

Training Package on Development of Online Course

Trainer Manual

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Submitted by



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Acknowledgement

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During the first session, the following need to be explained /conducted:

- ❖ Need and Significance of this training programme
- ❖ Objectives of this training programme
- ❖ Content Coverage of the training programme
- ❖ Expected Learning Outcome
- ❖ Modality of the training programme
- ❖ Training Programme Schedule
- ❖ Pre-training survey

1. Need and Significance of this training programme

The National Education Policy - 2020 (NEP 2020), unveiled by the Ministry of Education is revolutionary in every sense. The policy notes in one of its central principles that, to steer the education system 'extensive use of technology in teaching and learning, removing language barriers, increasing access as well as in educational planning and management' would be significant and imperative in times to come. In this light, NEP 2020 has set out laying standards to encourage digital content development, which will become a digital push for quality development in the field of Education.

NEP 2020 emphasises 50 hours capacity building as mandatory for all teachers and school heads. Face-to-face training has the limitation of reaching every teacher every year. Hence, the intervention of technology is a need and Online Course/Training becomes one solution to address scale and speed to instil the required skills in various stakeholders. Policy also emphasises that teachers, teacher educators and school heads require suitable training to be effective online educators. Under PM eVidya, one of the major pillars is to offer Online Courses for enrichment and extension of the learning process and to achieve the three cardinal principles of Education Policy viz., access, equity and quality.

All states and UTs are in the process of developing Online Courses and offering through DIKSHA platform for continuous professional development of teachers, teacher educators and also courses for students in achieving the learning outcomes. It is the need of the hour, to orient every course developer on the pedagogical and technical aspect of developing Online Courses. This training programme is designed to prepare the teachers and teacher educators with the following objectives:

- ❖ to sensitise the participants on the Digital Education Initiative
- ❖ to orient the participants on the concept, need and scope of Online Courses
- ❖ to acquaint the participants with the process of Online Course development
- ❖ to support the participants in creating different components of the Online Course

- ❖ to prepare a mentor group in every state, UT and autonomous organisation to take up various activities at their level in training teachers to develop Online Courses

2. Content Coverage

1. Online Course: Concept, Need and Scope
2. Exploring Online Course Platforms and Features
3. Instructional Design for Developing Online Course
4. Identifying courses to be offered online
5. Designing Online Course: Process & Formats
6. Curation and Creation of Digital Resources
7. Open Educational Resources
8. Development of eTutorial
9. Development of eContent
10. Development of Assessment
11. Evaluation of Online Course

3. Expected Learning Outcome

At the end of this programme, learner will be able to:

1. Differentiate between MOOC and SPOC and explain its features
2. Identify various platforms for offering Online Courses in terms of MOOC and SPOC
3. Explore the details of instructional design for Online Course
4. Develop proposal to develop Online Course
5. Develop course manuscript following the Instructional design for developing Online Course
6. Design and develop Digital Resources
7. Design and develop assessment for Online Course
8. Describe the process of evaluation of Online Courses

4. Modality of the Programme

The training adopts a blended approach. Trainers are provided with the training package which consists of the following:

- ❖ Trainer Manual
- ❖ Trainer Handbook

Trainers are expected to use this training package for conducting the training. Customisation of the content may be done based on the local need without compromising the flow of the content, width and depth of the content. Learning Management System (LMS) to be used for organising this training programme.

