles identified six key principles that define adult learning:

- Adults are self-directed and intrinsically motivated.
- They bring a wealth of personal and professional experience to the learning environment.
- Their learning is goal-oriented, seeking practical and applicable knowledge.
- They value learning that is relevant to their personal or professional lives.
- Practicality is a core aspect of their learning preferences.
- Adult learners expect to be treated with respect and as equals.

To ensure that adult learners absorb the content effectively, the curriculum must prioritize practical knowledge and hands-on skills. This curriculum is designed with interactive teaching methodologies that leverage available ICT tools to enhance the learning process.

Given that adult learners come from diverse backgrounds, it is essential to acknowledge differences in age, prior knowledge, and digital literacy. The program is structured to accommodate both in-person sessions, incorporating adaptable ICT tools, and online learning platforms, ensuring accessibility for learners, including those with mobile work lifestyles.

When designing and delivering education for adults, consider the following best practices:

1. Clearly define learning objectives

Establish training goals and outcomes that align with professional practice. Engage learners by asking how they apply certain concepts, such as sustainability principles, in their work environments.

2. Recognize existing knowledge and experience

Since this program is aimed at professionals transitioning into eLearning architecture, begin by assessing their prior knowledge through discussions or interactive exercises.

3. Encourage engagement and collaboration

Foster dialogue by soliciting participant opinions, facilitating knowledge exchange, and encouraging learners to share personal insights related to their expertise.

4. Integrate real-world applications

At the start of each module, identify learners' needs and expectations. Use case studies, simulations, and problem-solving activities that connect learning to practical scenarios.

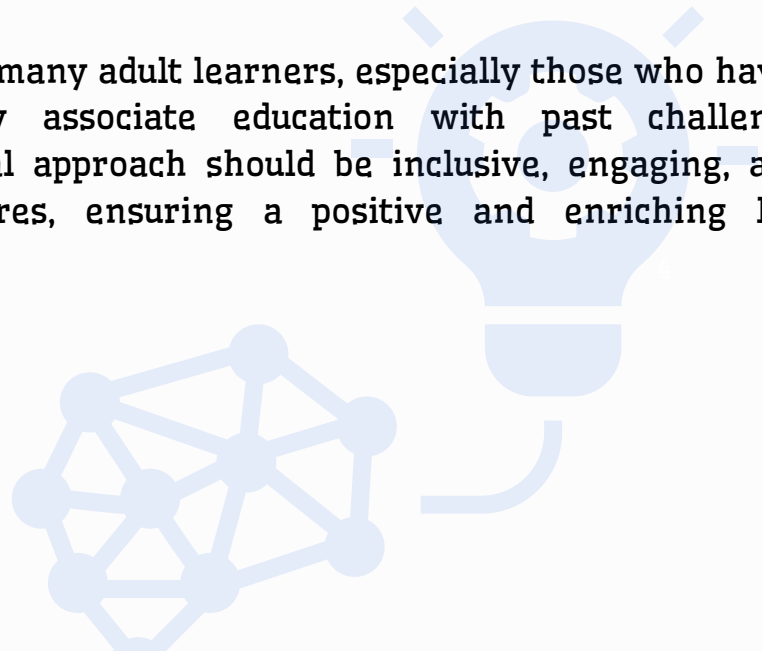
5. Account for diverse backgrounds and experiences

Assess participants' prior knowledge, work experience, and technical skills. Avoid limiting education to passive information transfer and prioritize dynamic group interactions.

6. Maintain a respectful and supportive learning environment

Adult learners do not wish to be treated as inexperienced students. Before and during the training, identify potential barriers and adapt teaching methods accordingly. Provide clear explanations of assessment methods, ensuring that evaluation remains a supportive aspect of the learning process rather than a stress-inducing factor.

It is important to remember that many adult learners, especially those who have spent years in the workforce, may associate education with past challenges or disengagement. The instructional approach should be inclusive, engaging, and free from rigid, school-like structures, ensuring a positive and enriching learning experience for all participants.



3. Duration and teaching methods

The program consists of four structured modules, integrating different learning approaches to ensure a comprehensive and practical educational experience. These modules combine guided learning (theoretical instruction), work-based learning (practical exercises and hands-on application), and independent learning (self-directed study and research).

The total duration of the program is planned for 83 hours, distributed as follows:

- 23 hours of guided learning through theoretical instruction and interactive discussions.
- 30 hours of work-based learning, including hands-on practice with eLearning tools and digital content creation.
- 30 hours of independent learning, allowing participants to explore course materials, engage in self-study, and complete assignments.

This blended approach ensures that participants gain both theoretical knowledge and practical skills, preparing them to design, develop, and manage effective eLearning environments tailored to diverse educational needs.

4. Requirements for enrollment in the program

- At least 18 years of age

To enroll in this vocational education and training (VET) program, participants must meet specific qualification requirements aligned with the European Qualifications Framework (EQF), ensuring they have the necessary foundational knowledge and skills.

The minimum requirement for entry into the program is the completion of EQF Level 1, which corresponds to basic education, typically obtained at the end of elementary school. At this level, individuals have developed fundamental literacy and numeracy skills, providing them with a foundation for further learning.

While EQF Level 1 serves as the baseline, participants with higher educational qualifications are preferred. Those who have completed EQF Level 2, which represents lower secondary education, are expected to have acquired essential subject knowledge and the ability to perform simple tasks with guidance. Learners who have attained EQF Level 3, equivalent to upper secondary education or an initial vocational qualification, will already possess practical skills and knowledge in a specific field, enabling them to work under general supervision. Additionally, individuals with EQF Level 4 qualifications, which indicate a full secondary education or an advanced vocational training background, will have developed both technical and theoretical competencies, allowing them to work more independently and solve problems within their area of expertise.

5. Conditions for obtaining the program (completion of the program)



A final assessment will evaluate participants' proficiency in eLearning content creation, digital tool application, and instructional design principles based on pre-established achievement criteria. This assessment will include both theoretical and practical components, ensuring that learners can effectively apply their skills in real-world eLearning environments.

Upon successful completion of the final evaluation, each participant will receive a Certificate of Completion, recognizing their competencies in eLearning Architecture and their ability to develop and implement digital learning solutions.

6. Material conditions and learning environment for the execution of the program



Theoretical teaching

- Projector, teacher's computer with Internet access

Practical teaching

For the practical component, students will apply the theoretical concepts through hands-on experience in digital content creation, course structuring, and multimedia integration using industry-standard tools.

- eLearning Authoring Tools (Articulate Storyline, Adobe Captivate, etc.)
- Multimedia & Video Editing (Canva)

Pre-course assessment

In order to set an appropriate learning environment and to assess participant's starting point, a pre-course assessment form should be sent to all participants beforehand.

Based on the results of this needs assessment the educators' role will be adjusted. If the group is consisted of participants with none or very little previous knowledge on the topic of e-learning, it will be upon the educator to transfer the knowledge with more input. If, on the other hand, the group will be consisted of people with more previous knowledge on the topic the educator should focus more on facilitating the learning process.

Based on this assessment the educator will also be able to distribute time better, that is to increase allocated time for specific tasks when needed, or to decrease it and allocate it to another part of the module where more focus should be given.

The educator can use this self-assessment form (either send it in a document or as a link to any online survey tools):



eLearning Architects: Self-Assessment Form

Purpose: This form helps assess your prior knowledge and experience with eLearning to tailor the program to your needs.

1. How familiar are you with basic eLearning terminology (e.g., LMS, SCORM, instructional design)?

- ☐ No knowledge
- ☐ Basic understanding
- ☐ Intermediate knowledge
- ☐ Advanced proficiency

2. Have you ever designed or developed digital learning content?

- ☐ Never
- ☐ Once or twice (informal)
- ☐ Occasionally (e.g., workplace training)
- ☐ Regularly (professional experience)

3. Rate your experience with Learning Management Systems (e.g., Moodle, Canvas, Blackboard)

- ☐ Never used one
- ☐ Limited user (e.g., as a learner)
- ☐ Basic navigation/uploading content
- ☐ Advanced user (e.g., course administration)

4. How comfortable are you using digital authoring tools (e.g., Articulate Storyline, Adobe Captivate)?

- ☐ No experience
- ☐ Basic familiarity (e.g., simple edits)
- ☐ Intermediate skills (e.g., creating modules)
- ☐ Advanced proficiency (e.g., complex projects)

5. Are you familiar with instructional design models (e.g., ADDIE, SAM)?

- ☐ Never heard of them
- ☐ Recognize the names
- ☐ Understand basic principles
- ☐ Applied them in practice

6. Have you participated in creating or adapting traditional materials for digital formats?

- ☐ No
- ☐ Yes, minimally (e.g., converting documents to PDFs)
- ☐ Yes, moderately (e.g., adding interactivity)
- ☐ Yes, extensively (e.g., full course adaptations)

7. How would you rate your understanding of adult learning principles (andragogy)?

- ☐ No knowledge
- ☐ Basic awareness
- ☐ Practical application in past roles
- ☐ Formal training/experience

8. Have you worked on collaborative eLearning projects (e.g., with developers, SMEs)?

- ☐ Never
- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently

9. How confident are you in evaluating the effectiveness of eLearning programs?

- ☐ Not confident
- ☐ Somewhat confident
- ☐ Confident
- ☐ Very confident

10. What is your primary goal for enrolling in this program?

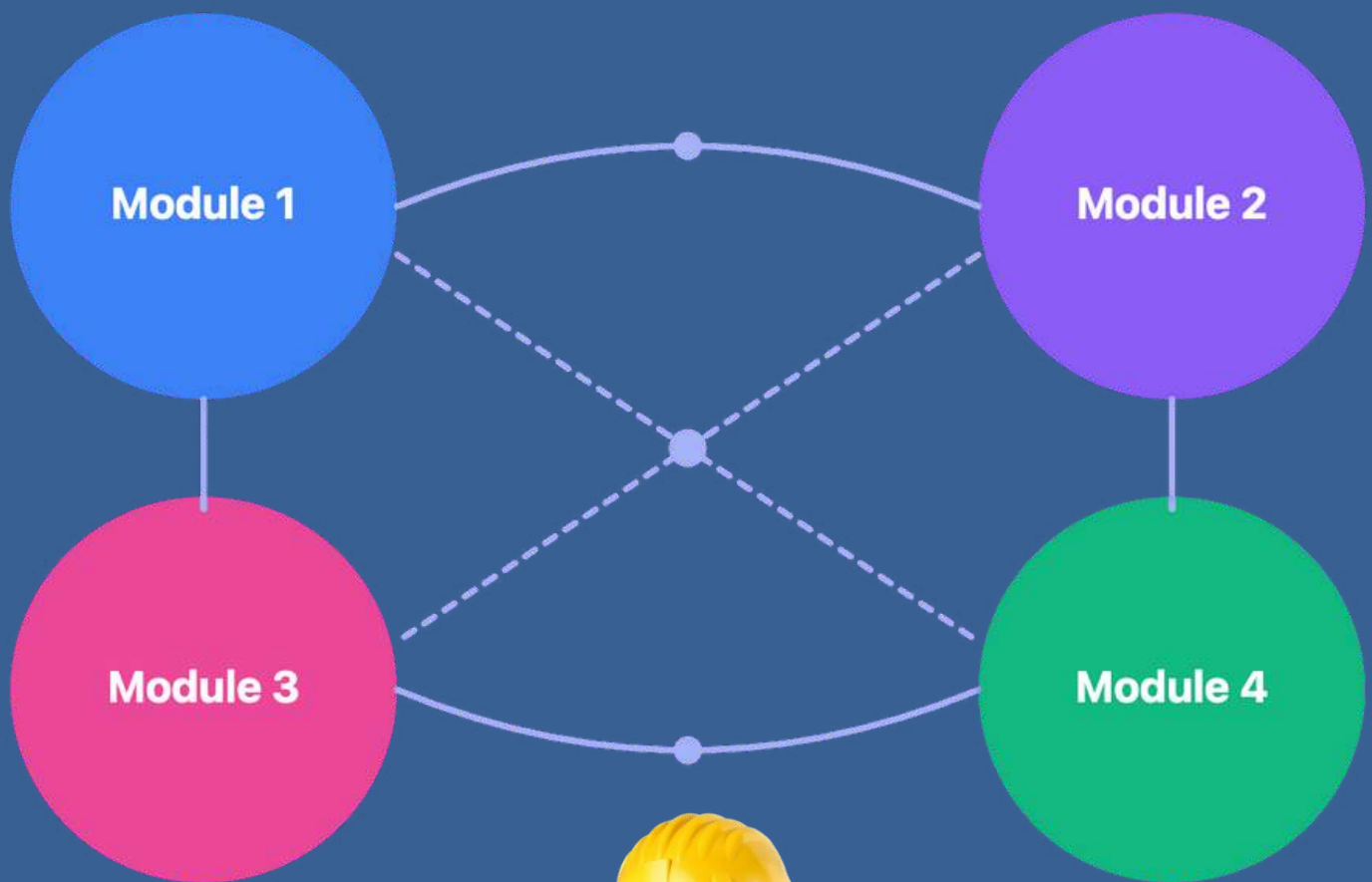
- ☐ Career change into eLearning
- ☐ Upskill for current role
- ☐ Start an eLearning business
- ☐ Explore personal interest

Thank you! Your responses will help us customize your learning experience.

7. Curriculum eLearning Architects

This curriculum is composed of 4 modules:

- MODULE 1: Foundations of eLearning Architecture
- MODULE 2: Content Creation and Adaptation for eLearning
- MODULE 3: Digital Tools and Technology in eLearning
- MODULE 4: Management and Implementation of eLearning Programs





MODULE 1.



Foundations of eLearning Architecture

Foundations of eLearning Architecture



Objectives:

- Understand the fundamental principles of eLearning and its evolution.
- Identify and apply key pedagogical theories in digital education.
- Differentiate between various eLearning models and their applications.
- Recognize emerging trends and technologies shaping the future of online education.
- Evaluate the effectiveness of digital learning strategies in different contexts.



Planned learning outcomes:

- Understand eLearning Fundamentals
 - Define eLearning architecture and its role in modern education.
 - Explain the historical development of eLearning from traditional to digital formats.
 - Identify the key components of effective eLearning environments.
- Apply Pedagogical Theories to eLearning
 - Differentiate between behaviorist, constructivist, and connectivist learning theories.
 - Apply instructional design models (ADDIE, SAM, Bloom's Taxonomy) in digital learning.
 - Recognize the importance of learner engagement and motivation strategies in online education.
- Analyze and Compare Digital Learning Models
 - Distinguish between synchronous and asynchronous learning methods.
 - Evaluate different eLearning delivery formats, including blended learning, microlearning, and hybrid models.
 - Assess the effectiveness of adaptive learning technologies and gamification in improving learner outcomes.

- Explore Emerging Trends and Technologies in eLearning
- Describe the impact of AI, AR/VR, and learning analytics in digital education.
- Understand the role of LMS platforms and cloud-based learning solutions.

