Pre-Training Introduction

Welcome to the Instructional Design for E-Learning (IDEL) Course!

Please read this document from beginning to end. In it, you will find:

I. Introduction to the Course
II. Introduction to E-Learning
III. Course Agenda

1. INTRODUCTION TO THE COURSE

Background

In late 2018, the Ministry of Higher Education and UNHCR convened a roundtable discussion on Connected Learning at the Dead Sea, Jordan, to discuss the opportunities presented by this burgeoning mode of higher education delivery. Over the course of two days, the group of government officials, local and international university staff, NGOs and higher education actors discussed the potential, constraints, and challenges of blended learning at tertiary level in Jordan.

During the discussion, the group was briefed on the current connected learning programmes taking place in the Kingdom, as well as individual courses being offered by several different universities. The conversation then turned to how best to scale the courses on offer, to provide increased access to higher education for both refugee learners and Jordanian students.

One of the most formidable challenges that surfaced was the need for capacity building of university teaching staff. There was consensus that professors needed to be trained in the design of connected courses, in order to proliferate the breadth of courses on offer but also to build local capacity and sustainability by reducing dependence on importing international courses and experts.

Instructional Design for E-Learning (IDEL) COURSE OVERVIEW

The training will take place over 5 days at Princess Sumaya University. A team of 7 international experts in the areas of curriculum design, blended learning, pedagogy, and educational technology will lead the training together with 2 regional experts, and supported by UNHCR Education staff, both from HQ and in Amman.

The training will familiarize teachers with the tools for designing and delivering blended learning courses at tertiary level, and will place special emphasis on when and how to use these tools to maximize learner productivity and engagement. This will require a close understanding of the learner context, and in addition the constraints posed by limited connectivity. The course will cover different approaches to instructional design, formative and summative online assessment, and establishing feedback mechanisms to help refine course content and delivery.

There will be a substantial pre-course component to focus learner attention on the tasks of the training, clearly establish goals and expectations, and collect valuable data on the teaching context and baseline levels of professor knowledge, goals, expectations, and capacity.

The face to face training itself will be based on a cognitive apprenticeship model emphasizing the cycle of experience, reflection, action, and evaluation and will utilize a project-based methodology in which professors will undertake the process of instructional design by building out a course they currently teach. Participants will be paired with mentors who will coach them through the week and follow up with them through completion of the post-training component of the course.

Learning Outcomes

Faculty will be able to:

- Design a module of a connected higher education course in their respective fields, and
develop an outline for the rest of the course
- Identify appropriate uses for a range of digital tools
- Use digital tools competently in the design, delivery, and administration of the course
- Identify and select contextually relevant opportunities for online/offline student interaction
- Design appropriate formative and summative assessments for online activities

- Develop feedback mechanisms to improve the user experience
- Form a community of practice at their institution
- Articulate the potential of e-learning to their peers

2. **INTRODUCTION TO E-LEARNING**
   Source: TOWARDS CONNECTED LEARNING IN LEBANON. Hana Addam El-Ghali and Emma Ghosn, 2019.

Throughout the course, we will use the term e-learning; however, you may read documents that refer to blended learning or connected learning. These terms, while not interchangeable, are used for the purpose of this course to mean technology-assisted teaching and learning.

Connected learning is one of the fastest growing trends in tertiary education today. The demand for tertiary education globally presents a pressing need to explore innovative ways of responding to such a demand. The growing Syrian refugee population includes a large number of university-aged youth who have fled their homes and studies in Syria and are struggling to continue their education in the host countries in which they seek asylum (King, 2014). Connected learning enables them to study where they are, to use technology and the internet to study, communicate with professors, and exchange ideas with peers. However, to be successful, strategic course design is essential.

Skills supplied by formal educational institutions seem to be disconnected from today's labor market demands, particularly in light of the fast paced changes due to a new globalized economy. Educational institutions are structured in a factory-like manner where students are being prepared for assembly line jobs, categorized according to age, and instruction delivered according to subject matter and in a traditional face-to-face setting. The curriculum of educational institutions continues to be designed as a 'one size fits all' despite the increase in the use of technology. In fact, 60% of managers claim that new graduates do not have critical thinking and problem-solving skills (PayScale, 2018), and other statistics revealed that "6 of 10 millennials have 'low' technology skills" (Schaffhauser, 2015). Therefore, higher education institutions must **redesign their curriculum to include higher level of skills** and teach to innovate.

