



Competency Based Learning Materials (CBLM)

**Competency Based Training and Assessment (CBT&A)
Methodology**

Level-5

Module: Facilitating e-learning

Code: CBLM-OU-TAM-10-L5-EN-V1



**National Skills Development Authority
Prime Minister's Office
Government of the People's Republic of Bangladesh**

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This Competency Based Learning Materials (CBLM) on “Facilitating e-learning” under the CBT&A Methodology for Trainers &Assessors, Level-5 qualification is developed based on the national competency standard approved by National Skills Development Authority (NSDA)

This document is to be used as a key reference point by the competency-based learning materials developers, teachers/trainers/assessors as a base on which to build instructional activities.

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This Competency Based Learning Materials is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with industry representatives, academia, related specialist, trainer and related employee.

Public and private institutions may use the information contained in this CBLM for activities benefitting Bangladesh.

List of Abbreviations

CS	- Competency Standard
ISC	- Industry Skills Council
NSDA	- National Skills Development Authority
NSQF	- National Skills Qualifications Framework
BNQF	- Bangladesh National Qualifications Framework
OSH	- Occupational Safety and Health
PPE	- Personal Protective Equipment
SCVC	- Standards and Curriculum Validation Committee
STP	- Skills Training Provider
SOP	- Standard Operating Procedure
TNA	- Training Need Analysis
FGD	- Focus Group Discussion
KIIs	- Key Informant Interviews
UoC	- Unit of Competency
EC	- Executive Committee
CBT&A	- Competency based Training & Assessment
CBC	- Competency based Curriculum
CAD	- Course Accreditation Document
CBLM	- Competency Based Learning Materials

Approved by

34th Authority Meeting of NSDA

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How to use this Competency Based Learning Materials (CBLMs)

The module, facilitating e-learning contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practice the job. You may need to practice the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

Module Content

Unit of Competency: Facilitate e-learning

Module Title: Facilitating e-learning

Module Description: This module discusses the aspects that must be given attention when facilitating e-Learning. It shows the knowledge and skills requirements for preparing work plan to use e- learning resources, registering to e-learning platform, managing e-learning issues and resources, facilitating delivering e- learning materials and participating in testing & assessment for certification

Nominal Duration: 20 Hours

Learning Outcomes:

Upon completion of this module the trainees must be able to:

1. Prepare work plan to use e-learning resources
2. Register to e-learning platform
3. Manage e-learning issues and resources
4. Facilitate delivering e- learning materials
5. Participate in testing and assessment for certification.

Assessment Criteria:

- 1.1 **Work plan** are prepared in line with the expected outcomes
- 1.2 **Learning resources specification** is identified in line with targeted users requirements
- 1.3 e-learning resources platforms are accessed and analyzed for selecting appropriate learning area
- 2.1 Appropriate e-learning platform/portal is selected
- 2.2 **Registration formalities** are completed for e- learning portals / platform. following the required criteria.
- 2.3 Learner's profile is created.
- 3.1. Authoring of learning resources is obtained in line with the intended delivery mode and established learning resource specification
- 3.2. Technical and/or content issues that may result to deviations of actual resources from instructional design are discussed with related persons in line with establishment policy

- 3.3. Utilization guide are accessed in line with learning resources' features and design
- 4.1 e-learning resources are organized following the **steps of creating online courses** and **Instructional design**.
- 4.2 **Delivery mode** is selected as per availability and requirements.
- 4.3 **Media elements** of e-learning resources are accessed and practiced following e-learning process and procedure.
- 4.4 Courses is completed following the instructional design procedure.
- 5.1 Test sites and reviewers are identified in line with established target users.
- 5.2 Test criteria is interpreted and testing of learning resources are undertaken in line with work plan.
- 5.3 Assessment instruments are used by participating in quiz test, mock test and final assessment in line with learning material specification.
- 5.4 Feedback and suggestions are addressed in line with approved work plan and development cycle.
- 5.5 Final assessment result is interpreted and Online certification is ensured.