These learning outcomes ensure that participants develop both theoretical knowledge and practical skills, preparing them for further learning in content creation, digital tools, and eLearning program management.



Duration:

Theoretical basics	Hours			
	Guided learning	Work-based learning	Independent learning	TOTAL
Chapter 1	2	/	3	5
Chapter 2	3	/	3	6
TOTAL				11



Literature:

Literature and specific teaching aids required for the realization of the module:

- Arola, T., & Aaltonen, S. (2023). Manual for e-Learning Design

Overview: This manual provides comprehensive guidance on creating e-learning courses, focusing on digital pedagogy, m-learning, and the use of learning management systems (LMS).

https://www.gtk.uni-pannon.hu/wp-content/uploads/2023/10/EN_Manual-for-e-learning-design_Raport-min.pdf

- Sangrà, A., Vlachopoulos, D., & Cabrera, N. (2012). Building an Inclusive Definition of E-Learning

Overview: This paper explores the conceptual framework of e-learning and its definitions in relation to technology, communication, and educational paradigms.

<https://files.eric.ed.gov/fulltext/EJ983277.pdf>

- Comparing 5 Popular Instructional Design Models for eLearning

Overview: This article explains instructional design frameworks like ADDIE and SAM, which are critical for Module 3: Digital Tools and Technology in eLearning.

<https://www.neovation.com/learn/83-comparing-5-popular-instructional-design-models-for-elearning>

- Baker, N., Kearney, D. B., & Zaza, C. (2021). Universal Design for Learning (UDL): Introduction and Overview

Overview: This resource provides a foundational understanding of UDL principles, which are essential for creating inclusive and accessible digital learning environments.

<https://ecampusontario.pressbooks.pub/universaldesignvls/part/main-content/>

- What is eLearning? By Smowltech

Overview: A concise video explaining the fundamentals of eLearning, its components, and its evolution.

<https://www.youtube.com/watch?v=z5Jf56W5HR0>

- What is the ADDIE Model? A Guide to Instructional Design - Training Industry

Overview: This article provides a very detailed and actionable overview of each phase of the ADDIE model. It includes examples, checklists, and practical tips.

<https://trainingindustry.com/wiki/entries/addie-model/>

- Thinkific Team. (2024) Synchronous vs. Asynchronous Learning: Which is Right for You?

Overview: Discusses the difference between these two methods

<https://www.thinkific.com/blog/synchronous-vs-asynchronous-learning/>

7.1.1. Chapter 1: Introduction to eLearning Architecture and Pedagogical Theories



Content

GUIDED LEARNING (2 HOURS)

Step 1: Welcome and Icebreaker (15 min)

- Activity: "Digital Learning Journey"

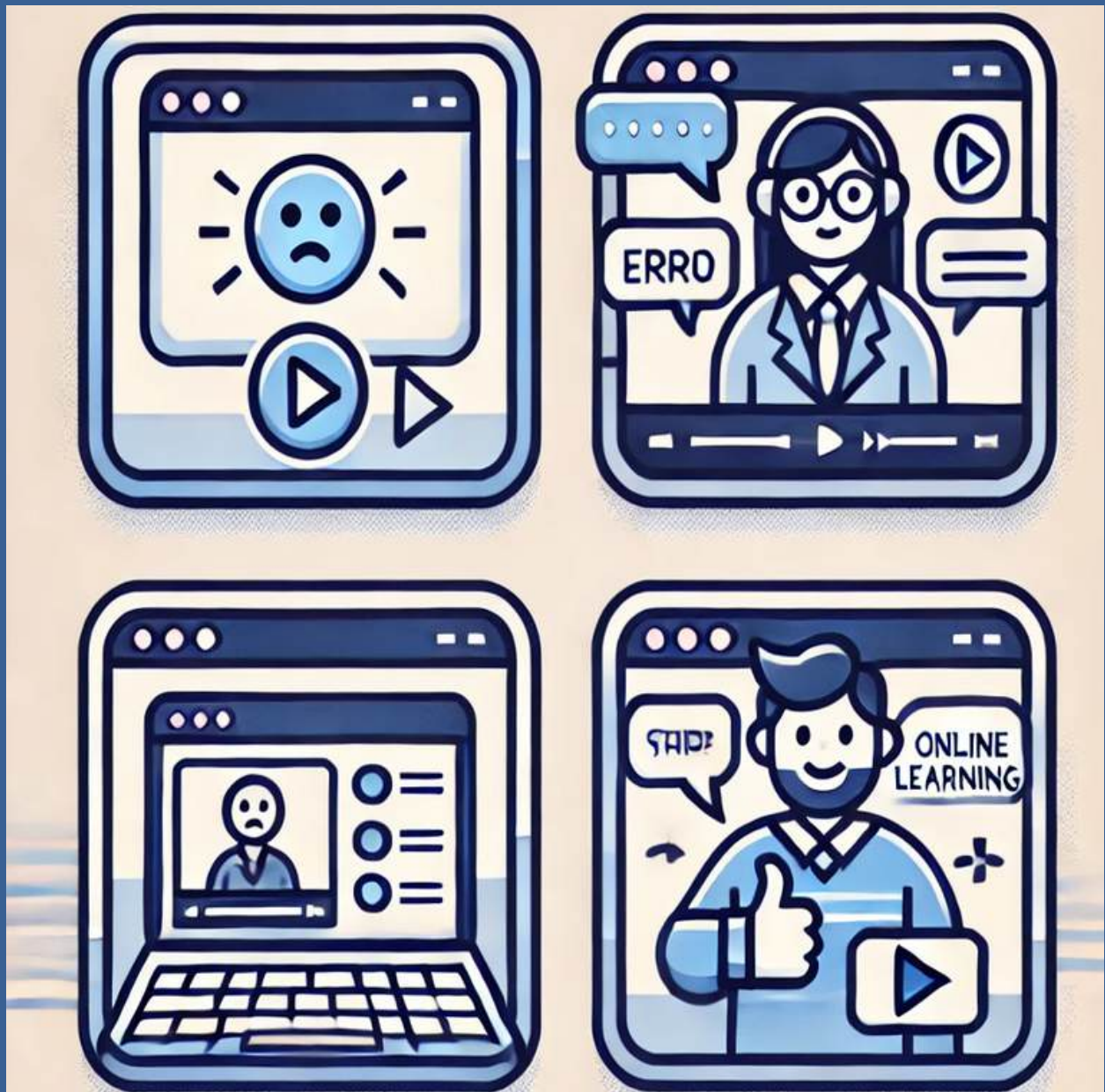
- Ask participants to think about their first experience with digital learning.
- In pairs or small groups, they share their stories.
- Each group presents one interesting insight.
- Facilitator links these experiences to the evolution of eLearning architecture.

- Methodology: Peer-sharing, group work

Before the session, use Digital Learning Journey Cards with different prompts related to eLearning experiences to divide participants in groups. Use number of cards deepening on your group size. You can use also others methods to divide persons in group. Once groups are formed, they discuss their past eLearning experiences for 5 minutes using these guiding questions:

- "What was your first experience with eLearning like?"
- "What challenges did you face?"
- "What worked well for you?"

Afterward, each group shares one key takeaway from their discussion with the whole class.



Step 2: Introduction to eLearning Architecture (30 min)

- Activity: "Building the eLearning Ecosystem"

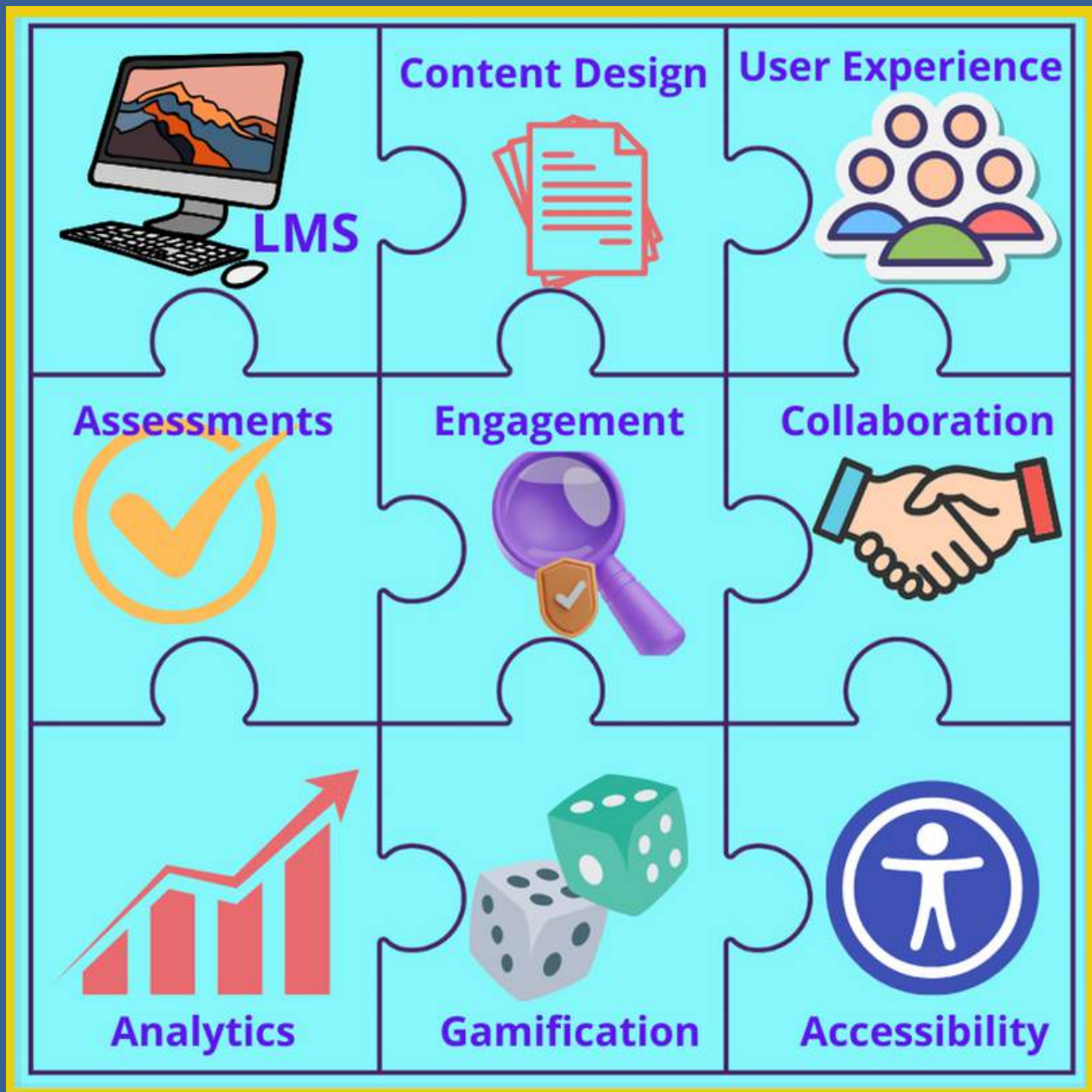
- Provide participants with printed puzzle pieces representing different elements of eLearning (e.g., LMS, content design, user experience, assessments).
- Ask them to assemble the puzzle, placing the pieces in the correct order to create a cohesive eLearning architecture.
- Facilitate a discussion on how different elements interact.

- Methodology: Group work, gamification, discussion.

Educator can use some of this questions:

- What do you think are the essential components of an effective eLearning system?
- Can you name some key challenges that educators face when designing digital learning environments?

- How do you think different eLearning elements (such as content design, user experience, and assessments) work together?
- Have you ever used an LMS (Learning Management System)? What features did you find most useful?
- Why do you think it's important to structure an eLearning ecosystem properly?



Step 3: Understanding Pedagogical Theories (30 min)

- Activity: "Learning Theories in Action"

-Divide participants into three teams, each representing one major learning theory:

1. Behaviorism (learning through reinforcement)
2. Constructivism (learning through experience)
3. Connectivism (learning through networks)

-Give each team a case study of an eLearning scenario.

-They must analyze the scenario and apply their assigned theory to improve the eLearning experience.

-Each group presents their findings.

- Methodology: Group discussion, experiential learning.

Introduction (5 min) – Facilitator-led Explanation

- Begin by introducing the three major learning theories:



Briefly discuss how each theory influences the design of eLearning environments.

2. Group Work (15 min) – Case Study Analysis

Divide participants into three teams and assign each one a learning theory:

- Team 1: Behaviorism
- Team 2: Constructivism
- Team 3: Connectivism

- Distribute case study scenarios (one common scenario or different ones) that describe an eLearning challenge (e.g., low engagement in an online course, ineffective assessment methods, or difficulties in retaining knowledge).
- Each group analyzes the scenario through the lens of their assigned theory and develops solutions for improving the eLearning experience.

- Guiding questions for discussion:

1. How does your assigned theory explain the learning process in this scenario?
2. What strategies or techniques would be most effective based on this theory?
3. How would you structure the learning experience to enhance engagement and knowledge retention?
4. What role does the learner play in your approach? What role does the educator play?
5. How would your approach be different from the other two learning theories?

3. Group Presentations & Discussion (10 min) – Sharing Insights

- Each team presents their findings (2-3 minutes per team).
- Encourage participants to compare approaches and discuss which theory might be most effective for different types of learners and learning environments.
- Facilitator asks reflection questions to guide discussion:
 1. Which approach feels most natural for digital learning?
 2. Are there elements of multiple theories that can be combined?
 3. How do these theories apply to real-world eLearning program design?

Step 4: Debate – Synchronous vs. Asynchronous Learning (30 min)

- Activity: "Learning in the Digital Age"
 - Assign half of the group to advocate for synchronous learning and the other half for asynchronous learning.
 - Give them opportunity to use internet to explore 2 ways of learning
 - Each team prepares arguments and engages in a structured debate.
 - Facilitator summarizes key points and highlights the benefits and challenges of both.
- Methodology: Debate, critical thinking.

Step 5: Reflection and Wrap-up (15 min)

- Activity: "Exit Ticket"

-Participants write down one key takeaway and one question they still have about eLearning architecture and pedagogical theories.

-Facilitator collects responses and provides a short recap.

- Methodology: Reflection, participatory learning.

INDEPENDENT LEARNING TASK (3 HOURS)

1. Research (1h): Read or watch one resource (e.g., What is eLearning? video) and take notes on eLearning components and three learning theories (Behaviorism, Constructivism, Connectivism).
2. Case Study (1h): Choose an eLearning platform (Coursera, Duolingo, Moodle) and analyze how it applies each learning theory, then write a 200-word reflection.
3. Practical Application (30 min): Create a simple lesson outline (bullet points or a slide) using one theory.
4. Reflection (30 min): Answer: Which theory do you prefer and why? and How could the platform improve using these theories?