A number of initiatives have emerged within the scope of providing education to refugees and the communities that host them. Connected learning has emerged as one of the modern approaches to the provision of education, and it involves using technology in an appropriate manner to increase access to education, to make learning more engaging, and to deliver a more flexible, future-ready style of learning between teachers, students, and their peers.

3. AGENDA FOR THE COURSE

Day 1

time	track	topic	facilitator(s)
9-10	Both	1.1 Introductions- setting expectations, overview of course, roles & followup	Dr. Nouh + Zeina Jadaan + Charley Wright
10 - 10.15	Both	Break & Mingle	
10:15-11:30	Both	1.2 Context and Levels of Knowledge	Cindy Bonfini-Hotlosz Dr. Rebecca Granato
11:30-12	Both	Levels of Knowledge Presentations by University Teams	Cindy Bonfini-Hotlosz Dr. Rebecca Granato
12-1	Lunch		
1-2:45	Both	1.3 Creating Learning Outcomes - Evidence of Mastery	Cindy Bonfini-Hotlosz Dr. Rebecca Granato
2:45-3:00	Both	Break	
3 - 3:45	Both	1.4 Rubrics, Grading, and Policies	Amy Pinkerton
3.45-4.15	Both	Reflections	Charley Wright
4:15-4.45	All	Open exploration (OPTIONAL)	Instructors
4.45 - 5.30		Instructor Debrief	Charley Wright

Day 2

time	track	topic	facilitator(s)
9 - 10	Both	2.1 Introduce Course Template and Universal Design	Dr. Carrie Bauer Amy Pinkerton
10 - 10.15		Break	
10:15 -12	Fac	2.2 Module Outline	Cindy Bonfini-Hotlosz
	ID	2.3 Instructional Design Best Practices	Dr. Carrie Bauer Amy Pinkerton
12 - 1	Lunch		
1 - 2	Both	2.4 Engagement and Collaboration	Dr. Carrie Bauer Amy Pinkerton Dr. Rebecca Granato
2 - 3.15	Both	2.5 E-Learning Community Building, Tool presentation	Kristen Treglia
3:15 - 3:30	Both	Break	
3.30 - 4	Both	Homework + Summary	Charley Wright
4 - 4.45	All	Open exploration (OPTIONAL)	Instructors
4.45 - 5.30		Instructor Debrief	Charley Wright

Day 3

time	track	topic	facilitator(s)
9 - 10	Both	3.1 Digital Citizenship Overview	Dr. Rebecca Granato Kristen Treglia
10 - 10.15		Break	

10:15 - 12	Both	3.2 Tool Lab	Kristen Treglia
12 - 1	Lunch		
1 - 2.15	Both	3.3 Creating Multimedia	Cindy Bonfini-Hotlosz Dr. Carrie Bauer Amy Pinkerton
2.15 - 3.15	Both	3.4 Finding, Formatting Images (including infographics)	Kristen Treglia
3:15 - 3:30		Break	
3.30 - 4	Both	Homework + Summary	Charley Wright
4 - 4.45		Open lab (optional)	
4.45 - 5.30		Instructor Debrief	Charley Wright

Day 4

time	track	topic	facilitator(s)
9 - 9.30	Both	Recap/Social Share	Kristen Treglia
9.30 - 10.30	Both	4.1 Using Data for Practice Improvement	Dr. Diana Woolis
10.30-10.45	Break		
10.45 - 12	All	Build Labs	Cindy Bonfini-Hotlosz Full Instructional Team
12 -1	Lunch		
1 - 2.30	All	Build Labs	Cindy Bonfini-Hotlosz Full Instructional Team
2.30-2.45	Break		

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2.45 - 4	Both	4.2 Constructive Critiques	Dr. Carrie Bauer Amy Pinkerton
4 - 4.45	Both	Open Lab - Action Plan	Dr. Carrie Bauer
4.45 - 5.30	Both	Instructor Debrief	Charley Wright

Day 5

time	track	topic	facilitator(s)
9 - 10		5.1 Facilitating Online - Best Practices	Kristen Treglia
10 - 10.15		Break	
10:15 -11		5.2 Our Virtual Community	Kristen Treglia Dr. Rebecca Granato
11 - 12		Lab time for Finalizing Modules	
12 -1	Lunch		
1 - 2		University Team Presentations (VP)	Charley Wright
2 - 2.15	Break		
2.15 - 4		University Team Presentations	Charley Wright
4 - 5:15		Debrief and Next Steps	Dr. Diana Woolis
5:15 - 5.45		Final Reflections	Charley Wright
5.45 - 6.30		Instructor Debrief	Charley Wright
7.30 - 9		Group Dinner	Charley Wright