Learning Outcome 1: Prepare Work Plan to Use E-Learning Resources

Assessment Criteria:

1. Work plan are prepared in line with the expected outcomes
2. Learning resources specification is identified in line with targeted users' requirements
3. e-learning resources platforms are accessed and analyzed for selecting appropriate learning area

Content:

1. Work plan
 - 1.1 Schedule of deliverable
 - 1.2 Schedule of activities
2. Specification of learning resources
3. E-learning resources platform

Resources Required/ Conditions:

The trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation
- Blended delivery methods

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 1: Prepare Work Plan to Use E-Learning Resources

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Trainee will ask the instructor about “Prepare Work Plan to Use E-Learning Resources”	1. Instructor will provide the learning materials “Facilitate eLearning”
2. Read the Information sheet/s	2. Information Sheet No:1 Prepare Work Plan to Use E-Learning Resources
3. Complete the Self Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 1 Prepare Work Plan to Use E-Learning Resources Answer key No. 1 Prepare Work Plan to Use E-Learning Resources
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No:1- Prepare Work Plan to Use E-Learning Resources Specification Sheet1 – Prepare Work Plan to Use E-Learning Resources

Information Sheet 1.1: Prepare Work Plan to Use E-Learning Resources

Learning Objectives:

After completion of this information sheet, the learners will be able to:

1. Prepare work plan in line with the expected outcomes
2. Identify learning resources specification in line with targeted users' requirements
3. Access and analyze e-learning resources platforms for selecting appropriate learning area

1. eLearning:

e-learning is a distance education method where teachers and students are physically separated during instruction, depending on technology for communication." It is takes place through digital resources such as software programmes, mobile devices and the internet.

It is usually Internet-based learning, but could be any electronically enhanced learning; e-learners are technology savvy, motivated, and self-directed. 21st Century E-Student Services.

Benefits of eLearning:

As Elliot Masie (who coined the term) says **“people think of the ‘E’ in eLearning as ‘electronic’. And certainly, it is electronic. But here’s a few more E’s – Everywhere learning, Everyday learning, engaging learning, Evolving learning. ”**

While expressing this, he highlights some of the benefits of eLearning.

But the other benefits of eLearning that set it apart from other learning methods:

- Effective at producing good outcomes
- Everywhere Learning – not limited by place or time
- Fairer – it extends learning to more people
- Supports individual learning styles and needs
- Self-paced
- Cost Effective
- Time Efficient
- Easily adaptable, yet consistent
- Always developing
- Able to leverage analytics
- Environmentally sound
- Building resilience into the education system
- Providing continued education for vulnerable groups
- Promotes collaboration
- A possible solution to teacher shortages

Is eLearning and online learning same?

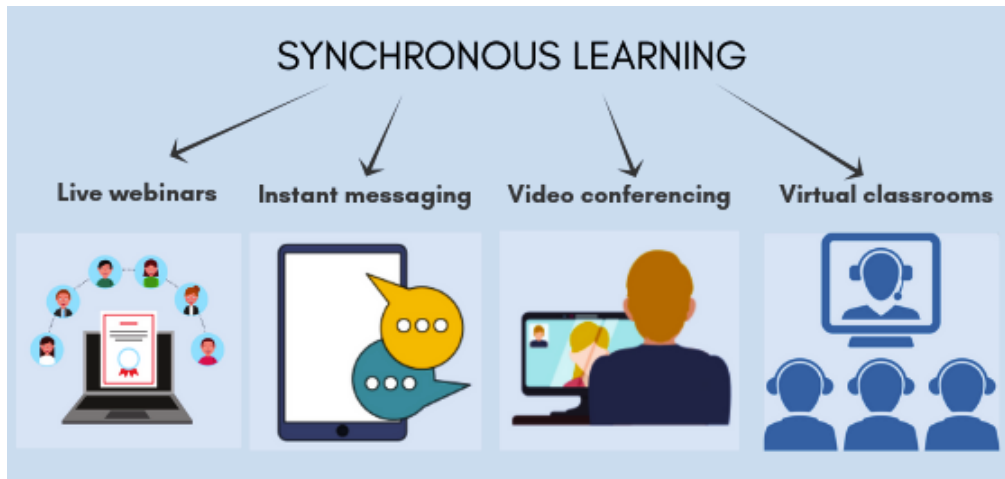
The main difference between eLearning and online learning is the amount of interaction. Students and instructors interact more during online learning, while eLearning is more self-paced.

2. Types of eLearning

There are two categories of e-learning in today's world: synchronous and asynchronous. Both have their own advantages and disadvantages, and the technique used by the student depends upon their method of taking and understanding the information that is being provided.

1) Synchronous E-Learning:

Synchronous denotes “at the same time,”. Synchronous learning is the type of learning you would get in a traditional classroom: everybody is there at the same time, interacting and taking in the same information simultaneously. The synchronous settings are led and facilitated by the teacher or course instructor. In-person courses in a traditional school setting use synchronous learning. In an online setting, synchronous classrooms use chat rooms, video conferencing, live streaming, and other methods to have the whole class meet at the same time. Students are usually able to interact with each other and their teacher, responding to questions and getting help in real time. Interestingly, the learners can even record the session and play again.