7.1.2. Chapter 2: Instructional Design Models and Best Practices in eLearning



Content

Guided Learning (3 hours)

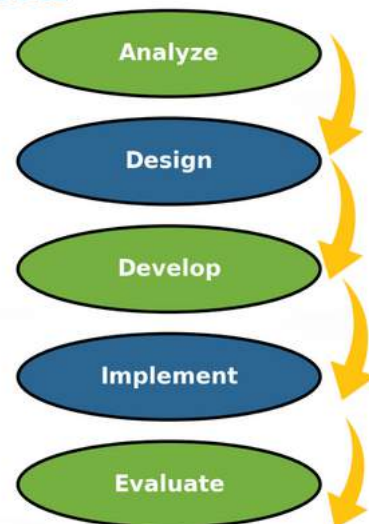
Step 1: Introduction to Instructional Design (30 min)

- Activity: "What Makes a Great eLearning Course?"
 - Educator presents examples of effective and ineffective eLearning courses (screenshots, short videos).
 - Participants analyze and discuss what makes a course engaging or ineffective.
 - Key discussion points:
 1. Structure & flow
 2. Interactivity & engagement
 3. Clarity of instructions & accessibility
- Methodology: Group discussion, interactive presentation.

Step 2: Exploring Instructional Design Models (60 min)

- Activity: "Instructional Design in Action"
 - Facilitator introduces four instructional design models:
 1. ADDIE Model (Analysis, Design, Development, Implementation, Evaluation)
 2. SAM Model (Agile development with iterative cycles)
 3. Bloom's Taxonomy (Learning objectives from basic to advanced skills)
 4. Gagné's Nine Events of Instruction (Step-by-step framework for lesson design)

ADDIE MODEL



- Participants are divided into four small groups, each assigned a model.
 - Each group explores their assigned model and prepares a brief 3-minute explanation using a real-world eLearning example.
 - Groups present their findings.
- Methodology: Group work, collaborative learning, presentations.

Step 3: Best Practices in eLearning Design (45 min)

Activity: "eLearning Do's and Don'ts"

- Educator shares best practices for creating engaging eLearning courses:
 - Multimedia & gamification
 - Interactive elements (quizzes, scenarios, branching choices)
 - Clear learning objectives
 - Inclusivity & accessibility
 - Participants are shown before-and-after examples of eLearning course improvements.
 - In pairs, participants identify possible improvements for an existing eLearning lesson.
- Methodology: Case study analysis, paired discussion

Step 4: Ensuring Learning Outcomes Are Met (30 min)

Activity: "Designing for Success"

- Educator introduces assessment strategies:
 1. Formative vs. summative assessments
 2. Using quizzes, discussions, and peer reviews
 3. Tracking learner progress through analytics
 - Participants evaluate an existing assessment and suggest improvements to make it more engaging.
- Methodology: Interactive discussion, hands-on evaluation.

Step 5: Wrap-Up & Reflection (15 min)

Activity: "Exit Ticket – Your eLearning Course Blueprint"

- Participants write down:
 1. One new insight about instructional design.
 2. One improvement they would make in an eLearning course.
- Educator summarizes key takeaways and answers final questions.

- Methodology: Individual reflection, participatory learning.

INDEPENDENT LEARNING (3 HOURS)

1. Research (60 min): Explore an instructional design model (ADDIE, SAM, or Bloom's Taxonomy) and summarize its key steps in your own words.
2. Lesson Breakdown (60 min): Take an online course you've previously completed (e.g., Duolingo, LinkedIn Learning) and break down one lesson using your chosen instructional model. Identify which steps are missing or well implemented.
3. Create a Mini Course Structure (45 min): Design a 5-step eLearning module for any topic using one instructional design model, outlining key objectives, activities, and assessments.
4. Self-Reflection (15 min): Consider: How does instructional design impact engagement? and What challenges arise when applying these models to digital learning?





MODULE 2.



Content Creation and
Adaptation for eLearning

Content Creation and Adaptation for eLearning



Objectives:

- Design well-structured and engaging digital learning materials.
- Incorporate multimedia elements effectively into eLearning content.
- Ensure compliance with accessibility standards for inclusive education.
- Define clear, measurable learning outcomes for eLearning courses.
- Select suitable digital delivery modes to achieve specific learning outcomes.
- Adapt content to maximize alignment with digital delivery strategies.



Planned learning outcomes:

- Identify the principles of effective content structuring and apply them to create organized eLearning materials.
 - Recognize the importance of logical sequencing and clarity in digital content creation.
 - Utilize tools like outlines, templates, or frameworks to organize content systematically.
- Evaluate multimedia options and integrate appropriate elements to enhance learning content.
 - Differentiate between multimedia types (e.g., videos, infographics, interactive elements) to suit various learning styles.
 - Implement multimedia elements that align with the course's objectives and enhance learner engagement.
- Develop and adapt eLearning materials to meet accessibility requirements, ensuring inclusivity for diverse learners.
 - Apply accessibility guidelines, such as adding alt texts for images and captions for videos, to make content accessible to all learners.

-Apply principles of Universal Design for Learning (UDL) to ensure accessibility and inclusivity.

-Evaluate eLearning content using accessibility standards to ensure compliance and inclusivity.

- Create precise learning outcomes tailored to eLearning courses using best practices.

-Write specific, measurable, achievable, relevant, and time-bound (SMART) learning outcomes for eLearning modules.

-Connect learning outcomes to broader course goals for cohesive educational experiences.

- Adapt content and delivery methods to ensure optimal alignment with stated learning outcomes.

-Adjust teaching materials and activities to ensure they directly support desired learning outcomes.

-Incorporate feedback loops to measure the effectiveness of the alignment between content and delivery methods.



Duration: 24 hours

Theoretical basics	Hours			
	Guided learning	Work-based learning	Independent learning	TOTAL
Chapter 1	4	6	4	14
Chapter 2	3	6	3	12
TOTAL				26



Literature:

Literature and specific teaching aids required for the realization of the module:

- "Learning content design and learner adaptation for adaptive e-learning environment" by K.R. Premlatha & T.V. Geetha:

Overview: This paper provides a detailed review of learning content design and adaptation levels in eLearning environments. It explores how content can be tailored to learners' needs and the components necessary for effective adaptation.

https://www.researchgate.net/publication/278033488_Learning_content_design_and_learner_adaptation_for_adaptive_e-Learning_environment_-_A_Survey

- "Use of Adaptive Study Material in Education in E-learning Environment" by Kateřina Kostolányová and Jana Šarmanová:

Overview: This article discusses personalized education and the creation of adaptive study materials tailored to individual learning styles. It emphasizes the pedagogical analysis required for eLearning.

<https://files.eric.ed.gov/fulltext/EJ1034392.pdf>

- "Adaptive Learning Using Artificial Intelligence in e-Learning: A Literature Review" by Ilie Gligorea et al.:

Overview: This review highlights the integration of AI and machine learning in adaptive learning systems, focusing on personalization and effectiveness in eLearning.

<https://www.mdpi.com/2227-7102/13/12/1216>

- "Collaborative Online activities- a guide to good content", Open University

<https://www.open.ac.uk/blogs/learning-design/wp-content/uploads/2020/04/Collaborative-activities-booklet-V2.5.pdf>

- "Accessible Digital Content " guidelines for educators

<https://accessibledigitallearning.org/for-educators/>

- Free authoring tools with educator guides:

H5P <https://h5p.org/documentation>

Canva for Education <https://www.canva.com/education/>

Rise 360 templates <https://community.articulate.com/kb/user-guides/rise-360-use-real-content-templates/1078687>

7.2.1. Chapter 1: Structuring Content, Multimedia Integration, and Accessibility



Content

GUIDED LEARNING (4 HOURS)

Step 1: Understanding the Learning Process and Styles in eLearning (2h)

- Objectives:

- Participants will gain an understanding of the learning process and its key components.
- Participants will explore different learning styles, focusing on auditory and visual preferences.
- Participants will compare traditional learning methods with digital e-learning environments, identifying key considerations for eLearning design.

Session Flow:

I. INTRODUCTION TO THE LEARNING PROCESS (45 MINUTES)

- Facilitators Input:

- Overview of the learning process: stages from acquisition to application.
- Explanation of cognitive, affective, and psychomotor domains.
- Discussion on how learning objectives align with these domains.

- Individual Activity:

- Reflect on personal learning experiences and identify stages of learning.
- Share insights in a brief discussion.

II. EXPLORING LEARNING STYLES (45 MINUTES)

- Facilitators Input:

- Introduction to learning styles with a focus on auditory and visual learners.
- Characteristics of auditory learners: preference for listening, discussions, and verbal instructions.
- Characteristics of visual learners: preference for images, diagrams, and written instructions.

- Group Activity:

- In small groups, participants discuss and identify their own learning styles.
- After that, facilitator provides them with a set of different methods usually found in various learning environments, and participants discuss in small groups which method is appropriate for different learning styles and which of those methods can be transferred to online learning environments.
- Each group presents its findings to the rest of the participants and facilitator wraps up this part.

III. TRADITIONAL LEARNING VS. ELEARNING (30 MINUTES)

- Facilitators Input:

- Compare ex-cathedra (lecture-based) traditional learning with eLearning environments.
- Highlight differences: interaction, flexibility, resources, and learner autonomy.
- Key focus areas for eLearning architects: interactivity, multimedia integration, user engagement, and accessibility.

- Group Discussion:

- Participants discuss the benefits and challenges of both learning environments.
- How can eLearning architects enhance the learning experience?

- Resources for Educators:

- "The Adult Learner" by Malcolm Knowles – for understanding adult education principles.
- "Learning Styles and Strategies" by Richard M. Felder and Barbara A. Soloman – for insights on learning styles.
- "E-Learning and the Science of Instruction" by Ruth Colvin Clark and Richard E. Mayer – for designing effective eLearning.

Learning outcome: This lecture will lay the foundation for participants to not only understand their learning process and style but also to critically engage with the transition from traditional to digital learning environments, enabling them to design impactful eLearning experiences.

Step 2: Introduction to Content Structuring (30 minutes)

- Objective:

- Enable participants to understand the principles of effective content structuring and apply these concepts to improve eLearning materials.

- Preparation:

- Select two sample learning materials beforehand:

- 1.A well-structured example with clear headings, logical flow, and engaging visuals.

- 2.A poorly-structured example lacking clarity, organization, and visual aids.

- Print or display these samples for participants to analyze.

- Prepare guiding questions for the discussion (listed below).

Session Flow:

1. INTRODUCTION (5 MINUTES):

- Facilitator explains the importance of content structuring in eLearning, linking it to learner engagement and retention.

- Highlight the key features of well-organized content (e.g., logical sequencing, visual clarity, and clear learning objectives).

2. GROUP ANALYSIS (20 MINUTES):

Divide participants into small groups (3–5 members per group).

- Activity:

- Distribute the two sample learning materials to each group.

- Ask them to analyze the materials and note observations using guiding questions:

- 1.What are the key features of well-organized content in the structured example?

- 2.What makes the poorly structured material less effective?

- 3.How can the poorly structured material be improved?

- Groups discuss their findings and brainstorm solutions collaboratively.

3. GROUP PRESENTATIONS AND FEEDBACK (5 MINUTES):

- Each group shares one improvement suggestion for the poorly structured material.

-Facilitator summarizes common themes and effective strategies for structuring content, ensuring every participant grasps the key takeaways.

- Methodology:

-Peer collaboration: Encourages collective problem-solving and shared perspectives.

-Critical analysis: Promotes deeper understanding of the principles and challenges of structuring content.

- Key Questions for Discussion:

-What are the defining features of well-organized content?

-How does structure improve engagement and retention?

-What elements should be prioritized when organizing content for eLearning?

Wrap up after debriefing: Facilitator should note down the key points and connect them with the theory. Also, add the missing points if there are any. Make the notes on flipchart or through any online tool adequate for this purpose (Canva, Padlet, etc.)

Step 3: Exploring Multimedia Integration (45 Minutes)

- Objective:

-Empower participants to evaluate different multimedia types for eLearning and apply these insights to design engaging, multimedia-enhanced content.

- Preparation:

-Select a variety of eLearning content examples that utilize different multimedia elements (e.g., video tutorials, infographics, animations, audio recordings).

-Prepare slide templates for participants to use in their multimedia design activity.

-Ensure access to design tools such as PowerPoint, Canva, or any other multimedia software.

Session Flow:

1. INTRODUCTION (5 MINUTES):

-Facilitator briefly explains the role of multimedia in enhancing eLearning, focusing on its ability to engage learners and support different learning styles.

-Highlight the importance of choosing the right multimedia type based on the learning objectives and learning styles.

2. PAIR WORK – MULTIMEDIA EVALUATION (15 MINUTES):

-Divide participants into pairs and provide them with printed or displayed examples of eLearning content.

- Activity:

-Ask each pair to evaluate the effectiveness of the multimedia elements in the examples.

-Guiding questions for analysis:

- 1.Which multimedia elements stand out and why?
- 2.How effectively do the elements support the learning objectives?
- 3.Are there any challenges or distractions caused by the multimedia?

-Pairs note their observations and prepare to share insights

3. HANDS-ON CREATION (20 MINUTES):

- Activity: "Designing Visual Appeal"

-Provide each pair with a slide template and ask them to design a multimedia-enhanced slide for a sample eLearning lesson.

-Encourage them to incorporate one or more multimedia elements, such as images, videos, animations, or infographics, based on the lesson's topic and objectives.

-Facilitator offers guidance on technical aspects (e.g., embedding videos, choosing accessible visuals).

4. SHARING & FEEDBACK (5 MINUTES):

-Pairs present their slides to the group, explaining their choice of multimedia elements and how these enhance the content.

-Facilitator and peers provide constructive feedback, focusing on alignment with learning goals and overall effectiveness.

- Methodology:

-Pair Work: Promotes collaboration and shared learning.

-Hands-On Creation: Encourages practical application of multimedia integration concepts.

-Feedback Loop: Enhances understanding through peer and facilitator input.

- Reflection Questions for Participants:

- Which multimedia elements are most engaging for learners, and why?
- What challenges did you encounter during the integration process?
- How can multimedia be used to address different learning styles?

Step 4: Understanding Accessibility in eLearning (45 minutes)

- Objective:

-Equip participants with practical skills to evaluate and modify eLearning content to meet accessibility standards while emphasizing the importance of inclusivity and regulatory compliance.

- Preparation:

- Select a sample eLearning module (e.g., a lesson plan, slide deck, or video) that participants can modify
- Prepare accessibility guidelines and checklists (e.g., WCAG 2.1 standards) for reference during the activity.
- Ensure participants have access to tools or platforms (e.g., PowerPoint, Canva) for implementing changes.

Session Flow:

1. INTRODUCTION (10 MINUTES):

- Facilitator explains the concept of accessibility in eLearning, focusing on its role in creating inclusive and equitable learning experiences.
- Discuss key accessibility principles such as:
 - Providing alternative text (alt text) for images.
 - Adding captions or subtitles to videos.
 - Using readable fonts and high contrast colors for text and visuals.
- Highlight legal and ethical reasons for ensuring accessibility (e.g., compliance with standards like WCAG, promoting equal opportunities).