The following pre-training activities are required to be completed by the participants

1. Joining the instant messenger group
2. Submitting the registration form (Annexure - 1)

3. To refresh the previous learning on development of eContent, sessions in the following links can be watched:
 - a. English:
https://www.youtube.com/watch?v=1kNerr4pjik&list=PLcsj1x9n9h4hzeLxhT2Tc7BH_vfVjgTCG
 - b. Hindi
<https://www.youtube.com/playlist?list=PLcsj1x9n9h4gxrINvyARogEGpTkV0khzB>
4. Joining the training in LMS (Instructions to be provided through the instant messenger group and participants will be required to join the LMS by the end of the first day)

Following activities to be conducted using this trainer manual

- ❖ Registration of participants on Learning Management System (LMS)
- ❖ Participants to introduce themselves in LMS
- ❖ Participants to complete pre-training Survey (Annexure - 2)
- ❖ 40 hours - Online/ Face-to-Face Training as per the schedule
- ❖ Training material to be shared through LMS
- ❖ Assignments to be submitted by the participants through LMS and concerned resource persons to provide feedback on the assignments
- ❖ Achievement test to be completed by participants (Annexure -3)
- ❖ Post-training survey to be completed by the participants
- ❖ Organising team to do the analysis based on the achievement test, pre-post training survey and complete the report of the training package

5. Training Programme Schedule

Duration of the Programme: 9.30 am - 5.00 pm

Date & Day	09.45 am - 11:15am	11:30 am - 01:00 pm	02:00 pm - 03:15 pm	03:30 pm - 04.45 pm
04.12.23 Monday	Inauguration Introduction to the Programme pre-training survey	Online Course: Concept, Need & Scope	Exploring Online Course Platforms & Features	Exploring Online Courses Platforms & Features: Practical
05.12.23 Tuesday	Process for Developing Online Course	Process for Developing Online Course: Practical	Development of Online Course Manuscript	Development of Online Course Manuscript - Practical
06.12.23 Wednesday	Curation & Creation of eContent	Curation & Creation of eContent: Practical	Development of eTutorial for Online Course	Development of eTutorial for Online Course: Practical

07.12.23 Thursday	Development of eContent for Online Course	Development of eContent for Online Course: Practical	Development of Assessment in Online Course	Development of Assessment in Online Course: Practical
08.12.23 Friday	Evaluation and Dissemination of Online Course	Evaluation and Dissemination of Online Course: Practical	Way Forward Presentation by participants	Valedictory

09.30 - 09.45 am - **Warm up**, 11:15 am - 11:30 am - **Break 1**, 01:00 pm – 02:00 pm - **Lunch**, 03:15 pm - 03:30 pm - **Break 2**, 04.45 pm - 05:00 pm - **Wrap up Session**

6. Assessment and Certification

At the assignments given as part of the practical session to be submitted by the participants. Final achievement test to be conducted at the end of training.

For certification, the following is mandatory

- ❖ Online attendance **is must** for each of the sessions conducted over the five days training (If it is in online mode, attendance may be collected through an attendance form and also recorded through video conferencing tool)
- ❖ Submission of all assignments
- ❖ Scoring 70% and above in the final achievement test
- ❖ Submission of Feedback form
- ❖ Participation in the forum during the sessions



1. Objectives

On completion of this session, learners will be able to:

- ❖ explain the concept of Online Course, its features, and need
- ❖ describe the changing role of teachers and learners in Online Course
- ❖ differentiate between MOOC and SPOC
- ❖ recognise the benefits and limitations of MOOC and SPOC

2. Outline

- ❖ Online Courses- Context, Meaning and Need
- ❖ Changing Pedagogy and Teacher's role in Online Courses
- ❖ Advantages and disadvantages of Online Courses
- ❖ Approaches to Online Courses
- ❖ MOOCs and SPOCs- Features, Benefits and Limitations

3. Instructions for Conducting the Session

- ❖ Introduce session plan (Use slide 2)
- ❖ Explain the concepts of Course and Online Course (Use slide 3)
- ❖ Activity-Ask participants to share the need for an Online Course (Use slide 4). Based on the responses present the context that is leading to rise in Online Course (Use slide 5)
- ❖ Explain the need for Online Course (Use slides 6,7,8)
- ❖ Explain the changing pedagogy (Use slide 9)
- ❖ Explain changing role of teacher and learner in Online Courses (Use slide 10)
- ❖ Explain features of Online Course (Use slide 11)
- ❖ Activity- Ask participants to share advantages and challenges linked to Online Courses (Use slide 12). Based on the responses, differentiate the advantages and disadvantages of Online Courses (Use slide 13)
- ❖ Introduce SPOC and MOOC by differentiating main features (Use slide 14)
- ❖ Explain the concept of MOOC (Use slides 15,16)
- ❖ Explain the concept of SPOC (Use slide 17)
- ❖ Contrast MOOC and SPOC (Use slide 18)
- ❖ Present the benefits of MOOC and SPOC (Use slides 19, 20)
- ❖ Give a brief recap/main take-away of the session (Use slide 21)