Advantages:

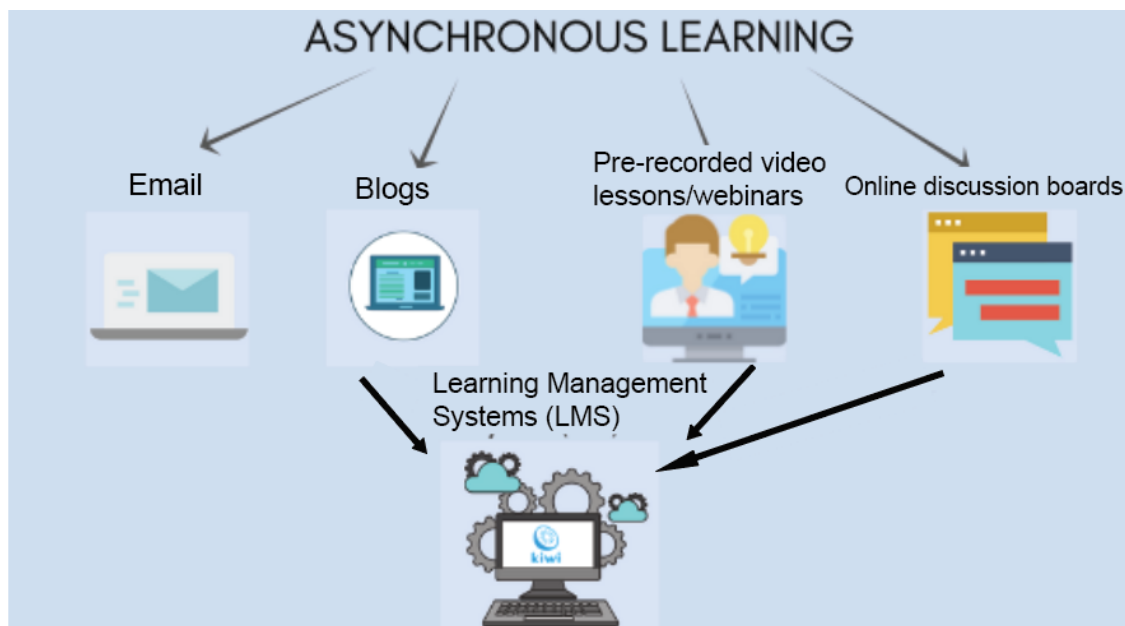
- Classroom Culture
- Interaction with instructors and fellow learners
- Immediate feedback
- Real time questions and answer

Disadvantages:

- Inflexibility
- Lack of individual attention
- Instructor paced
- Learners have to be online at a certain time

2) Asynchronous E-Learning:

In asynchronous eLearning, students study independently from different locations. Teachers post pre-recorded lectures, reading materials, discussion questions, and other class materials onto the course management system, and learners can study and complete tasks on their own time and paced, depending on their schedule. Teachers may give students deadlines to complete modules or turn in assignments, but it is up to students if they want to do it at 1 am or noon. If done in an engaging way, this could include user generated content. For example, instead of multiple-choice exams, learners could submit video of themselves proving their newly-learned skills. Discussion forums and email are often used for communication, but participants do not need to be online simultaneously.



Advantages:

- Learner learns at their own speed.
- Flexibility
- Own pace, place and time
- Cost-effective
- Less pressure, more time to understand course material in depth
- Limited contact with instructors and fellow learners

Disadvantages:

- Lack of Social Connection
- Misunderstanding about content
- No real-time answer and feedback
- Lack of motivation
- Self-disciplined and focused needed to complete course work

Technology continues to advance at a fast pace, so does eLearning, which adapts to market demands. Gone are the days of rigid schedules and travel for training. If you are new to eLearning, you might encounter challenges in choosing the right approach. Here are other common types of eLearning, along with their advantages and disadvantages.

1) Fixed eLearning

Fixed eLearning is an older way of learning online. It is like a teacher giving the same information to all students, and it does not change based on what students like. It works best when everyone has the same schedule and skills, like in regular school.

Advantages:

- Good for classes with strict schedules and set lessons.
- Easier for teachers to use one-size-fits-all strategy, with less variation.

Disadvantages:

- Not flexible for different learning needs.
- Its traditional training approach also lacks real-world elements.
- It is a generalized form of learning that fails to consider each student's individual learning abilities.

2) Adaptive eLearning:

Adaptive eLearning is another type of online learning it focuses on learner flexibility. all learning materials are designed to fit your learning preferences. This pays attention to aspects such as skills, abilities, and individual performance. This allows you to adjust your learning pace and goals. It is great for self-paced study, but discipline is essential."