2. GROUP COLLABORATION – ACCESSIBILITY MODIFICATIONS (25 MINUTES):

- Divide participants into small groups (4–5 members per group).
- Activity:
 - Provide each group with the sample eLearning module.

- Ask them to identify accessibility gaps (e.g., missing captions, unclear text formatting, lack of alt text) and propose solutions using the checklist provided.
- Groups collaborate to implement modifications and improve the accessibility of the content.

- Facilitate discussions as needed to ensure participants understand how their changes promote inclusivity.

3. GROUP PRESENTATIONS AND FACILITATOR FEEDBACK (10 MINUTES):

- Each group presents one key accessibility improvement they made and explains its significance for learners.

- Facilitator provides constructive feedback, emphasizing best practices and additional considerations for accessibility.

- Methodology:

- Group Work: Encourages collaboration and hands-on problem-solving.

- Practical Application: Reinforces the importance of applying theoretical knowledge to real-world scenarios.

- Facilitator-Led Feedback: Ensures alignment with accessibility standards and best practices

- Key Questions for Discussion:

- Why is accessibility critical in eLearning, both ethically and legally?

- What tools (e.g., WAVE, Axe, Microsoft Accessibility Checker) can help ensure compliance with accessibility standards?

- How can improved accessibility benefit learners and educators alike?

- Teaching Tools

- Multimedia planning grid – helps educators teach how to match content types to media (e.g. infographics for stats, videos for processes).

- Accessibility checklist – simplified WCAG guidelines that trainers can use when evaluating content with learners.

- Template for content alignment mapping – helps visualize the link between learning outcomes and delivery methods (great for guided practice).

WORK-BASED LEARNING (6 HOURS)

Participants engage in hands-on tasks to deepen their understanding of eLearning content design, multimedia integration, and accessibility standards. This activity bridges theory with practical application, ensuring real-world readiness.

Step 1: Planning the eLearning Module Design (1 hour)

- Objective:

- Establish a framework for the module that emphasizes structured content, multimedia integration, and accessibility.

- Steps:

- 1.Review: Participants revisit the concepts learned in Guided Learning sessions, focusing on content structuring principles, effective multimedia use, and accessibility standards.

- 2.Outline Creation:

- Define the learning objectives for the module.
- Draft an outline that organizes the module into sections or units.

- 3.Guidance: Facilitator provides appropriate texts, templates and checklists for structuring content effectively (e.g., logical flow, clear headings).

Step 2: Content Design and Multimedia Integration (2 hours)

- Objective:

- Create engaging and well-structured content using multimedia elements that suit the module's objectives.

Steps:

- 1.Content Development:

- Write clear instructional text and learning materials based on the module's outline.
- Prioritize clarity and logical sequencing.

- 2.Multimedia Creation:

- Select appropriate multimedia elements such as images, videos, animations, or infographics.

-Use design tools like Canva, PowerPoint, or Adobe Spark to create multimedia content.

3.Review: Ensure all multimedia elements are relevant, accessible, and support the learning objectives.

-Facilitator provides feedback on alignment and engagement strategies.

Step 3: Accessibility Implementation (2 hours)

- Objective:

-Modify the designed module to meet accessibility standards and promote inclusivity.

- Steps:

1.Accessibility Review:

-Participants use accessibility checklists to identify gaps (e.g., missing alt text for images, unreadable fonts, lack of captions for videos).

-Facilitator explains key tools like WAVE, Axe, or Microsoft Accessibility Checker.

2.Modification:

-Add accessibility features such as alt text for images, captions/subtitles for videos, high contrast colors, and scalable fonts.

-Ensure navigation is user-friendly for learners with diverse needs.

3.Testing Accessibility:

-Use an accessibility platform to test the module (e.g., check contrast ratios, verify screen reader compatibility).

-Document findings and adjust the module based on test results.

Step 4: Peer Review and Feedback (1 hour)

- Objective:

-Assess and refine the module design through peer collaboration and facilitator guidance.

Steps:

1.Presentation:

-Each participant (or group) presents their designed module to peers, explaining how they addressed structure, multimedia, and accessibility.

2. Peer Feedback:

-Peers evaluate the module using structured criteria provided by the facilitator (e.g., alignment with objectives, effectiveness of multimedia, accessibility compliance).

3. Refinement:

-Participants incorporate feedback to finalize their module design.

Outcome:

By the end of the Work-Based Learning activity, participants will:

- Develop a functional eLearning module demonstrating proper structure, engaging multimedia, and robust accessibility features.
- Gain confidence in using tools and methodologies to test and enhance accessibility in digital learning environments.

INDEPENDENT LEARNING (4 HOURS)

Tasks include:

- Research (1 hour): Explore two case studies showcasing innovative multimedia use and accessibility approaches in eLearning. Write a reflection on lessons learned.
- Select two case studies or examples from reputable sources (e.g., academic articles, eLearning design reports, or instructional design websites).
- Focus on identifying unique multimedia integration techniques (e.g., interactive videos, augmented reality, gamification) and accessibility solutions (e.g., use of screen readers, color contrast tools, captioning).
- Take notes on:
 - The technologies and methods utilized.
 - Challenges encountered and solutions developed.
 - The impact on learner engagement and inclusivity.
- Reflection Output: Write a 300-word summary comparing the two case studies, highlighting the most valuable lessons learned and how they can be applied to your own eLearning design.

Examples of case studies:

Case Study 1: Accessible eLearning Using Inclusive Design

- Source: Harbinger Group
- Overview:
- This case study focuses on an educational institution in Washington that

aimed to create an accessible and immersive online learning experience for students in healthcare programs.

- Technologies & Methods:

- Simulation-based assessments for hands-on learning.
- Persona-based design to tailor accessibility features.
- Integration of electronic medical record (EMR) systems for real-world application.

- Challenges & Solutions:

- Ensuring accessibility for students with disabilities—achieved through UX-focused design and adaptive learning tools.
- Balancing engagement with compliance—interactive elements were used to maintain learner interest.

- Impact:

- Improved learner engagement and inclusivity.
- Career readiness for healthcare students through practical exposure.

Case Study 2: Open University's Accessibility Model

- Source: eLearning Industry

- Overview:

- The Open University in the UK, known for its distance learning programs, implemented accessibility-first design principles to support over 31,000 students with disabilities.

- Technologies & Methods:

- Embedded figure descriptions, transcripts, and alternative formats for all courses.
- Custom virtual learning environment (VLE) optimized for accessibility.
- System Usability Scale evaluations to refine user experience.

- Challenges & Solutions:

- Navigational barriers—addressed through intuitive UI design.
- Ensuring engagement in asynchronous learning—interactive discussions and multimedia elements were incorporated.

- Impact:

- Enhanced accessibility for all learners, not just those with disabilities.
- Increased student satisfaction and retention rates.

- Practical Application (2 hour):

- Revise a piece of existing content to enhance structure and accessibility.
- Choose a piece of content (e.g., a lesson plan, a PowerPoint slide, or an instructional document).

- Focus on:

- Improving its structure by organizing it into clear sections or logical flow.
- Integrating multimedia elements like videos, images, or interactive elements (use freely available tools like Canva or Vyond).
- Implementing accessibility features (e.g., using alt text for images, adding captions to videos, ensuring font readability).

- Practical Output:

- Submit the revised content along with a brief explanation (200–250 words) of the changes made and how they enhance learner experience.

- Reflection (1 hour): Write a personal analysis—how structuring, multimedia, and accessibility impact learner success.

- Reflect on:

- How organizing content influences understanding and retention of knowledge.
- The role of multimedia in engaging learners and catering to different learning styles.
- The significance of accessibility in ensuring inclusivity for diverse learner groups.

Consider examples from the research and practical application tasks as evidence to support your analysis.

- Reflection Output: Write a 500-word personal analysis addressing:

- Which element (structure, multimedia, or accessibility) you believe has the greatest impact on learner success and why.
- Suggestions for improvement in eLearning design practices based on your insights.

7.2.2. Chapter 2: Aligning Learning Outcomes with Digital Delivery Modes



Content

GUIDED LEARNING (3 HOURS)

Step 1: Introduction to Learning Outcomes and Digital Delivery Modes (30 minutes)

- Activity: "Outcome Match-Up"
 - Provide participants with cards featuring examples of learning outcomes and digital delivery methods (e.g., interactive quizzes, virtual classrooms, video tutorials).
 - In small groups, participants match learning outcomes with the most suitable delivery methods.
- Methodology: Group work, gamification.
- Reflection:
 - What factors determine the best match between outcomes and delivery modes?
 - How do learner needs influence this alignment?

Step 2: Case Study – Adapting Content to Delivery Modes (75 minutes)

- Activity: "From Plan to Practice"
 - Participants are divided into teams and given a case study of an eLearning course with specific learning outcomes.
 - Each team selects an appropriate delivery mode and outlines a plan for adapting the content to fit this mode effectively.
- Methodology: Teamwork, problem-solving, hands-on application.

Discussion prompts:

- How does the delivery mode enhance or limit achieving the outcomes?

-What are the potential challenges of adapting content for this delivery method?

Examples of case study

Case Study 1: Corporate Compliance Training

- Scenario:

- A large corporation is rolling out a mandatory compliance training on workplace ethics.
- The goal is to ensure employees understand policies and can apply them in real-world situations.

- Delivery Mode:

- eLearning with interactive modules and knowledge checks.

- Challenges:

- How can interactivity enhance engagement and retention?
- What are the risks of employees rushing through the course without absorbing key takeaways?
- How can adaptive learning technology be leveraged to reinforce key principles?

Case Study 2: Technical Skills Workshop

- Scenario:

- A tech company needs to train software engineers on a new programming language.
- The learning outcomes include mastering syntax, debugging, and writing efficient code.

- Delivery Mode:

- Hybrid—self-paced video tutorials combined with live coding sessions and peer review.

- Challenges:

- How can self-paced content balance foundational knowledge with application?

- What are the advantages of peer feedback and live coding exercises?
- How should assessments be designed to verify proficiency?

Case Study 3: Soft Skills Development for Customer Service

- Scenario:

- A retail company wants to improve its customer service representatives' communication and conflict resolution skills.

- Delivery Mode:

- Gamified simulation and role-playing exercises in virtual reality.

- Challenges:

- What elements of gamification can enhance learning outcomes?
- How can immersive scenarios simulate real-world interactions effectively?
- What strategies can be used to ensure learners reflect on their experiences and improve performance?

Case Study 4: Academic Online Course for University Students

- Scenario:

- A university is transitioning an economics course to a fully online format.
- The learning outcomes include understanding fundamental economic principles and applying them to case studies.

- Delivery Mode:

- Asynchronous learning with recorded lectures, discussion boards, and quizzes.

- Challenges:

- How can asynchronous discussions promote meaningful engagement?
- What strategies can be used to prevent knowledge gaps in a self-paced environment?
- How can assessments be designed to ensure comprehension rather than rote memorization?

Step 3: Evaluating Alignment – Hands-On Exercise (75 minutes)

- Activity: "The Alignment Audit"

-Participants evaluate a sample eLearning course (or a segment) to assess how well its content aligns with its stated outcomes and delivery methods. Facilitator guides them through an alignment checklist

- Methodology: Practical evaluation, critical thinking.

- Questions for evaluation:

-Are the learning outcomes clearly defined and measurable?

-Do the delivery modes effectively support the achievement of these outcomes?

-How can misalignments be corrected?

WORK-BASED LEARNING (6 HOURS)

Participants apply what they've learned by:

- 1.Designing or revising a short eLearning module with clearly aligned outcomes and delivery modes.
- 2.Testing and refining their content using peer feedback to ensure alignment and effectiveness.

INDEPENDENT LEARNING (3 HOURS)

Tasks include:

1. Research (1 Hour): Explore resources on best practices for aligning outcomes with delivery methods. Write a summary of actionable insights.

2. Content Analysis (30 min): Analyze an eLearning course and provide a critique of its alignment between outcomes and delivery modes.

3. Practical Application (1 Hour): Develop a learning outcome and design a corresponding activity or content piece using an appropriate digital delivery mode.

4. Reflection (30 min): Write a personal assessment of your own content alignment strategies and how they can be improved.



MODULE 3.



Digital Tools and Technology in eLearning

Digital Tools and Technology in eLearning



Objectives:

- Identify and differentiate between authoring tools and LMS platforms for eLearning development.
- Apply criteria to select appropriate digital tools based on specific learning needs and technical contexts.
- Develop and structure a basic eLearning module using authoring tools and LMS platforms.
- Analyze the potential of emerging technologies to enhance digital learning experiences.
- Explore accessible innovative tools and assess their usability and relevance.
- Integrate selected emerging technologies into an eLearning course to improve learner engagement.
- Apply structured peer review to evaluate the usability and effectiveness of digital learning solutions.
- Reflect critically on the challenges and opportunities of selecting and implementing innovative technologies in course design.



Planned learning outcomes:

- Understand and differentiate between authoring tools and LMS platforms for eLearning development.
- Identify key characteristics and functionalities of various LMS platforms and authoring tools.
- Compare tools using structured rubrics based on ease of use, multimedia capabilities, evaluation options, SCORM compatibility, and pricing.
- Apply tool selection criteria to different practical case scenarios in eLearning environments.
- Design and structure a functional eLearning module integrating interactive multimedia elements.

- Plan a mini eLearning course with clear objectives, content structure, and tool selection.
- Create and organize course materials within an LMS, integrating interactive activities using an authoring tool.
- Evaluate and refine the course based on structured peer feedback to ensure alignment with learning objectives.

- Explore and apply emerging technologies to innovate digital learning.

- Investigate the potential of emerging technologies such as AI, AR/VR, gamification tools, and learning analytics.
- Analyze and compare the suitability of different emerging tools through collaborative activities and case scenarios.
- Integrate an emerging technology into an eLearning course prototype, justifying its educational relevance.

- Reflect critically on the integration of digital and emerging technologies in eLearning design.

- Develop a personal strategy for tool selection based on reflection and peer evaluation.
- Assess the challenges and opportunities encountered during tool integration and course development.
- Reflect on learning methods and personal growth throughout the guided, work-based, and independent learning activities.



Duration:

Theoretical basics	Hours			
	Guided learning	Work-based learning	Independent learning	TOTAL
Chapter 1	2.5	4.5	4	11
Chapter 2	2.5	4.5	4	11
TOTAL				22



Literature:

Literature and specific teaching aids required for the realization of the module:

- UNESCO (2021) – The Futures of Education: Learning to Become

Overview: Provides an essential global framework for understanding how emerging technologies can transform education systems and methodologies.

<https://unesdoc.unesco.org/ark:/48223/pf0000376709>

- eLearning Industry – 5 Types of Bad eLearning Course Design and How to Avoid Them

Overview: Highlights common mistakes in eLearning design and offers practical advice on improving course structure and content delivery.