1. Objectives

On completion of this session, learners will be able to:

- ❖ Identify various platforms for offering online courses
- ❖ Classify the course platforms based on the category
- ❖ Explain features of various online platforms
- ❖ Identify the appropriate course platform based on the criteria for selection

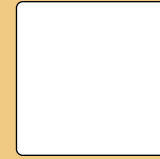
2. Outline

- ❖ Online Course Platforms and its importance
- ❖ Categories of Online Course Platforms
- ❖ Features of Online Course Platforms
- ❖ Criteria for selecting a Platform
- ❖ Concept and Need of LMS

3. Instructions for Conducting the Session

- ❖ Introduce session plan (Use slide 2)
- ❖ Conduct the activity using interactive resources (Use link in slide 3) and ask participants to write about their understanding of the Online Course platforms.
- ❖ Based on the responses, discuss the meaning (Use slides 4, 5, 6) and need (Use slides 7, 8) of the course platform
- ❖ Conduct the activity using interactive resources (Use slide 9), and ask participants to list the course platforms. Also, consolidate the list of various course platforms.
- ❖ Explain various categories of the course platforms (Use slides 10, 11, 12, and, 13)
- ❖ Conduct the activity using interactive resources (use slide 14), and ask participants to list the features of the course platforms.
- ❖ Explain the features of Online Course Platforms (Use slides 15, 16, 17, 18, 19 and 20)
- ❖ Explain the various kind of user roles available in Online Course Platforms (Use slides 21, 22, 23 and 24)
- ❖ Show the list of Different Online Course Platforms and briefly discuss about these platforms (use slide 25).
- ❖ Briefly explain about selection of Online Course platforms and explain criteria for selection of platform (use slide 26)
- ❖ Conduct the activity using interactive resources (use slide 27) and ask the participants to write down their understanding of Learning Management System.

- ❖ Based upon their responses explain about Learning Management System and its need for Online Course platforms (use slides 28 and 29)
- ❖ Explain various categories of LMS (Use slide 30)
- ❖ Explain the take away points (Use slides 31 and 32)



1. Objectives

On completion of this session, learners will be able to:

- ❖ differentiate between the features of Online Course Platforms
- ❖ identify the features of Online Course
- ❖ describe the benefits and challenges of Online Course

2. Assignment 1

Discuss the following points in the group and prepare a group presentation:

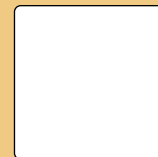
- ❖ List of Online Course Platforms the participants have been exposed to for doing Online Courses
- ❖ Various features of the Online Course platforms they have come across
- ❖ How each feature in the Online Course platform supports the learning process?
- ❖ How do the lack of certain features in the lack of Online Course Platforms affect the learning process

3. Instructions for trainer to conduct the activity

- ❖ Decide on the number of group such that each group will have 7-8 participants
- ❖ Create a blank presentation for each group and name the file with the group number, and provide access for everyone with link to edit
- ❖ Make the list of links with group name
- ❖ Add the following instruction in the LMS and make an option for participants to submit the link of their assignment 1. For example in MOODLE based LMS, the instruction may be added as shown below:

4. Instructions for participants

- ❖ One blank presentation will be shared for each group through drive
- ❖ Group members should share their experiences and discuss the following points (2-3 mins for each participant)
 - a. Course platforms the participants have exposed to for doing Online Courses
 - b. Various features of the Online Course Platforms they have come across
 - c. How each feature in the Online Course Platform supports the learning process?
 - d. How does the lack of certain features of Online Course Platforms affect the learning process?
- ❖ In the blank presentation all the group members to work collaboratively and prepare a presentation covering all the points discussed under each heading
- ❖ Submit the link of the presentation for assignment 1 in the LMS



1. Objectives

On completion of this session, learners will be able to:

- ❖ determine the need for instructional design while developing online courses
- ❖ explain different instructional design models
- ❖ elaborate on the different stages of the instructional design model in the context of developing an online course

2. Outline

- ❖ Meaning and scope of Instructional Design for Online Course
- ❖ Instructional Design models
- ❖ Steps of an Instructional Design model for developing an Online Course
- ❖ Course Proposal-Meaning, Formats, Components

3. Instruction: Process

- ❖ Introduce session plan (Use slide 2)
- ❖ Activity: Use any one of collaboration tools like Mentimeter, Padlet etc and ask all the participants to share their experience on online education based on their experiences. (Use slide 3)
- ❖ Describe the process for Developing an Online Course (Use slide 1_ Refer: Reading Material 3.1 and 3.2)
- ❖ Explain the need for planning different phases of Online Courses (Use slide 4_ Refer: Reading Material 3.3)
- ❖ Present different Instructional Design models widely used (Use slide 5_ Refer: Reading Material 3.4)
- ❖ Show the major steps involved in the following models one by one (Use slide 6):
 - a. The ADDIE Model (Use slide 7_ Refer: Reading Material 3.4.1)
 - b. The Dick & Carey Model (Use slide 8_ Refer: Reading Material 3.4.2)
 - c. The R2D2 Model (Use slide 9_ Refer: Reading Material 3.4.3)
 - d. The ICARE Model (Use slide 10_ Refer: Reading Material 3.4.4)
 - e. The ASSURE Model (Use slide 11_ Refer: Reading Material 3.4.5)
- ❖ Introduce other models of Instructional Design (Use slide 12)
- ❖ Activity: Ask participants to compare the different phases of Instructional Design in different models. Identify the most common Instructional Design phases (Use slide13)

- ❖ Explain the steps of Instructional Design Model for designing Online Course (Use slide 14, Refer: Reading Material 3.5)
- ❖ Explain that ADDIE Model is one of the widely used Instructional Design model and explain each phase of ADDIE as listed below:
 - a. Analysis (Use slide 15, Refer: Reading Material 3.6, 3.6.1)
 - b. Design (Use slide 16, Refer: Reading Material 3.6.2)
 - c. Develop (Use slide 17, Refer: Reading Material 3.6.3)
 - d. Implement (Use slide 18, Refer: Reading Material 3.6.4)
 - e. Evaluate (Use slide 19, Refer: Reading Material 3.6.5)
- ❖ Activity. Ask the participants to map the different tasks under each step of the Instructional Design model using an interactive drag-and-drop activity (Use slide 20)
- ❖ Explain the various components of course proposal format (Use slide 21_ Refer: Reading Material 3.7)
- ❖ Show a sample course proposal and explain the dos and don'ts with respect to each component (Use slide _ Refer: Reading Material)
- ❖ Recap the key points of the session (Use slide 22) (slide 21_ Refer: Reading Material)



1. Objectives

On completion of this module, learners will be able to:

- ❖ develop a proposal for three modules of Online Course

2. Assignment 2

Develop a proposal for an Online Course with the following features using the given template

- ❖ Target group will be teachers
- ❖ Course title needs to focus on any one pedagogy related courses for teachers
- ❖ Course will have three modules each of 3 hours of content



1. Objectives

On completion of this session, learners will be able to:

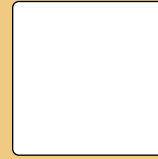
- ❖ understand the meaning and scope of the manuscript
- ❖ identify the components in a manuscript
- ❖ recognize the resources according to the type of knowledge
- ❖ prepare a draft manuscript