Advantages:

- Adaptive learning is flexible, allowing you to take courses based on your individual needs.

Disadvantages:

- Since adaptive eLearning is tailor-made for each student, instructors face to plan so many different lessons for individual learner.

3) **Blended Learning:** Also known as hybrid learning, blended learning combines traditional classroom instruction with online components. It allows for a mix of face-to-face interactions and e-learning, providing flexibility while maintaining some in-person engagement.

4) **Self-Paced E-Learning/ Individual eLearning:**

This type of e-learning allows learners to progress through materials at their own pace. They have control over when and where they access the content. Self-paced courses are often used in online courses and tutorials. Individual eLearning is all about students learning on their own without



any teachers or peer communication. It is not suitable for enhancing learners' teamwork and communication skillsets as it just emphasizes learners learning independently.

Advantages:

- Individual eLearning helps students learn based on personal attributes such as goal achievements rather than relying on their teachers' and peers' standards.

Disadvantages:

- It restricts all forms of communication, resulting in isolation. Here, you are required to learn solely on your own and complete your goals by yourself. Due to the lack of follow-up, individual eLearning can only work in highly specialized situations where learners are highly motivated and skilled.

5) **Virtual Classroom:**

Virtual classrooms are online environments that simulate traditional classrooms. They often include features like live video conferencing, whiteboards, chat, and screen sharing to facilitate interaction between learners and instructors.



6) Gamification:

Gamification incorporates game elements and mechanics into e-learning to make it more engaging. Learners earn points, badges, or rewards as they progress, motivating them to complete courses and achieve goals.



7) Simulation-Based eLearning:

Simulation-based e-learning uses interactive scenarios to simulate real-world situations. It's commonly used in fields like healthcare and aviation for hands-on training.

8) Collaborative eLearning

Collaborative eLearning focuses on teamwork, allowing students to work together. Learning materials and goals rely on combined effort from all students for completion of the course. If you prefer this type of learning, you have to factor in your strengths and weaknesses, as well as that of your peers.

Advantages:

- Encourages communication and teamwork among students.
- Develops critical thinking by considering various viewpoints, promoting harmony among diverse groups.

Disadvantages:

- May lead to over-dependence, with some students not contributing equally, causing unfairness in workload distribution.

3. E-Learning Planning

An eLearning project plan is a document designed to outline all the details necessary to implement the project. Documenting the details and deliverables of a project helps solidify everything agreed upon during the kickoff meeting. It is a foundational step in ensuring the successful implementation of e-learning initiatives. It involves creating a well-structured work plan that guides the entire e-learning process, from defining learning objectives to identifying the target audience's needs.

Here is a step-by-step guide to plan your eLearning project.

- **Find Out the Target Audience**
The fundamental principle here is to identify your target audience — to gain a deep understanding of who your online learners will be. Armed with this knowledge, you can lay the foundation for your eLearning course design, ensuring that it aligns perfectly with the preferences and needs of the individuals who will be embarking on their learning journey.
- **Define The Learning Objectives:**
First, figure out what your online learners want to achieve. Are they beginners or experts? Knowing this helps determine the course length, complexity, and how assessments will work.
- **Choose the eLearning Content:**
Once you understand your audience and their goals, get specific about what the course will cover. For beginners, use real-world scenarios to build practical skills. Advanced courses need targeted and interactive content.
- **Research Best Practices:**
If you are unsure, check out similar eLearning courses. Study what works and what does not. For compliance training, consider multiple-choice questions. Analytical topics can use interactive games or role-play.
- **Build Your eLearning Team:**
Now, gather the people you need for your eLearning project. Define roles first. For videos, find a video producer. Games may require a game designer. Technical content needs an expert. Make a plan to fill each role.
- **Define Specific Tasks:**
With your team ready, break down the work. Each member focuses on their part, and a project manager puts it all together. The manager ensures everyone stays on track.

Work Plan Development

Creating a comprehensive work plan sets the foundation for the successful execution of an e-learning project. Participants will explore the steps involved in developing an effective work plan, including breaking down learning objectives, allocating resources, establishing timelines, and preparing for unforeseen challenges.

▪ **Task Breakdown:**

Breaking down learning objectives into smaller, manageable tasks is essential for organized e-learning planning.

- Break down complex learning objectives into manageable tasks and activities.
- Creating a task list with dependencies and timelines.
- Involve stakeholders in the task planning process.

▪ **Resource Allocation:**

Allocating the necessary resources efficiently is crucial for e-learning success. In this segment, participants will learn how to identify and allocate resources such as content materials, technology tools, and human support to align with the work plan.

