



Certificate in Designing Online Learning

Certified by The Learning and Performance Institute

Certificate in Designing Online Learning

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CDOL will provide you with the skills required to develop learner-centric design skills to transform your courses for the live online environment

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Learning &
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You cannot simply transfer your classroom courses to the live online environment. Designing learning for this environment requires a different way of thinking about participant engagement and interactivity.

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Live online learning (or virtual classroom) events are now a major part of every organisation's learning delivery portfolio and are providing benefits in increased performance to the organisation. However, it is a proven fact that to be able to ensure the success of any live online learning event it is vital that they are expertly designed to ensure that the learner can understand the content and more importantly be able to apply what they have learned back on the job.

The live online environment is very different to the face-to-face one. Your courses will need to be transformed to accommodate the live online environment and the way people learn online. Additionally, course designers will need to be fully conversant with the technology and all of the interactive facilities it provides.

This course will provide you with all of the tools and techniques required to develop learner-centric design skills to support your live online courses. Proven research-based best practice tips and techniques for online training design that leads to practical learning transfer will be explained, practised, and reinforced throughout the course.

Participants will leave this course with the necessary skills and techniques required to successfully design live online learning courses, including establishing learner engagement, creating collaborative exercises and activities, using techniques such as storytelling, scenarios, simulations, discussions, and creating appropriate instructional materials and visually-based designs for a successful live online learning event.

How Does the Course Work?

Online Sessions:

Live online sessions will be conducted twice a week for three weeks. Each session lasts for 90-120 minutes. You will participate via the WebEx Training Centre or Adobe Connect platform (note: a different course is available for each platform). All you need is a standard web browser, an internet connection and a computer headset (microphone and headphones).

Collaboration Platform:

We use a Yammer network as the support tool throughout the course. Information, materials, exercises and discussion topics will be posted here from your course facilitator. Participants may also post questions for the facilitator and topics for discussion with the rest of the class here as well. There is also a Live Chat facility available.



Designed for:

This course is designed for everyone who needs to design courses to be delivered in the live online learning (virtual classroom) environment.

Resource Materials:

Participants will receive a downloadable participant guide to accompany the online sessions, as well as reference information and templates to supplement the course.

Spaced Learning Assignments:

In addition to the interactive online sessions, participants will be required to:

- Work on short 'course design' assignments to reinforce and supplement the live online sessions. This will provide an opportunity to design and get feedback on design activities using your own course. You should plan for around 2 hours work
- Complete a Cumulative Learning Journal

Session Content

SESSION 1: PLANNING YOUR SESSION

Do you really need a course?

We will help you identify the best solution to a performance problem, whether it's a job aid, a workflow improvement, training, or something else. It's based on Action Mapping, a streamlined approach to instructional design.

Know your audience

You cannot design a session if you don't know your audience. We take you through why and how you need to establish the requirements of knowing what your audience needs to be able to do, what they need to know, their current skill level, and their motivations for attending.

Making it stick: how we remember

People forget most of what they are taught. We need to consider how to get them to remember by actually practising what they learn to make it stick. We'll cover ways the brain functions in learning based on the latest research from the world's foremost cognitive psychologists.

Assignment



SESSION 2: DESIGNING YOUR SESSION

Session objectives and outcomes

Setting achievable, practical objectives on what the learner needs to be able to do, rather than just what they need to know, to be able to achieve the performance improvement goals of your sessions.

The GEAR model for live online sessions

There are many design models for instructional design but they are mainly for the classroom courses. We'll take you through the acclaimed GEAR model for spaced learning, devised by Conrad Gottfredsen and Bob Mosher. This is the overarching approach for designing your live online courses.

Action Mapping

We'll take you through how to design your session based on Cathy Moore's method to identify the measurable outcomes to focus on what is needed to be able to perform on the job - cutting the 'nice to know' to focus on the 'need to know and be able to do'.

The main steps to designing for online events

We cover the main steps and considerations for taking classroom courses to live online events.

Assignment

SESSION 3: DESIGN CONSIDERATIONS FOR AN INTERACTIVE SESSION



We discuss the techniques to use to enable you to design live online learning events, which are used to meet your session objectives, including flipped classroom, storytelling, scenarios, simulations, discussions, and breakout sessions.

Assignment

SESSION 4: USING THE WEB CONFERENCING TOOLS

In this sessions we discuss the facilities provided by the web conferencing platform (Webex/Adobe Connect) - note that there will be separate courses for each web conferencing system. If you cannot practice on your organisation's platform, we will schedule times where you will have access to ours.

We'll cover best practice guidance and techniques of using them to ensure that the session is interactive and collaborative. We'll discuss why you would use the facility, when you would use it and best ways to use it.

Basic tools (where applicable to the software)

Whiteboard, chat, response tools, emoticons, audio, video, webcam.

Specific tools (where applicable to the software)

Web content/web browse, polling, applications and desktop share, breakout rooms, testing.

Assignment



SESSION 5: DESIGNING SLIDES



It has been proven that the majority of presentation slides are actually barriers to learning. In this advanced session we'll cover the key points on how people learn online and the need to design image-based slides which have been designed following the research of educational psychologists like Alley, Sweller, Mayer and Medina. We also will be following Garr Reynold's Presentation Zen approach to presentation slides.

- Cognitive Load
- Assertion/Evidence Model
- Images - photos, diagrams, illustrations
- Fonts and the best ones to use for learning
- Use of text on slides
- Psychology of words
- Gutenberg's eye tracking experiment
- Title slides
- Placeholder slides
- Reception slides

Assignment

SESSION 6: DOCUMENTATION

What materials do you need for your session? We'll discuss how to prepare and distribute the documentation you'll need to produce for each of your sessions.

- Session plan / Lesson plan
- Facilitator Guide
- Participant Guide and other materials such as assignments, handouts, online materials, video, exercises

Assignment



ASSESSMENT

In order to receive the Certified Online Learning Designer Certificate, issued by the Learning & Performance Institute, you will need to complete the assignments as the course progresses and compile your assignment portfolio.

The final assessment will be an online 30 minute 1:1 session with your facilitator to review and discuss your portfolio, which will enable you to develop an action plan.

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