2. Outline

- ❖ Meaning and need of Manuscript
- ❖ Components of manuscript: Text, Interactive, Video storyboard, Infographics
- ❖ Criteria for each component
- ❖ Draft of manuscript

3. Instructions

- ❖ Explain the meaning of the manuscript (slide 2) and the need of the manuscript (slide 3)
- ❖ Identify the components of a course (slide 4).
- ❖ Explain the content in a course (slide 5)
- ❖ Explain the Generic components of a course (slide 6) and components of the module (slide 7)
- ❖ Explain the generic components (slide 8) in the starting of the manuscript which include Course title (slide 9), Course Information (slide 10), Description of course (slide 11), Keywords (slide 12), Course Overview (slide 13), Course Instruction (slide 14), Objectives (slide 15), Course Outline (slide 16)
- ❖ Explain the generic components (slide 17) in the end of the manuscript which includes Portfolio Activity (slide 18), Summary (slide 19), Additional resources (slide 20) and Assessment (slide 21)
- ❖ Explain the components in a module (slides 22-23) which includes eTutorial, eContent and practice activities
- ❖ Explain eTutorial i.e. types of video (slide 24), eContent i.e. reading material (slide 25) and practice activity i.e. types of activities to be added in a course (slide 27)



1. Objectives

On completion of this session, learners will be able to:

- ❖ develop a manuscript with all the components

2. Assignment

Template of generic course

Develop a manuscript for an Online Course with the following features using the generic template

- ❖ Target group will be teachers/learner
- ❖ Manuscript need to focus on any one theme with related sub themes
- ❖ Manuscript will have three modules each of 3 hours of content with all the components of the manuscript



1. Objectives

On completion of this session, learners will be able to:

- ❖ define eContent
- ❖ list various forms of eContent
- ❖ explain Open Educational Resources
- ❖ identify the Creative Commons Licences
- ❖ assign appropriate Creative Commons Licenses while sharing eContent
- ❖ describe the process of curation of eContent
- ❖ demonstrate Curation of eContent
- ❖ critically evaluate the need for creation
- ❖ identify appropriate Free and Open Source Software for developing eContent

2. Outline

- ❖ -Definition of eContent
- ❖ -Form of eContent
- ❖ -Open Educational Resource and Open Licences
- ❖ -Curation of eContent - Need
- ❖ -Process of Curation, Benefits and Limitations of Content Curation
- ❖ -Need for Creation of eContent
- ❖ -FOSS for Developing eContent

3. Instructions

- ❖ Overview of the Session Plan (Use slide 2)
- ❖ Explain that Online Courses have different eContent (Use slide 3)
- ❖ Explain the concept of eContent (Use slide 4)
- ❖ Explain forms of eContent (use slide 5). Share the interactive resources (image hotspot) on forms of eContent. Instruct the participants to explore the different forms of eContent and its examples
- ❖ Explain a scenario (Use slide 6)
- ❖ Explain copyright in education (slides 7 & 8)
- ❖ Explain the concept of Open Educational Resources (OERs) (Use slide 9)
- ❖ Explain the benefits of OERs (Use slide 10)
- ❖ Explain about different types of Creative Commons Licenses by explaining each type with examples. Demonstrate using the CC website. (Use slides 11 &12)