<https://elearningindustry.com/bad-elearning-course-design-avoid-5-types>

- CommLab India – Things That Make eLearning Ineffective and How to Fix Them

Overview: Provides insights into frequent pitfalls in eLearning development and suggests practical strategies to create engaging learning experiences.

<https://blog.commlabindia.com/elearning-design/things-that-make-elearning-ineffective>

- eLearning Industry – How Poor Design Can Drive Away Your Online Learners

Overview: Analyses how bad visual and structural design can negatively impact the learner's experience, offering guidelines for improvement.

<https://elearningindustry.com/ways-that-poor-design-can-scare-away-your-online-learners>

- Shift eLearning – 7 Ways You're Sabotaging Your eLearning Courses (And How to Fix It)

Overview: Focuses on practical solutions to common design flaws in online courses, encouraging a learner-centred approach.

<https://www.shiftelearning.com/blog/sabotaging-your-elearning-courses-plus-solutions>

- LinkedIn Learning – Online Learning Platform

Overview: Offers a wide variety of professional courses that demonstrate best practices in online education and the use of emerging technologies.

<https://www.linkedin.com/learning/>

- Coursera – Open Online Courses Platform

Overview: Provides examples of high-quality online courses across different subjects and technologies, useful for case study analysis and benchmarking.

<https://www.coursera.org/>

- YouTube – Moodle for Beginners: Full Course Creation Tutorial
Overview: A step-by-step tutorial that guides new users through the basics of creating a complete course on the Moodle LMS platform.
<https://www.youtube.com/watch?v=3ORsUGVNxGs>
- YouTube – How to Insert H5P Activities into Moodle
Overview: Practical video tutorial demonstrating how to embed interactive content created with H5P into Moodle courses.
https://www.youtube.com/watch?v=5_GoXCCDFWg
- Khan Academy – Teacher Resources and Printables
Overview: Provides examples of well-designed, accessible educational resources that can inspire effective eLearning content creation.
<https://www.khanacademy.org/teacher/resources/printables>



7.3.1. Chapter 1: Authoring Tools and LMS Platforms



Content

GUIDED LEARNING (2.5 HOURS)

Step 1: Step 1: Getting in touch with authoring tools and LMS platforms (45 min)

- Activity: "Tool walkthrough"

-Make a quick round asking participants what they know about authoring tools and LMS platforms and if they can give any examples.

-Facilitator gives a deeper presentation of what authoring tools and LMS platforms are and a brief introduction to SCORM format.

-The facilitator guides a hands-on walkthrough using an authoring tool like Lumi, demonstrating how to create interactive content (e.g., a dynamic presentation). While sharing their screen step by step, participants work in pairs on their own devices, replicating the actions in real time.

-The same process is then repeated with an LMS platform such as MoodleCloud, showing the basic steps to create a course, add sections, upload files, and insert an activity.

- Methodology: Guided demonstration, exploratory observation

- Task objective:

-To gain a basic introductory understanding of what LMS platforms and authoring tools are and to observe and replicate the basic functions of one example of each in a guided environment.

At the end of the guided session, the facilitator may ask questions such as:

-Did you find the tools intuitive to use? Why or why not?

-What practical applications can you imagine for these tools in your own learning or teaching context?

3.Review: Ensure all multimedia elements are relevant, accessible, and support the learning objectives.

-Facilitator provides feedback on alignment and engagement strategies.

Step 2: Comparing LMS platforms and authoring tools (45 min)

- Activity: "Comparison lab – Which tool fits you better?"

-Divide participants into small groups (4-5 people).

-Half of the groups should investigate LMS platforms, while the other half should investigate authoring tools.

-Provide each group with a comparison rubric online with fields to address, like ease of use, multimedia options, evaluation options (adding quizzes, feedback, and gathering results), SCORM compatibility, and pricing options.

-Each group has 25 min to investigate their category and fill out the rubric.

-After this time, groups share their findings. The ones with the same category can intervene in case of analyzing the same tools. The objective is to have a general overview from all the tools analyzed, accessible to everyone.

- Methodology: group work, collaborative research, peer discussion

- Task objective:

-To deepen understanding of various LMS platforms and authoring tools through autonomous group investigation and to collaboratively create a shared comparison rubric outlining the key features and limitations of each tool.

Comparison rubric template:

TOOL NAME	
TYPE	LMS / Authoring
EASE OF USE (1–5)	
MULTIMEDIA OPTIONS	e.g. video, audio, interactivity
EVALUATION OPTIONS	e.g. quizzes, feedback, results export
SCORM COMPATIBILITY	Yes / No / Partial
INTEGRATION WITH LMS	Yes / No / Partial
PRICING MODEL	Free / Freemium / Paid
KEY STRENGTHS	What makes it stand out?
KEY LIMITATIONS	Any major drawbacks?

Step 3: Applying the knowledge to concrete case (30 min)

- Activity: Case-based tool selection “Match the need”
- Regroup participants so that each new group includes members from different teams from Step 2 — ensuring a mix of perspectives and tools investigated.
- Provide each group with a practical case scenario (see below some examples)
- Using the comparison rubric created in the previous step, groups will have 15 minutes to select one authoring tool and one LMS that best fit their assigned scenario.
- They should consider:
 - The target audience
 - Available technical resources
 - The type of learning content required

-Groups will write their selected tools and justifications on an online shared document (Google Drive, Canva board), and they can optionally create a poster (on paper sheet/cardboard or digital) with their highlights.

-Each group then has 2 minutes to present their case and explain their tool choices.

-The session concludes with a group reflection led by the facilitator, with guiding questions such as:

- Was it easy to choose the tools? Why or why not?
- How did you choose different tools for different target audiences? What led you to your decision?
- Were there any tools that didn't quite match the scenario? How did you resolve it?
- What criteria did you prioritize when making your choice?
- Methodology: Collaborative problem-solving, applied case analysis, reflective discussion
- Task objective:

-To apply previously acquired knowledge to realistic scenarios by selecting appropriate digital tools based on context-specific needs and justifying those decisions.

EXAMPLE SCENARIO 1: NGO TRAINING FOR COMMUNITY LEADERS

An NGO wants to deliver an online training course on sustainable agriculture for local community leaders in rural areas. Most participants have basic literacy and only access the internet via mobile phones. The course should be simple, accessible offline when possible, and include short videos and quizzes.

EXAMPLE SCENARIO 2: CORPORATE ONBOARDING FOR A TECH COMPANY

A midsize tech company needs to create an onboarding course for new remote employees located in different countries. The course must include interactive elements, progress tracking, and the possibility to integrate performance assessments.

EXAMPLE SCENARIO 3: INTEGRATING E-LEARNING INTO FORMAL EDUCATION

A history high school teacher wants to incorporate e-learning into their lessons on the Roman Empire. Most students have substantial digital skills and can access the internet with laptops/ computers within the classroom. The course should be interactive, combining audio and visual tools and enabling testing the acquired knowledge in the end.

Step 4: Creating your own template (30 min)

- Activity: My toolkit

-For the first part of this activity, each participant should work individually.
-Facilitator provides a template with questions to guide participants. As they already have a comparison rubric with LMS platforms and authoring tools, the idea is now that they can apply it to their own reality and think in possible scenarios to create the course.
-In the end, in pairs, participants can explain how they have created their tool to their partner.

- Methodology: individual work, guided self-reflection, real-case application
- Task objective:

-To apply previously acquired knowledge to a real-world context by selecting the most appropriate tools for different learning scenarios.

My toolkit template:

PART A: PERSONAL REFLECTION

- Which tool felt the most intuitive for you? Why?
- Which tool would you like to explore further and why?
- Which tool did you avoid or struggle with? Why?
- What feature do you value most when choosing a tool? (Check all that apply):
 - Ease of use
 - Personalization
 - SCORM compatibility
 - Visual design
 - Integrated assessments

PART B: MATCHING TOOLS TO REAL CONTEXTS

-Imagine you're designing an eLearning course for each of the following scenarios. Based on what you've learnt, choose the tool(s) you think would be the best fit and explain your reasoning.

SCENARIO	TARGET AUDIENCE	KEY REQUIREMENTS	TOOL(S) CHOSEN	WHY?
Example: A basic digital skills course in rural areas	Adults with limited tech experience	Mobile-friendly, simple UI	Google Classroom	Easy access with Gmail, clean interface
...	...	...	...	...

WORK-BASED LEARNING (4.5 HOURS)

Based on knowledge acquired in previous guided learning, participants should create a mini functional course using an LMS platform and an authoring tool to create content.

Step 1: Course planification (1 h)

Participants should define the mini course they would like to create. For this, they should fill out the following fields:

- Course topic
- Target audience
- General objective + 3 specific objectives
- How you'll reach these objectives
- Key Requirements
- Tools

Step 2: Creating a course in a LMS platform (1 h)

After analyzing their needs, participants should use an LMS to create their course. Firstly, participants should draft the platform structure before starting the creation.

The course created should include, at least:

- 1 section with the course title and description
- 1 document uploaded (PDF, video, image)
- 1 interactive activity integrated in Moodle. (done in next step)

Step 3: Creating interactive content (1.5 h)

Participants should use an authoring tool like [Lumi](#) or H5P.org to create interactive content that will be integrated into the LMS platform.

For this task, they should create at least:

- 1 interactive content: quiz, interactive presentation, map...
- Export as SCORM if possible
- Upload to the LMS platform

Step 4: Peer review (30 min)

The objective of this task is to have an external person test the course to verify whether it meets the intended learning objectives.

To do this, a peer will test the platform and complete an evaluation rubric. Afterward, the course creator will use the feedback from the rubric to implement improvements.

EVALUATION RUBRIC:

CRITERION	DESCRIPTION	SCORE (1-5)	COMMENTS
CLARITY OF USE CASE	The learning scenario is clearly described (target audience, goals, constraints).		
RELEVANCE OF TOOL SELECTION	The chosen LMS and/or authoring tool match the needs of the scenario.		

JUSTIFICATION	The rationale for choosing the tool is logical, well-explained, and based on identified features.		
TECHNICAL UNDERSTANDING	Demonstrates a basic understanding of how the tool functions (navigation, key features).		
ACCESSIBILITY CONSIDERATION	The tool selected supports inclusive learning (e.g., is mobile-friendly and supports alt text or subtitles).		
SCORM/TRACKING COMPATIBILITY	The review considers if the tool supports learning tracking or SCORM export (if relevant).		
CREATIVITY & PRACTICALITY	The proposal balances innovation with realistic constraints (budget, time, user skills).		
PRESENTATION & COMMUNICATION	Ideas are clearly presented (spoken or written), and questions are addressed effectively.		

Step 5: Final adjustments (30 min)

After the feedback received, participants should implement the needed adjustments, if possible, to create a course properly aligned with their objectives and user-friendly.

Participants should document in one paragraph the changes implemented and why, and also the ones that couldn't be implemented.

INDEPENDENT LEARNING (4 HOURS)

1. Research (1h): Investigate a current trend in LMS or authoring tools, such as mobile-first design or open-source solutions, or any other. Write a 250–300-word summary answering:

- What is the trend?
- What are its benefits and limitations?
- How does it affect eLearning design?

2. Case Study Analysis (1 h): Analyze a real online course hosted on a public platform (e.g., Coursera, edX, Moodle demo).

Choose one course and explore it from the learner's perspective. Pay attention to:

- Course structure and content flow
- Navigation and clarity
- Assessment methods
- Tools/platforms used

Then write a 300–400-word reflection answering:

- What tools or features did you identify?
- What elements of design stood out?
- What would you improve and why?

3. Creation (1.5 h): Create a draft of an eLearning course outline using a free design tool. The course should have, at least:

- Course title and
- General objective and specifics
- 3 lessons or module titles
- At least one of the lessons or modules developed, including the type of activities that will be used.

4. Self-Reflection (30 min): Reflect on the tools you explored and your own learning process, both during guided and work-based learning and also individual learning.

Use the guiding questions to write a 200-word reflection:

- Which tool(s) do you feel most aligned with your design style and why?
- What challenges did you face when using the tools?
- What criteria will you use in the future to choose the most appropriate tools for different learning contexts?
- Which learning method was more appropriate for you on this topic? Why?



7.3.2. Chapter 2: Emerging Technologies in eLearning



Content

GUIDED LEARNING (2.5 HOURS)

Step 1: Expanding innovation in eLearning (30 min)

- Activity: “What’s Really Innovative?”
 - Participants work in small groups (4–5 people) to brainstorm and discuss different categories of innovation in eLearning beyond multimedia for 15 min.
 - Groups reflect on:
 - What examples of these innovations have they encountered?
 - In which learning contexts could they be most valuable?
 - What potential challenges could their implementation present?
 - After brainstorming and reflection, the facilitator briefly introduces examples of emerging categories such as gamification, adaptive learning systems, learning analytics, and educational chatbots, providing examples of tools.
 - At the end, groups share their findings, comparing them with the explanation received from the facilitator.
- Methodology: Group brainstorming, collaborative analysis, guided reflection
- Task objective:
 - To broaden participants’ understanding of innovation in eLearning by exploring categories of emerging technologies beyond multimedia and discussing their potential applications.

Step 2: Exploring Accessible Emerging Tools (45 min)

- Activity: Testing Free Innovations
 - Participants, working in the same groups, explore freely accessible or free-trial versions of selected innovative eLearning tools.

-Each group has 25 min to test one tool by creating a prototype and analyzing it based on:

- Ease of use
- Educational value
- Scalability
- Integration possibilities with LMS platforms

-After 25 min, each group should share their creation with another group (e.g., rotate clockwise if it's in person).

-Each group should try the content and answer the questions that were addressed in step 1.

- Is it easy to use?
- Does it reinforce the learning objective?
- Is it accessible?

-In the last 10 min, each group will explain their creations and the analysis of the tool, while the groups that have evaluated it will also share their feedback.

- Methodology: Collaborative exploration, prototype creation, peer evaluation, comparative reflection
- Task objective:

-To explore and apply accessible emerging tools by creating a prototype and to critically evaluate their usability, educational value, and integration potential through peer testing and feedback.

Step 3: Analyzing potential emerging technologies in eLearning (45 min)

- Activity: Emerging technologies on trial!

-Participants will be divided into two teams.

-The activity consists of performing a "trial" where two emerging technologies will be defended, with the objective of finding the most suitable, if possible.

-The emerging tools to be defended are artificial intelligence (AI) and augmented/virtual reality (AR/VR).

INVESTIGATION (15 MIN)

-The team defending AI should investigate its benefits in a learning environment but also about the cons of AR/VR to be able to counterattack.

- The team defending the AR/VR should do the opposite and investigate its benefits and the cons of AI in a learning setting.
- For this investigation, each team will have 15 min.
- During this step, each group should also discuss the roles within the team – who will give the opening word and who will give the closing, one person that will follow the discussion and continue investigating in order to prepare replies etc.

Note for educator: consider that this step can take longer depending on the group work dynamics, so take it into account when planning the session.

