

FACILITATOR RESOURCE PACK

The information below is meant to be used only as a guide and framework to the delivery of this workshop. The context within which the workshop will be conducted should be considered and materials used should be adapted as needed to meet the needs of the learners.

Module 5: Content Development Methodology for ODL

It is important to highlight the objectives of this module, given below, to the participants of the workshop as an introduction to the module. **Suggested time - 3 minutes**



Module Objectives

At the end of this module you will be able to:

- Identify characteristics of good open and distance learning materials
- Create SMART learning objectives
- Produce interactive learning content
- Use appropriate language to create open and distance learning materials
- Use an existing template to structure content for open and distance learning.

Best Practices – Suggested time - 15 minutes

The objective of the activity below is to familiarize the learner with ODL materials and enable them to identify the key features of good ODL materials.

If participants have access to computers with internet connectivity they can go the URL in the activity below. As a facilitator we suggest that you include relevant examples from your own context if available. Alternatively, the activity below can be presented in a print format by using pre-sourced examples of ODL materials. We recommend that this activity be conducted among groups of four (4) or five (5) persons.



Activity

Instruction:

1. Go to the URL below to view good samples of Distance Learning materials. Remember to click on icons to view as many parts of courses as you possible can.
2. As you survey the materials, try and identify some unique characteristics or key features of the distance Learning Materials that are common to all the sample materials.

<http://www.indiana.edu/~disted/index.html>

Group leaders should present findings and key features of ODL extracted and elaborated on. You can use the following list to guide the discussion.

Key Features	√
Learning objectives	<input type="checkbox"/>
Self-mark activities	<input type="checkbox"/>
Assessment & Feedback to SMAs	<input type="checkbox"/>
In-text questions	<input type="checkbox"/>
Learner-friendly language	<input type="checkbox"/>
Use of access devices	<input type="checkbox"/>
Structuring of content	<input type="checkbox"/>
Interactivity	<input type="checkbox"/>
Others	<input type="checkbox"/>

It is important to point out to participants that tools will differ according to the mode of delivery being used.

Learning Objectives Suggested time – 20

Use the presentation on learning objectives to present this information. If access to computers or multimedia equipment is not available, print the slides and distribute to the participants. The activity below should be conducted immediately after the presentation to give the participants an opportunity to activate what they have learned.



Activity

Instruction:

Identify a unit topic in one of your courses and use the SMART principle to develop a minimum of four (4) objectives.

Following this activity encourage a few participants to share some of their objectives.

Interactivity Assessment & Feedback - Suggested time - 30 minutes

The same principles used above in presenting the information should be applied once again to your context and the tools available used to deliver the presentation. Before the presentation is given allow the participants to do the **Brain Bumper** activity in their resource packs to stimulate their thinking.

The presentation entitled Interactive or Not Interactive should follow the Brain Bumper and the activity below should follow the presentation. This activity is an individual activity.



Activity

Instruction:

1. Using the objectives that you created earlier and the information you learned from the presentation, develop two self-mark activities that promote learner interactivity.

Following this activity encourage a few participants who have not yet shared to share some of their objectives.

Ask the learners what key point(s) they have learned thus far and use this opportunity to reinforce the reflection point given in their resource pack or shown on the wikieducator.

Distance Education Writing Style - Suggested time - 10 minutes

The content to be presented is included in the participants' resource pack and on the wikieducator site. You are encouraged to present this information in an interesting and lively manner and use visuals and examples where appropriate to add value to the learning experience. (If access to the internet, computers or multimedia equipment is unavailable, it is suggested that you print this information from the wikieducator site for your own reference in advance.)

Emphasize the reflection points that are highlighted in the materials.

Structuring a Unit - Suggested time - 10 minutes

The content to be presented is included in the participants' resource pack and on the wikieducator site. You are encouraged to present this information in an interesting and lively manner and use visuals and examples where appropriate to add value to the learning experience. (If access to the internet, computers or multimedia equipment is unavailable, it is suggested that you print this information from the wikieducator site for your own reference in advance.)

Summary - Suggested time - 3 minutes

We recommend that you do a reflective summary and allow the participants to give feedback on what they have learned from this module of the workshop. If there are any critical points that are not highlighted then these should be pointed out and the wikieducator summary can also be used in concluding this session.