- ❖ Ask the learners to reflect and answer a question on CC licence on Padlet. Based on the responses, discuss the answer (Use slides 13 & 14)
- ❖ Explain that Online Courses can have Curation and Creation (Use slide 15)
- ❖ Explain a scenario (Use slide 16)
- ❖ Explain concept of Curation (Use slide 17)
- ❖ Explain why should Curation be considered as the first option (Use slide 18)
- ❖ Explain process of Curation (Use slide 19)
 - a. Explain Step 1 of Curation and demonstrate how to locate open eContent by
 - i. Searching using advanced search options (Use slide 21)
 - ii. Searching repositories using filtering option (Use slide 22)
 - b. Explain Step 2 (Use slide 23)
 - c. Explain Step 3 (Use slides 24 & 25)
- ❖ Explain the benefits and limitations of Content Curation (Use slide 26)
- ❖ Explain the need for creating eContent (Use slide 27)
- ❖ Explain guiding questions to assist in deciding about Curation or Creation (Use slide 28)
- ❖ Ask the participants to reflect and answer a question on creation of eContent on Padlet (Use slides 29 & 30)
- ❖ Explain License stipulations when selecting an appropriate license (Use slide 31)
- ❖ Revise types of softwares (Use slide 32). Ask the learners their understanding of Free and Open Source Software and then share about FOSS
- ❖ Share mind-map with examples of FOSS (Use slide 33)
- ❖ Summarise key points (Use slide 34)
- ❖ Closure & Feedback (Use slide 35 & 36)

SESSION 10

Curation of Digital Resources: Practical



1. Objectives

On completion of this session, learners will be able to:

- ❖ identify appropriate OERs for selected content
- ❖ curate appropriate resources for the selected topic and selected purpose
- ❖ create an outline for a learning path using curated resources

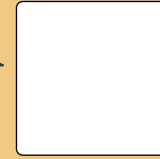
2. Assignment

The following instructions to be added in LMS

- ❖ Select one module from the course identified during session 6
- ❖ Then search existing Open Educational Resources (OER) repositories and Creative Commons licensed-content based on requirements and identify at least 5 resources that can be used
- ❖ Analyse the content and write how the identified OER can be utilised in the Online Course.
- ❖ Important information: Course will be released as CC-by-NC-SA

Participants make a table. An example has been provided

Sr. No	Title and description of the OER/ eContent	Link to the OER/ eContent	Usage of the OER/ eContent
1.	Water Cycle- Image	https://www.flickr.com/photos/globalwaterpartnership/5663389997	I will use this image in a video to explain the concept



1. Objectives

On completion of this session, learners will be able to:

- ❖ describe eTutorials in the context of an online course
- ❖ explain various presentation formats of eTutorials
- ❖ develop video tutorials for online courses
- ❖ list and use various digital tools to develop eTutorials

2. Outline

- ❖ Concept of Tutorial in the context of Online Course
- ❖ Presentation Formats of Tutorial
- ❖ Stages of Developing Tutorial
 - Pre-production Stage
 - Production Stage
 - Post-production Stage
- ❖ Digital tools for Developing Tutorial

3. Instructions

- ❖ Explain the concept of Tutorial in the context of Online Course (Use slide 1 & 2)
- ❖ Explain the need for Tutorial and various purposes of usage (Use slide 3)
- ❖ Explain the presentation formats of the Tutorial and its significance (Use slide 4)
- ❖ Show various presentation formats using the links given in slide (Use slide 5)
- ❖ Explain the process of developing a tutorial (Use slide 6)
 - a. Pre-production
 - b. Production
 - c. Post-production
- ❖ Show the images of various devices that can be used for video recording and explain its utility (Use slide 9)
- ❖ Explain the essential points to be considered while recording a video tutorial (Use slide 10)
- ❖ Conduct an online activity and ask participants to enter three major criteria to be checked while evaluating the video tutorial (Use slide 13). Based on the responses received in the word cloud, discuss the criteria for evaluating video tutorials (Use slide 14)

- ❖ Show various software that can be used for editing a video (Use slide 11)
- ❖ Explain the various aspects to be taken care of while editing video tutorial (Use slide 12)

4. References

- ❖ Recording video using digital camera
- ❖ Recording video using FOSS
- ❖ Editing video using FOSS
- ❖ Formats and ways of disseminating video tutorials

SESSION 12

Development of Script: Practical



1. Objectives

On completion of this session, learners will be able to:

- ❖ develop a script for the selected topic and selected purpose

2. Assignment

- ❖ Each member may identify a content/topic for which video tutorial is appropriate
Also, identify the appropriate presentation format
- ❖ Each member may develop a script for developing 2-3 mins video tutorial
- ❖ Choose a video software and record the video program as per the script
- ❖ Choose a video editor software and edit the video program
- ❖ Evaluate your own video
- ❖ Submit the script and video in one folder and submit the link of the folder
- ❖ Upload the video on the drive and submit the link in LMS
- ❖ Evaluate the tutorial using the evaluation criteria



1. Objectives

On completion of this session, learners will be able to:

- ❖ explain the meaning of eContent in an online course
- ❖ demonstrate the process of eContent development
- ❖ identify appropriate technology to develop eContent
- ❖ develop eContent appropriate to content and context of learner
- ❖ explain the concept and components of online interaction
- ❖ list modes of online interaction
- ❖ identify and use technologies for online interaction

2. Outline

- ❖ eContent- meaning and need in online courses.
- ❖ Forms of eContent for Online Course.
- ❖ Process to develop eContent.
- ❖ Technologies to develop eContent.
- ❖ Online Interaction - components, modes and technologies.

3. Instructions

- ❖ Share the link for different types of eContent in the context of Online Courses (image hotspot). Instruct the participants to explore the different forms of eContent and its examples (Use slide 3)
- ❖ Explain the need of different types of eContent in the context of Online Courses (Use slide 4)
- ❖ Explain the modalities of using eContent in teaching-learning and followed by the categorisation of eContent on the basis of the purpose of using them in teaching-learning (use slide 5, 6)
- ❖ Explain the different forms of eContent in details (slide 7, 8, 9, 10,11)
- ❖ Conduct the activity using interactive resources (use link in slide 12) and ask participants to share atleast three content from their subject and the appropriate form of eContent to be created (atleast one example to be included in the activity link).
- ❖ Based on the responses, discuss the benefits of using various forms of eContent in Online Courses (Use slide 13).
- ❖ Explain the process of creating eContent (use slide 13)

- ❖ Explain the various parameters to be considered while developing eContent - Text, Graphics, Interactive Activities (Use slide 14)
- ❖ Discuss various digital tools to develop different types of eContent(use slide 15)
- ❖ Explain the concept of online interaction in the context of Online Courses (Use slide 16)
- ❖ Discuss the various modes and means of online interaction (use slide 17-18)

4. Reference

- ❖ Creating eContent: Text
- ❖ Creating eContent: Graphics
- ❖ Creating eContent: Interactive Activities
- ❖ Creating Online Interaction: Blogs/ Discussion Forum
- ❖ Creating Online Interaction: Live Interactions



1. Objectives

On completion of this session, learners will be able to:

- ❖ identify appropriate eContent form for selected content
- ❖ select appropriate tool for creating eContent to be included in Online Course manuscript
- ❖ develop atleast one form of eContent using appropriate FOSS
- ❖ identify appropriate mode for online interaction

2. Assignment

- ❖ Note for instructor: The availability of software and internet connectivity with appropriate speed has to be ensured in advance by the instructor

3. Assignment

- ❖ Select a content and identify the appropriate eContent form
- ❖ Select an appropriate tool to create a particular type of eContent
- ❖ Develop eContent that needs to be included in course manuscript
- ❖ Select a theme and identify appropriate mode for online interaction

SESSION 15

Development of Assessment in Online Course



1. Objectives

On completion of this session, learners will be able to:

- ❖ examine the need for assessment in online course
- ❖ identify appropriate type of assessments in online courses
- ❖ select appropriate digital tool for assessment in online course
- ❖ explain course analytics
- ❖ develop a plan for feedback/follow-up

2. Outline

- ❖ Assessment in online course- Need, scope and limitation
- ❖ Designing Assessments in Online Courses
- ❖ Types of Assessment in online course
- ❖ Digital tools to develop Assessment in online courses
- ❖ Course Analytics and its use
- ❖ Feedback and follow-up in online course