THE “TRIAL” (30 MIN)

- During the “trial”, the facilitator acts as judge, moderating the session, overseeing time and ensuring equal contribution from teams.
- If each group is around 6-8 people, all of them participate actively in the “trial”. In case it's larger, it's recommended that only 6 people participate actively, while the rest act as observers.
- By turns, each group should present their statements in favour of their tool and the other team should present their arguments and rebuttals.
- One member of each team should act as recorder (it can change during the session), taking notes. The objective is to compile a document with pros and cons of each tool in the learning environment at the end of the session.
- The last part of the “trial” will be an open class reflection, where, in case of having observers, they can vote against or in favour of each tool.

Timing for the trial (30 min)

TIME	ACTIVITY
0-5 min	Opening statements (AI team, then AR/VR team – 2.5 min each)
5-15 min	Arguments and rebuttals (alternating turns – 2-3 min per turn)
15-20 min	Closing statements (2 min per team)
20-30 min	Open class reflection + note summary by recorders (+ observers vote)

- Methodology: Collaborative learning, role-based simulation, reflective practice

- Task objective:

-Critically compare the potential of AI and AR/VR in eLearning by defending and challenging their use through structured argumentation and collaborative reflection.

Step 4: Integration of emerging multimedia tool in eLearning (30 min)

- Activity: "Your future module"

-In groups of 4, participants should draft a module of eLearning where they can implement either AI or AR/VR. They don't have to create a model from scratch but can use any of the ideas they have previously worked on and think of a way to implement these technologies.

-At the end of the session, groups will have 2 min to present their "future module", explaining the topic covered, the technology used and how it enhances the user experience.

- Methodology: Collaborative design, creative prototyping, experiential learning

- Task objective:

-To explore practical ways to integrate emerging technologies (AI or AR/VR) into an eLearning module by collaboratively designing and presenting a concept that enhances learner engagement and experience

WORK-BASED LEARNING: 4.5 H

The objective of this activity is to design a realistic integration plan for an emerging technology into an eLearning course, demonstrating practical application and critical analysis of its impact on learning.

Step 1: Selection and Research (45 min)

Choose one emerging technology (gamification tool, chatbot, analytics dashboard, adaptive learning system, etc.) that could potentially enhance the learning experience of a course you've already developed or are developing.

Tip: select one free access tool or one with a demo version so you could use it for next steps.

Create a 300-word summary covering:

- How the tool works
- What benefits and challenges it presents
- Real examples of its use in education

Step 2: Integration Planning (1.5 h)

Design an integration plan for the selected tool, including:

- Target audience
- Course/module where it will be integrated
- Learning objective it will support
- How the tool will be used (activity type, moment of the course)

Write a 200-word description of the integration plan plus a 1-page outline or flowchart.

Step 3: Practical Application (1.5h)

Create a prototype showing how the tool would be used (screenshots, small demo, sample activity) or simulate its use within a course structure.

If possible, embed the resource into your course structure, including a short description for learners and explaining how this content supports their learning process.

Take notes of the prototyping and integration process and create a 300-word report sharing the prototype and reflecting on the following questions:

- Did you find any challenges during prototyping and/or the integration?
- Did the content you've created work initially on your platform or should you make any modifications? Describe them.

Step 4: Peer review and feedback (45 min)

Present your prototype to a peer or small group. Use a short peer feedback form to evaluate:

- Relevance and clarity
- Educational value
- Potential challenges
- Accessibility considerations

Incorporate the feedback received to make any feasible improvements, ensuring that the multimedia content meaningfully supports the learning objective. Write a 100-word description of the modifications done after the feedback.

FEEDBACK FORM MODEL

Rate each area from 1 (Low / Needs improvement) to 5 (High / Excellent).

1. Relevance and Clarity:

- Is the tool clearly integrated into a meaningful part of the course?
- Is the purpose and use of the tool understandable to a learner or educator?

Comments:

2. Educational Value:

- Does the tool support the stated learning objectives effectively?
- Does it enhance engagement or learning outcomes in a significant way?

Comments:

3. Potential Challenges

- Are there any risks or weaknesses in implementing this tool (e.g., technical barriers, learner confusion)?
- Has the creator addressed how they would overcome these challenges?

Comments:

4. Accessibility Considerations:

- Does the tool follow accessibility standards (mobile access, screen readers, alt text, clear navigation)?
- Would all learners, regardless of ability or device, be able to use this effectively?

Comments:

5. General Reflection

- What are the strengths of the prototype?
- What could be improved or refined?
- Suggestions for Improvement (Optional)

INDEPENDENT LEARNING: 4 H

1. Research (1h): Based on the comparative analysis developed during the "trial" activity (AI vs AR/VR), deepen your investigation by exploring additional emerging technologies applicable to eLearning (e.g., learning analytics, adaptive learning systems, chatbots, etc.). Identify the main benefits and challenges of each. Create a 300-word summary with the main results of the investigation

2. Case Study Analysis (1 h): Analyze real examples of eLearning initiatives that are currently using AI and/or AR/VR. Reflect in 400 words on your findings, considering the way the tool is implemented, the user experience, and the possibility of adopting this technology in another course.

3. Creation (1.5 h): Take the eLearning draft/module created in Chapter 1 and improve at least one section by integrating AI or AR/VR in one of the following ways:

- By producing enhanced learning materials (e.g., AI-generated visuals, simulations)
- By embedding tools that the learner would use (e.g., a chatbot, AR app)

Explain in 300 words the way AI and/or AR/VR technology is implemented in the course, highlighting the benefits it brings in the learning context and the challenges faced.

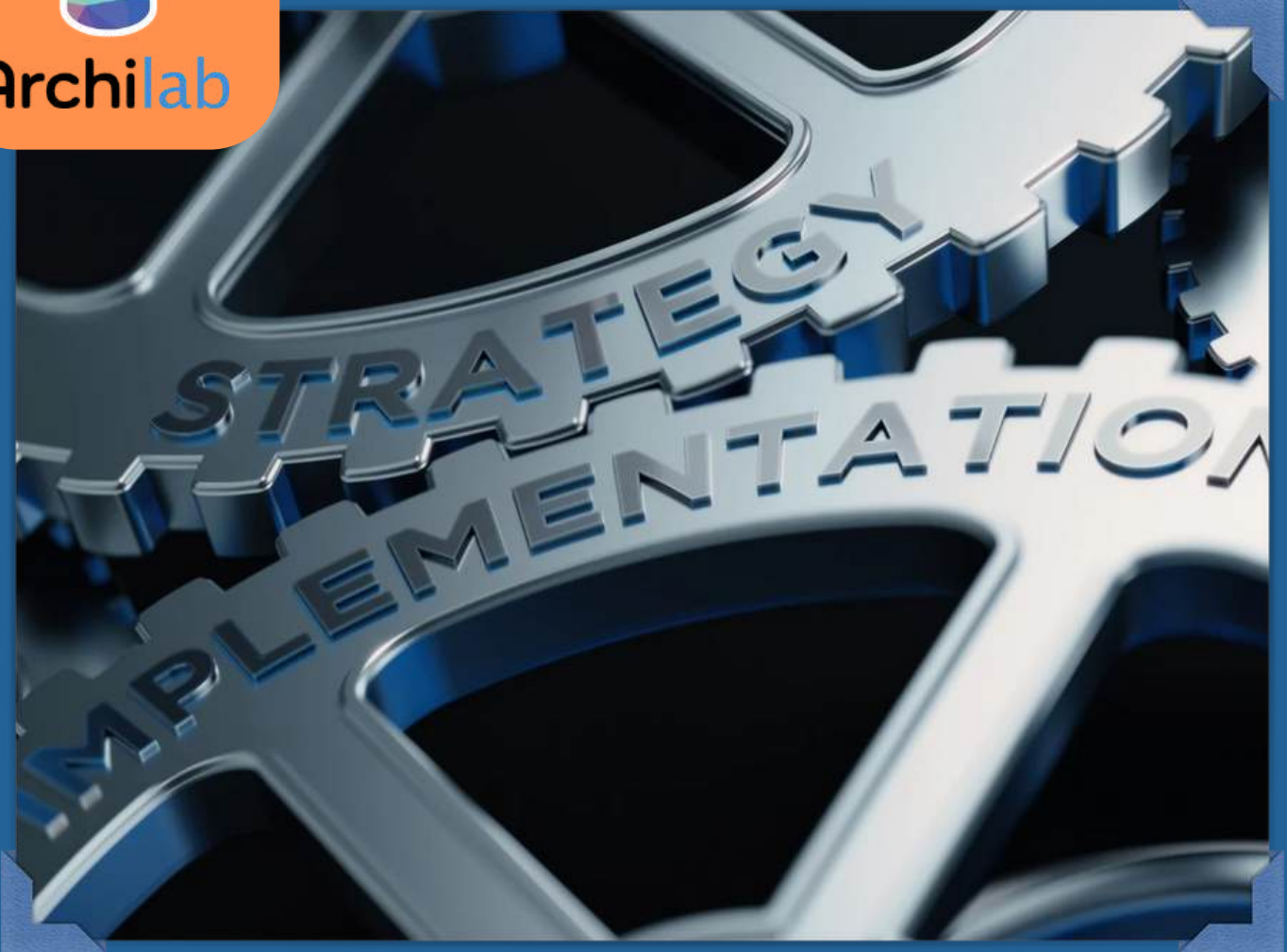
4. Self-Reflection (30 min): Reflect on the new technologies you explored and your own learning process, both during guided and individual learning. Use the guiding questions to write a 200-word reflection:

- Which new technology/technologies do you feel most aligned with your design style and why?
- What challenges did you face when using these technologies?
- What criteria will you use in the future to choose the most appropriate innovative technologies for different learning contexts?
- Which learning method was more appropriate for you on this topic? Why?



Archilab

MODULE 4.



Management and
Implementation of
eLearning Programs

Management and Implementation of eLearning Programs



Objectives:

- Understand the key phases of project management in eLearning programmes.
- Identify and assign roles and responsibilities within an eLearning development team.
- Develop realistic timelines, task assignments, and milestones for eLearning projects.
- Design practical launch plans and monitoring strategies for eLearning program implementation.
- Create contingency plans to manage risks and emergencies during project execution.
- Analyze monitoring data and learner feedback to drive continuous improvement.
- Apply project management tools and frameworks to organize and track eLearning projects.



Planned learning outcomes:

- Manage an eLearning Project Throughout Its Full Lifecycle
 - Describe and apply the main phases of eLearning project management (initiation, planning, execution, monitoring, and closure).
 - Assign tasks and responsibilities according to team roles in an eLearning project.
 - Build a realistic project timeline including milestones, task durations, and deadlines.
- Implement, Monitor, and Troubleshoot an eLearning Program
 - Create a comprehensive pre-launch readiness checklist and communication strategy.
 - Design a monitoring dashboard using relevant KPIs to track the programme's success.

-Develop a crisis response plan to address potential risks and early issues during implementation.

- Evaluate and Improve eLearning Programs Based on Data and Feedback

-Analyze learner feedback and monitoring data to identify strengths and improvement areas.

-Propose data-driven adjustments to improve the eLearning program's effectiveness.

-Reflect on lessons learnt to optimize future project management practices in eLearning



Duration:

Theoretical basics	Hours			
	Guided learning	Work-based learning	Independent learning	TOTAL
Chapter 1	3	4.5	4.5	12
Chapter 2	3	4.5	4.5	12
TOTAL				24



Literature:

Literature and specific teaching aids required for the realization of the module:

- Pappas, C. (2022). "eLearning Project Management Made Easy: Simple Steps to Success."

Overview: Practical article introducing the fundamentals of project management applied to eLearning, including key planning and execution strategies.

<https://elearningindustry.com/elearning-project-management-made-easy-simple-steps>

- Pappas, C. (2018). "8 Key Players In eLearning Development."

Overview: Describes the essential roles in an eLearning project team and how they collaborate to ensure successful course delivery. Useful reference for role mapping and task distribution.

<https://elearningindustry.com/8-key-players-in-elearning-development>

- iSpring Solutions. (2021). "How to Launch an eLearning Project in 7 Steps."

Overview: Step-by-step guide outlining the launch process of an eLearning project, from preparation to delivery. Helpful for guided and work-based launch planning activities.

<https://www.ispringsolutions.com/blog/how-to-launch-an-elearning-project-in-7-steps>

- Pappas, C. (2020). "Key Learning Metrics To Track In Your LMS."

Overview: Overview of essential KPIs for tracking and evaluating eLearning program effectiveness, particularly after launch. Core reading for dashboard design and monitoring.

<https://elearningindustry.com/key-learning-metrics-track-learning-management-system>

- Trello (2023). "Trello for Project Management."

Overview: Introductory video explaining how to use Trello to manage and monitor projects. Used during guided learning to introduce free project management tools.

<https://www.youtube.com/watch?v=VxwmWuPojNo>

- TTC Innovations. (2022). "5 Golden Rules for Risk Management in Learning and Development Projects."

Overview: Offers strategies for identifying, assessing, and mitigating risks in L&D projects. Supports the work-based activity on crisis response planning.

<https://ttcinnovations.com/5-golden-rules-for-risk-management-in-learning-and-development-projects/>

- Pappas, C. (2022). "Best Practices To Collect Feedback For Your Online Course."

Overview: Covers techniques to gather actionable learner feedback post-launch. Useful for the evaluation and improvement phases of program management.

<https://elearningindustry.com/best-practices-to-collect-feedback-for-your-online-course>

- SHIFT eLearning (2021). "The Feedback System for eLearning".

Overview: Describes how to structure feedback loops in digital learning environments to improve content, user experience, and delivery.

<https://www.shiftelearning.com/blog/feedback-system-for-elearning>

- ENQA (2020). "Considerations for Quality Assurance of e-Learning Provision."

Overview: European framework offering guidance on quality assurance in eLearning program design, implementation, and monitoring. Valuable for ensuring continuous improvement.

<https://www.enqa.eu/wp-content/uploads/Considerations-for-QA-of-e-learning-provision.pdf>

- Qteishat, M. & Al-Muhtadi, J. (2015). "Design and Implementation of Simple Interactive e-Learning System."

