

How online learning design plays a key role in the successful facilitation of vocational training

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WORKSHOP OUTLINE

The aim of the workshop is to share good practice learning design principles, with a focus on making online courses relevant, engaging and authentic learning experiences, instead of just content. We zoom in on how problem-based learning units can be the backbone of an inspiring course, and how a constructivist environment supported by Moodle tools can support this.

The outcome is for workshop participants to re-consider approaches to teaching and learning online, which underpin knowledge and skills building.

We use examples of successful online and blended vocational courses, which support the 'Livelihoods' theme of the conference, namely how to effectively train skills as well as 'theory' in distance learning. This workshop also helps to inform a variety of aspects under this theme, including innovation in curriculum and assessment. These examples from the vocational sector are the basis for 'hands-on' practical exercises during the workshop so that participants can build their instructional design capability.

Our examples - from both developed and developing countries - include considerations of budget restriction and low bandwidth. The short practical exercises in the workshop allow participants to experience how meaningful online learning can be developed while taking these considerations into account.

Duration: 180 minutes

PROGRAMME:

Welcome and Introductions (5 minutes)

Session 1: Introduction to how instructional design can support the successful facilitation of online vocational education. (15 minutes)

Format: A presentation to set the scene and context with participant questions and answers.

MS PowerPoint 'Designing inspiring online courses'

Content: MS PowerPoint presentation demonstrating key design principles being discussed with illustrations and links to online course pages or screenshots of online courses.

Session 2: Designing contextualized, activity-based learning (30 minutes)

Format: Small group activity with feedback session

Content: MS PowerPoint presentation, and handout with learning outcome(s) which the participants use to design their learning activity

Session 3: The impact of design on facilitation (25 minutes)

Format: Small group activity with feedback session

Content: Handout with scenario. Participants identify the issues that arise if the facilitator is going to run with the exercise as is, and the presenters facilitate a discussion and group work regarding how a re-design might assist.

Session 4: Making collaborative learning work; key design issues (30 minutes)

Format: Short presentation 'Making online team tasks work' followed by small group activity "design an inspiring group activity".

Content: Handout with learning outcomes. Participants are requested to design a collaborative online learning activity for the outcome.

Participants are also provided with one or two example designs for group activities as models.

Session 5: Feedback and weaving skills - keys to overcoming practical issues of large group learning scenarios (25 minutes)

Format: Small group activity

Content: Handout of online course scenario where participants need to take the role of an e-learning advisor. The scenario includes many challenges with facilitation of an online course.

Session 6: Alternative approaches to assessment (15 minutes)

Format: Plenary discussion with examples provided by the presenters.

Session 7: Conclusion: design principles that support engaging, relevant, authentic learning experiences (10 minutes)

Format: Plenary discussion, with 'questions and answers' and a summary presentation.

Content: MS PowerPoint presentation.