3. Instructions

- ❖ Ask participants to share the need for Assessment in Online Course. Based on the responses received explain the benefits and limitations of assessment in Online Course. Give Learners' and Teacher's perspective of assessments (Use slide 3,4 &5)
- ❖ Explain the types of assessment in the Online Course (Use slide 6 to 20)
- ❖ Explain various digital tools to develop assessment for Online Course (slide 21, 22)
- ❖ Demonstrate eportfolio and erubric for assessment in Online Course (slide 23 to 26)
- ❖ Explain the meaning of course analytics with examples (Use slide 27,28,29) and Demonstrate the analysis and interpretation of course Analytics using samples provided in slide link (Use slide 30)
- ❖ Explain the assessment cycle (slide 31)
- ❖ Ask the participants to share the possible follow-up plan and based on the responses summarize the possibilities of follow-up (Use slide 15)



1. Objectives

On completion of this session, learners will be able to:

- ❖ select appropriate assessment format based on the content and purpose
- ❖ integrate the assessment component in course manuscript
- ❖ develop an assessment activity for Online Course
- ❖ analyse and interpret the course data

2. Assignment 1

This is an individual activity (Same instruction to be added in LMS)

- ❖ List the possible assessment types for your Online Course. Select any one assessment type and prepare the content for assessment to be included in the course manuscript
- ❖ Based on the assessment content, develop the assessment activity using an appropriate digital tool
- ❖ Upload the content for course manuscript and the assessment activity file/ link in the drive
- ❖ Submit the link of assessment content and assessment activity file/ link in LMS

3. Assignment 2

This is an individual activity (Same instruction to be added in LMS)

- ❖ Use the given data sheet via the LMS
- ❖ Data sheet link - {Add link of a data sheet}
- ❖ Using the data sheet, analyze the data and fill the given worksheet
- ❖ Worksheet Link - {Link of the sheet to be added. Once the sample data sheet is finalized, questions based on the data sheet top be added in the sheet}

4. Reference

- ❖ Development of various assessment activities in course platform
- ❖ Development of digital assessment using various software

SESSION 17

Evaluation and Dissemination of Online Course



1. Objectives

On completion of this session, learners will be able to:

- ❖ understand the process of course evaluation
- ❖ apply the technical review on the manuscript
- ❖ organise and review the digital resources of the online course
- ❖ disseminate the online courses at various platforms

2. Outline

- ❖ Need of Evaluating Online Course
- ❖ Evaluation Process
- ❖ Technical Review of Manuscript Part -1
- ❖ Uploading of the course (piloting)
- ❖ Course stitching and testing process of dummy Course
- ❖ Dissemination of Online Course

3. Instructions

- ❖ Explain the need of evaluation of Online Courses followed by course evaluation categories and why to course needs to be evaluated (Use slide 1, 2 &3)
- ❖ Explain the process of Course development (Use slide 5 & 6)
- ❖ Discussing the components of course structure. (Use slide 7)
- ❖ Discussion on the checklist of Technical Review level 2 for finalization of manuscript draft1 (Use slide 8)
- ❖ Show the template course for discussion over the things to be ensured while developing the digital resources (Use slide 9)
- ❖ Show sample course to discuss review of the digital resources and that checklist to be ensured while reviewing the resources (Use slide 10)
- ❖ Explained the three major areas to be ensured while testing the digital resources (Use slide 11)
- ❖ Explain the process of reviewing the stitched course (Use slide 12)
- ❖ Explain the process of testing the dummy course (Use slide 13)
- ❖ Discussion on the checklist of Technical Review level 3 for finalization of manuscript (Use slide 14)
- ❖ Explain the process of reviewing the course booklet with the help of sample booklet (Use slide 15)
- ❖ Explain the process of reviewing the course videos (Use slide 16)
- ❖ Explain the process of reviewing the digital resources of the course (Use slide 16)