Overview: A case-based research article detailing system implementation steps, challenges, and key success factors in interactive eLearning environments.

https://www.researchgate.net/publication/273853786_Design_and_Implementation_of_Simple_Interactive_e-learning_System



7.4.1. Chapter 1: Managing eLearning Projects



Content

GUIDED LEARNING (3 HOURS)

Step 1: Introduction to eLearning Project Management (1h)

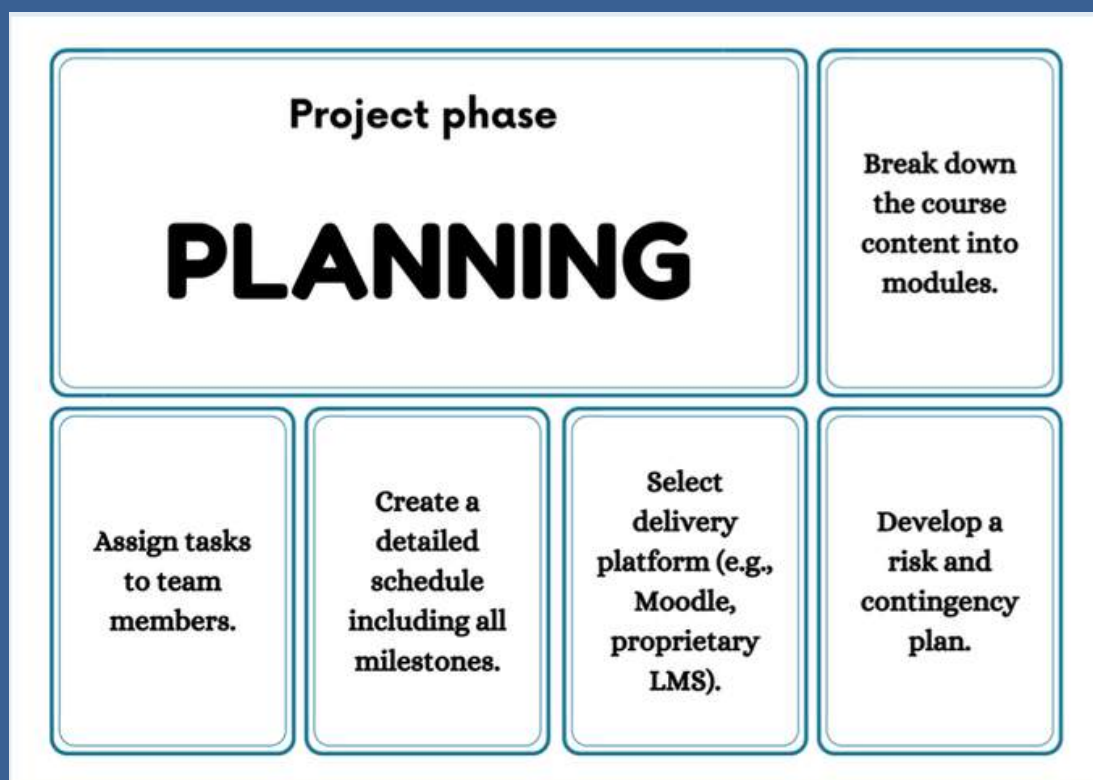
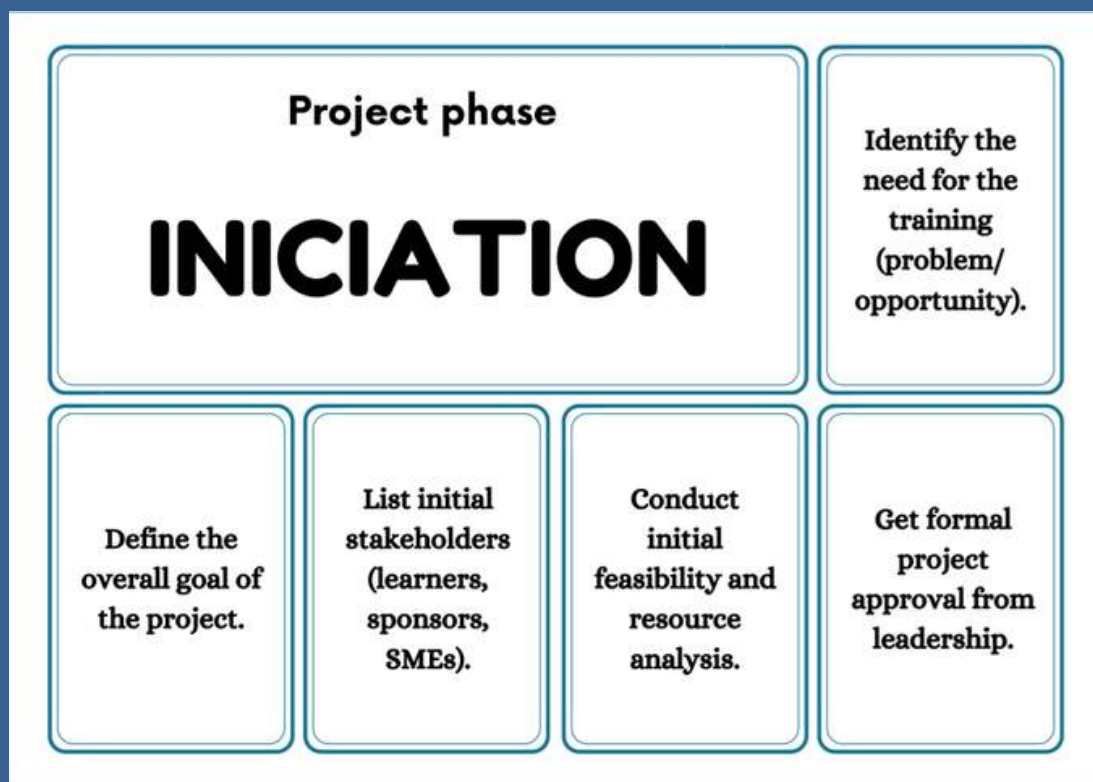
- Activity: Mapping the journey of eLearning

- The facilitator introduces the concept of project management in eLearning, briefly explaining its importance and structure.
- Participants each receive one or more cards, each describing a typical project task in eLearning development.
- The facilitator then introduces the first project phase (Initiation) and explains its purpose in the eLearning context.
- Participants must decide whether any of their cards match this phase and, if so, attach their card under the corresponding phase heading.
- The process is repeated for the remaining phases (Planning, Execution, Monitoring, and Closure), always connecting explanations to practical eLearning examples.
- Once all phases are complete, a group discussion follows where participants debate and suggest possible reassignments.
- The facilitator moderates the discussion and finally reveals the correct categorization, encouraging reflections on why tasks belong to each phase.

- Methodology: Gamification, collaborative analysis, guided reflection

- Task objective:

- Understand the structure and phases of project management in eLearning by actively classifying project tasks, fostering critical thinking and peer discussion.



Project phase

EXECUTION

**Develop
course
content.**

**Review
drafts with
SMEs**

**Upload
materials to
LMS.**

**Conduct
internal
testing.**

**Train
facilitators or
trainers.**

Project phase

MONITORING

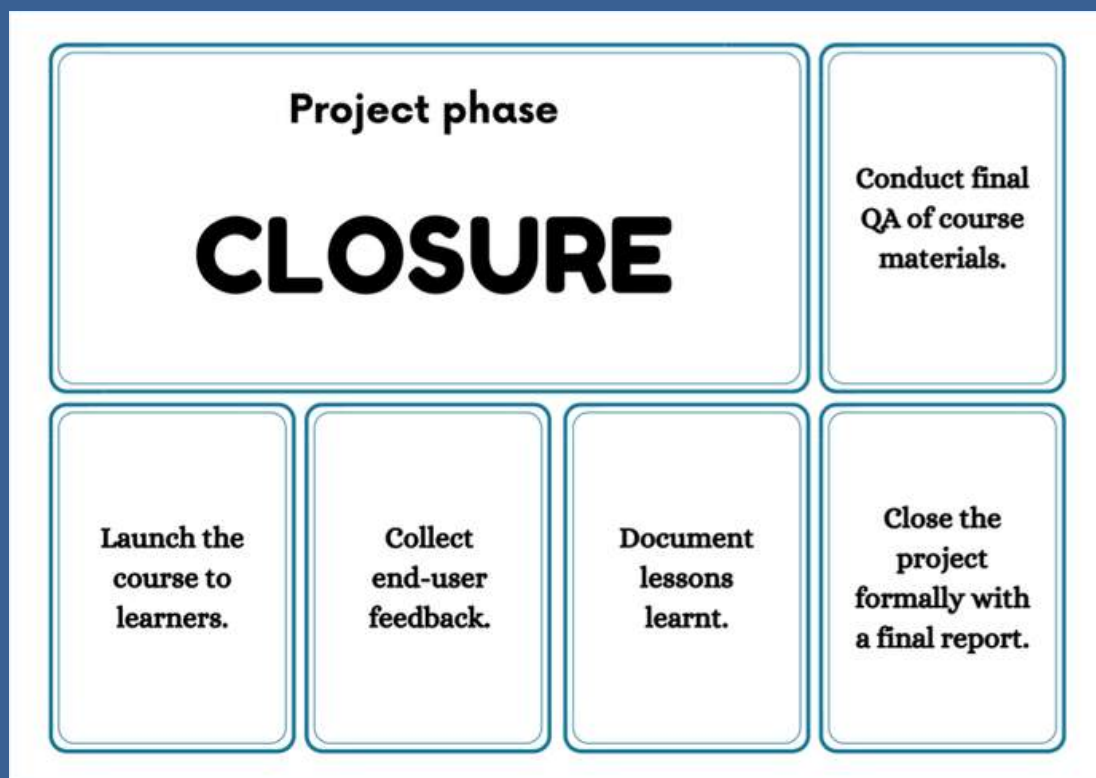
**Track project
progress
against the
timeline.**

**Monitor
team task
completion.**

**Collect
beta-user
feedback.**

**Update
stakeholders
on project
status.**

**Adjust the
plan based on
feedback or
delays.**



Download cards: [ARCHILAB - Project phases cards.pdf](#)

Step 2: Assigning Responsibilities: Who Does What? (45 min)

- Activity: Mapping Roles and Responsibilities

- Participants work in small groups (4-5 people) to map out responsibilities in an eLearning project.
- Using the task cards from the previous activity ("Mapping the Journey") and a provided list of common roles (e.g., Project Manager, Instructional Designer, Subject Matter Expert, Multimedia Designer, LMS Administrator, Quality Assurance Tester), participants must match each task to the most appropriate role for 15 min.
- Then, for 10 minutes, groups discuss their reasoning together, sharing any doubts or disagreements.
- The facilitator guides the discussion, clarifying typical role responsibilities and highlighting frequent misconceptions.
- In the second part of the activity, participants receive a case study describing a real example of an eLearning course.
- Working again in groups, participants must identify at least one task for each project phase (Initiation, Planning, Execution, Monitoring, Closure) based on the case study and assign the appropriate role responsible for each task.

- Methodology: Collaborative mapping, applied case analysis, guided clarification.

- Task objective:

-Deepen understanding of eLearning project roles by matching tasks to responsibilities and applying role mapping to a real-world case study.

Step 3: Planning the Roadmap: Building a Project Timeline (30 min)

- Activity: Drafting a Basic Timeline

-Participants work in the same groups to create a simple project timeline for an eLearning course, based on a pre-designed template.

-The facilitator briefly introduces the key elements of a timeline (phases, tasks, assigned roles, start and end dates).

-Participants fill out their template by distributing tasks across the different phases (Initiation, Planning, Execution, Monitoring, Closure) and estimating realistic durations.

-After 20 minutes, each group presents their timelines, and the facilitator gives general feedback.

- Methodology: Practical application, template-based design, peer sharing.

- Task objective:

-Apply project planning principles to build a realistic timeline for an eLearning project.

TIMELINE TEMPLATE

PROJECT PHASE	TASK	ASSIGNED ROLE	PLANNED START	PLANNED END	ESTIMATED DURATION (DAYS)

TIMELINE EXAMPLE

PROJECT PHASE	TASK	ASSIGNED ROLE	PLANNED START	PLANNED END	ESTIMATED DURATION (DAYS)
Initiation	Identify need	Project Manager	01/09	03/09	2
Planning	Develop project plan	Project Manager	04/09	06/09	2
Execution	Develop training content	Instructional Designer + SME	07/09	20/09	13
Monitoring	Collect feedback from pilot users	LMS Administrator	21/09	25/09	4
Closure	Produce final project report	Project Manager	26/09	30/09	4

Step 4: Tools for Success: Exploring Project Management Platforms (45 min)

- Activity: Project Tools Walkthrough

- The facilitator demonstrates basic project management actions using free versions of Trello and Asana: creating a project board, adding tasks, assigning roles, and setting deadlines.
- Participants, working in pairs, replicate the actions in real time on their own devices.
- After practicing, groups briefly share their impressions about usability and potential application for their eLearning projects.

- Methodology: Guided demonstration, hands-on replication, collaborative evaluation.
- Task objective:

-Gain hands-on experience with basic project management platforms to organize and track eLearning projects.

WORK-BASED LEARNING: 4.5 H

Based on knowledge acquired in previous guided learning, participants should plan and organize a full eLearning project, defining team roles, tasks, timelines, and tool usage.

Step 1: Project Evolution Plan (1h)

Select the eLearning project (course/module) you developed during previous modules.

Analyze how you would expand it into a larger programme, covering multiple modules, wider target audiences, or more complex delivery methods.

Identify:

- New modules or lessons to add
- New target audiences to reach
- Additional features or technologies needed

Write a 300-word project expansion outline describing the new elements, audiences, and delivery strategies.

Step 2: Detailed Task and Responsibility Plan (1h)

Create a detailed breakdown of the main tasks needed to develop and manage the expanded programme, based on your updated project.

For each task, assign a responsible role (e.g., Project Manager, ID, SME).

Create a task-role assignment table (who does what, when) as a result.

Step 3: Timeline and Milestone Planning (1h)

Develop a realistic timeline for your expanded project, organising:

- Key project phases (Initiation, Planning, Execution, Monitoring, Closure)
- Major milestones (start/end of modules, internal reviews, pilot tests)
- Estimated start/end dates for each phase

Create a completed project timeline (Google Sheets, Excel, Trello, or Asana board) as a result.

Step 4: Risk Management and Peer Review (1.5h)

Identify at least 5 potential risks that could affect your project (technical, human, organizational, financial).

For each risk:

- Describe the risk
- Assess its potential impact
- Propose mitigation strategies

Exchange your risk management plan with another participant.

Review your peer's plan and give structured feedback on:

- Completeness
- Realism of mitigation strategies
- Areas for improvement

Apply the received feedback if possible.

As a result of this step, create a risk management plan (minimum 5 risks with mitigation strategies) and a 200-word report with the feedback received and the improvements applied (or not).

INDEPENDENT LEARNING (4.5 H)

1. Research (1h): Look for real examples of eLearning project management successes or failures. Focus on identifying project management strategies used, the challenges faced, and how these challenges were addressed.

Write a 300-word summary highlighting:

- The type of project
- Key project management practices applied
- Lessons learned from the experience

2. Case Study Analysis (1.5h): Select and analyze a case study of an eLearning program development project (either academic or corporate).

Focus on aspects such as:

- Project phases (initiation, planning, execution, monitoring, closure)
- Task and role assignments
- Project success indicators
- Management challenges encountered

Write a 400-word critical analysis report summarizing:

- The project approach
- Team management and timeline execution
- Lessons applicable to your own future projects

3. Creation (1.5h): Based on the insights gathered from your research and case study, update your Expanded eLearning Project Plan developed during Work-Based Learning:

- Refine your timeline
- Adjust task assignments
- Update your risk management strategies

Revise your Project Plan document and write a 200-word justification explaining the main improvements and why they were needed.

4. Self-Reflection (30 min): Reflect on your learning journey during this module, focusing on project management skills.

Write a 200-word personal reflection answering:

- What project management skills have you improved the most?
- Which part of the project cycle did you find most challenging?
- How will you apply these skills to future real-world eLearning projects?

7.4.2. Chapter 2: Implementing and Monitoring eLearning Programs



Content

GUIDED LEARNING (3 HOURS)

Step 1: Launching Successfully: Priorities and Pitfalls (45 min)

- Activity: Launch Readiness Walkthrough

- The facilitator introduces for 10 minutes the importance of thorough preparation before launching an eLearning programme and presents a short case scenario of a course launch.

- Each participant receives a mixed list of actions (some critical for pre-launch, some not).

- First, individually, participants select which actions they believe are essential for a successful launch. (10 min)

- Next, in small groups (4-5 people), they compare their choices and negotiate a final "Pre-Launch Essentials" checklist. (15 min)

- Finally, each group shares their checklists with a justification. The facilitator moderates a collective discussion, reviewing the correct priorities, explaining why certain tasks are critical, and highlighting common pitfalls from real-world cases.

- Methodology: Individual critical thinking, group negotiation, facilitator-guided review.

- Task objective:

- Strengthen the ability to critically assess necessary steps for a successful eLearning program launch, recognizing common mistakes and best practices.

ACTIONS LIST

ACTION	ESSENTIAL FOR LAUNCH? (AFTER GROUP DISCUSSION)
Conduct final SME review of content	✓ Yes
Upload final content two days before launch	? Debatable (tight timeline, risky)
Announce the course launch on the organization's internal newsletter	✓ Yes
Create an advanced-level supplementary module	✗ No (not critical for initial launch)
Perform a technical accessibility audit	✓ Yes
Record a promotional video for social media	? Optional (marketing value, but not critical for operational readiness)
Ensure all multimedia is compatible across browsers	✓ Yes
Send learners an optional pre-course survey	? Helpful but not strictly essential
Prepare a FAQ document for common learner issues	✓ Yes
Add a gamified badge system post-launch	✗ No (enhancement, not launch critical)

Step 2: Monitoring and Early Issue Detection (45 min)

- Activity: Build Your Monitoring Dashboard

- The facilitator explains for 15 min the importance of monitoring eLearning programmes after launch and introduces basic concepts of KPIs (e.g., enrolment rates, course completion, user satisfaction, technical issues).

- Participants, in groups, design a simple monitoring dashboard using a Google Sheets template provided (15 min).

- They must select 5 KPIs, define the data sources, frequency of data collection, and who will be responsible for monitoring.

- In the last 15 min, groups share and briefly present their dashboards, with the facilitator giving collective feedback.

- Methodology: Collaborative dashboard design, applied learning, peer sharing.

- Task objective:

- Develop the ability to create a practical system for monitoring and tracking the health of an eLearning program.

MONITORING DASHBOARD TEMPLATE

KPI (Key Performance Indicator)	TARGET/BENCHMARK	DATA SOURCE	FREQUENCY OF MONITORING	RESPONSIBLE PERSON
Enrollment rate	90% of expected registrations	LMS registration reports	Weekly	Project Manager
Course completion rate	80% within course timeline	LMS course tracking	Bi-weekly	Instructional Designer

Learner satisfaction score	Average 4/5 rating	Post-course survey	End of course	Quality Assurance Tester
Technical support tickets	Fewer than 10 incidents	Helpdesk logs	Weekly	LMS Administrator
Accessibility compliance rate	100% compliance with WCAG 2.1	Manual QA testing	Before launch	Multimedia Designer

Step 3: Simulating a crisis: React Fast, React Smart (45 min)

- Activity: Risk Response Role Play

- Participants are divided into small teams.
- Each team receives a crisis scenario that could occur during or shortly after the launch of an eLearning program (e.g., low enrolment, LMS crash, major accessibility complaint).
- Teams have 15 minutes to prepare an emergency action plan covering immediate steps, communication strategies, and fallback options.
- Each team then presents their action plan to the group.
- The facilitator moderates a feedback session, highlighting strengths and gaps and proposing real-world best practices.

- Methodology: Scenario-based role play, emergency planning, group presentations.

- Task objective:

- Strengthen quick decision-making and crisis management skills in the context of eLearning program implementation.

EXAMPLES OF CRISIS SCENARIOS

Scenario 1: LMS Platform Crash at Launch

- Description: On launch day, the LMS becomes unresponsive, and learners cannot access the course.

- Problem: Risk of negative perception, loss of learners, damage to credibility.
- Task: Develop a fast emergency response (communication, alternative access, if possible, incident management).

Scenario 2: Extremely Low Learner Engagement

- Description: Two weeks after launch, data shows that less than 20% of enrolled learners have completed the first module.
- Problem: Risk of course failure, sponsor dissatisfaction.
- Task: Identify potential causes and propose immediate corrective actions (e.g., learner reminders, motivation incentives, content adjustment).

Step 4: Measuring Success and Driving Improvement (45 min)

- Activity: "From Data to Insight"
 - The facilitator introduces techniques for interpreting monitoring data and learner feedback to guide improvements.
 - Participants, in pairs, analyze a fictional dataset simulating an eLearning program post-launch (with indicators like completion rates, feedback scores, and dropout rates).
 - They must:
 - Identify positive trends
 - Detect potential issues
 - Suggest two improvement actions for future iterations
 - Facilitator concludes with a collective reflection linking monitoring results to continuous improvement cycles in eLearning management.
- Methodology: Data interpretation exercise, paired analysis, group reflection.
- Task objective: Learn to extract actionable insights from eLearning program data to drive continuous improvement.

EXAMPLES OF FICTIONAL DATASETS

Dataset Example 1 (Basic version)

METRIC	RESULT
Number of enrolled learners	150
Number of learners completing first module	90
Final course completion rate	55 %
Average learner satisfaction score (survey)	3.2/5
Number of technical issues reported	12
Most common feedback	"Navigation is confusing."

Dataset Example 2 (More detailed version)

MODULE	COMPLETION RATE (%)	AVG. SATISFACTION SCORE	COMMON FEEDBACK
Module 1: Introduction	90%	4.1/5	Positive, easy to follow
Module 2: Theory Basics	70%	3.5/5	Content too dense
Module 3: Application Exercise	45%	2.9/5	Confusing instructions
Final Assessment	30%	3.0/5	Difficult to find assessment link

WORK-BASED LEARNING: 4.5 H

Base on the knowledge acquired during the previous guided learning, participants should plan the launch, monitoring, and evaluation of an eLearning program, preparing practical tools such as checklists, dashboards, crisis response plans, and evaluation reports to ensure successful implementation and continuous improvement.

Step 1: Launch Plan Development (1h)

Prepare a comprehensive launch readiness plan for the eLearning project you evolved in Chapter 1.

This plan must include:

- A Pre-Launch Checklist: final checks for content, platform, access, and support.
- A Communication Strategy: how and when learners will be informed (emails, LMS announcements).

Step 2: Monitoring and Tracking Plan (1.5h)

Design a practical monitoring strategy for the first 4 weeks after your program launch, including:

- 5 selected KPIs (Key Performance Indicators),
- Methods and frequency of tracking,
- Responsible team members.

As a result of this activity, prepare a completed monitoring dashboard (using the template from Guided Learning Activity Step 2) and write a 200-word Monitoring Plan describing tracking procedures.

Step 3: Crisis Management Simulation (1h)

Select a plausible risk scenario (e.g., technical failure, low engagement) that could happen during your eLearning program launch.

Create a Crisis Response Plan covering:

- Immediate emergency actions,
- Stakeholder communication steps,
- Contingency strategies.

Step 4: Post-Implementation Evaluation and Feedback (1h)

After "launch" simulation or project development, evaluate the results using either real learner feedback (if available) or a fictional dataset

- Strengths of the launch and early implementation,
- Areas needing improvement,
- 2 concrete actions for future enhancement.

Additionally, exchange your evaluation with a peer and give structured feedback.

Write a 300-word evaluation report as a result.

INDEPENDENT LEARNING: 4.5H

1. Research (1h): look for best practices for post-launch eLearning program monitoring and improvement.

Focus on:

- How successful programs track performance and user experience,
- Common mistakes and how to avoid them.

Write a 250–300-word summary.

2. Case Study Analysis (1.5h): Analyze a real-world case where an eLearning programme required post-launch adjustments (e.g., after feedback, technical issues, low participation).

Identify:

- How issues were detected,
- What actions were taken?
- Outcomes and lessons learnt.

Write a 400-word case study analysis report.

3. Creation (1.5h): Update your Work-Based Learning project based on your independent research and case analysis:

- Refine the monitoring dashboard or KPIs,
- Update contingency plans,
- Adjust communication or evaluation strategies if needed.

Create the final updated version of your eLearning project management plan and write a 200-word justification explaining the key improvements made.

4. Self-Reflection (30 min): Reflect on your skills gained during this chapter, especially:

- Crisis management,
- Monitoring and evaluation.

Write a 200-word personal reflection answering:

- What skills have you developed the most?
- What was the hardest part of implementing and monitoring an eLearning programme?
- How will you apply these skills in real projects?



8. Methodological Instructions

At the start of the program, provide participants with an overview of the course structure, teaching methods, and assessment approaches, ensuring that the evaluation process includes a straightforward way to measure their acquired knowledge.

Creating a welcoming and comfortable environment is essential, as the initial interactions set the tone for the entire learning experience. Participants will look for respect, trust, and a positive attitude from the trainer.

Regardless of whether the program follows a traditional or interactive learning model, they will observe your approach, making it crucial to maintain a balance of professionalism and warmth.

Establishing connections with participants is highly beneficial, as it allows them to engage with one another and fosters a supportive learning atmosphere. This stage also helps you identify their expectations, learning needs, and any knowledge gaps that should be addressed during the program.

For those engaging in interactive learning through an independent study system, special attention should be given to the program's duration. Offering guidance on how to navigate the curriculum and suggesting a structured plan for progress will enhance their learning experience and ensure better outcomes.

EXAMPLE OF ACTIVITIES THAT SHOULD BE DONE AT THE BEGINNING OF THE TRAINING:

- Prepare the room to facilitate learning and interaction among group members

- Introduce yourself

- Ask participants to introduce themselves, explaining their work experience, education, work they do, etc.

- Record the expectations of the participants

- Present the administrative aspects of the program (attendance lists, etc.)

- Define the objectives of the program and the competencies that the participants should acquire as a result of the training activities

- Explain how the process will be structured and organized

- Present the basic rules of communication (mutual respect, listening to others, Internet etiquette, etc.)

9. RECOMMENDED METHODS OF MONITORING THE QUALITY AND SUCCESS OF PROGRAM IMPLEMENTATION

In the process of monitoring the quality and performance of the education program, the following activities are applied:

- research and anonymous surveying of participants is carried out on the delivery of classes, literature and learning resources, support strategies for participants, implementation and improvement of the learning and teaching process, workload of participants, knowledge checks, and communication with teachers
- research and survey of teachers on the same issues mentioned in the previous paragraph is carried out
- an analysis of the success, transparency and objectivity of checks and achievement of learning outcomes is carried out
- an analysis of the material and personnel conditions necessary to carry out the learning and teaching process is carried out

The results of the surveys provide an overview of the success of the program, as well as an assessment of the quality of the teacher's work.

EVALUATION PROCEDURES

The evaluation procedures for the eLearning Architects: Designing the Future of the Labor Market program are designed to systematically measure participants' progress toward achieving the defined learning outcomes. These procedures align with the principles of adult learning (andragogy) and emphasize competency-based assessment, ensuring that learners acquire both theoretical knowledge and practical skills essential for professional success in eLearning architecture.

Evaluation Objectives

- Monitor learner progress in acquiring competencies related to instructional design, digital content creation, technology integration, and eLearning program management.
- Validate the achievement of learning outcomes through measurable indicators.
- Provide constructive feedback to support continuous improvement.
- Ensure compliance with European VET standards and the European Qualifications Framework (EQF).

EVALUATION METHODS

A blended evaluation approach is employed, combining formative and summative assessments to address the diverse learning modalities (guided, work-based, and independent learning):

FORMATIVE ASSESSMENTS

- **Interactive Quizzes:** Conducted after each chapter to gauge understanding of theoretical concepts (e.g., pedagogical theories, LMS functionalities).
- **Peer Reviews:** Participants critique peers' instructional design prototypes or digital content, fostering collaborative learning.
- **Progress Discussions:** Facilitated reflections during work-based learning sessions to identify challenges and adjust teaching strategies.
- **Self-Assessment Journals:** Learners document their skill development and align progress with personal goals.

SUMMATIVE ASSESSMENTS

- **Capstone Project:** A comprehensive eLearning program design, integrating all modules' competencies (e.g., creating a course using Articulate Storyline, applying instructional models like ADDIE).
- **Practical Demonstrations:** Hands-on tasks such as adapting traditional materials into interactive eLearning modules or configuring LMS settings.
- **Final Knowledge Test:** A timed exam assessing mastery of key concepts (e.g., andragogy principles, copyright compliance in digital content).

EVALUATION INDICATORS

Indicators are mapped to the learning outcomes of each module, ensuring alignment with vocational standards:



MODULE	LEARNING OUTCOME	INDICATOR	MEASUREMENT TOOL
Module 1	Apply instructional design models to eLearning environments.	90% of participants design a course blueprint adhering to ADDIE or SAM frameworks.	Rubric-based evaluation of capstone projects.
Module 2	Develop accessible, interactive digital content.	90% produce SCORM-compliant content with embedded assessments.	Peer review + educators' assessment of practical tasks.
Module 3	Utilize eLearning tools (e.g., LMS, authoring software).	90% demonstrate proficiency in configuring LMS user roles and analytics dashboards.	Observed simulation tasks.
Module 4	Manage eLearning projects within budget and timeline.	80% submit a project plan with risk mitigation strategies and resource allocation.	Evaluation of written reports and oral defenses.

ADDITIONAL INDICATORS:

- Participation Rate: Minimum 95% attendance in guided learning sessions.
- Timely Submission: 85% completion of independent learning assignments by deadlines.
- Employability Benchmark: 70% of learners report improved confidence in job-ready skills post-program (via post-course surveys).

DATA ANALYSIS AND REPORTING

Quantitative data (e.g., assessment scores, completion rates) are aggregated to evaluate overall program effectiveness.

Qualitative feedback from self-assessments and peer reviews is analyzed to refine instructional methods.

Final evaluation reports are shared with stakeholders (participants, trainers, EU project partners) to ensure transparency and compliance with funding requirements.

FEEDBACK AND REMEDIATION

Individualized feedback is provided within 7 days of assessment completion.

Learners scoring below 70% on summative tasks receive targeted remediation plans, including additional practice resources or mentor sessions.

This structured yet flexible evaluation framework ensures that adult learners are assessed respectfully and equitably, aligning with their goal-oriented motivations and the program's vocational objectives





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