▪ **Timeline and Milestones:**

Establishing a realistic timeline with clear milestones is essential for tracking progress and staying on course. Participants will learn how to set achievable timelines for each task and define significant milestones throughout the e-learning journey.

▪ **Contingency Planning:**

In the dynamic world of e-learning, unexpected challenges can arise. This section focuses on preparing participants for potential roadblocks by developing contingency plans.

4. Learning resources specification

- **Quality of Media Elements:** This refers to how good the pictures, videos, and audio are. High quality means they look and sound great, while low quality might not be as clear or sharp.
- **File Size:** This is about how big the files are. Smaller sizes are quicker to download and use less storage, but they might not be as high in quality.
- **Packaging Requirements:** This means how the learning materials are put together. It's like making sure all the pieces of a puzzle are in the right box. Packaging requirements ensure everything is organized and easy to access for learners.

5. Learning management system

A learning management system (LMS) is a software application or platform designed to facilitate the management, delivery, documentation, tracking, reporting and administration of educational courses and training programs. LMSs are commonly used in various educational and corporate settings to streamline the process of creating, delivering, and managing online learning content. The learning management system concept emerged directly from e-Learning.

Key functions of an LMS include:

- **Course Creation:** Educators and designers create digital course content.
- **Content Delivery:** Learners access materials, complete assignments, and discuss topics online.
- **User Management:** It handles user profiles, enrollment, and progress tracking.
- **Assessment:** Tools for creating and grading quizzes and assignments.
- **Progress Tracking:** Records and monitors learner advancement.
- **Reporting:** Generates engagement and effectiveness reports.
- **Communication:** Facilitates discussions and collaboration.
- **Resource Management:** Organizes course materials.
- **Certification:** Manages certifications, especially for compliance.
- **Integration:** Often integrates with other systems for data flow and consistency.

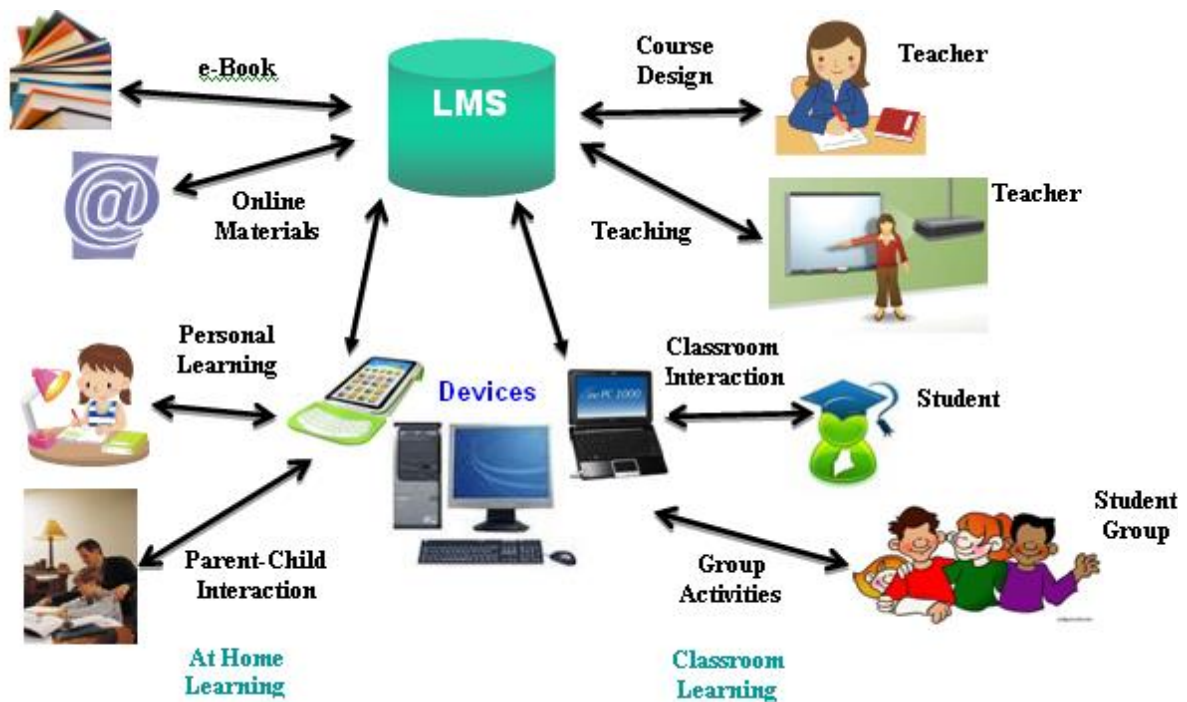
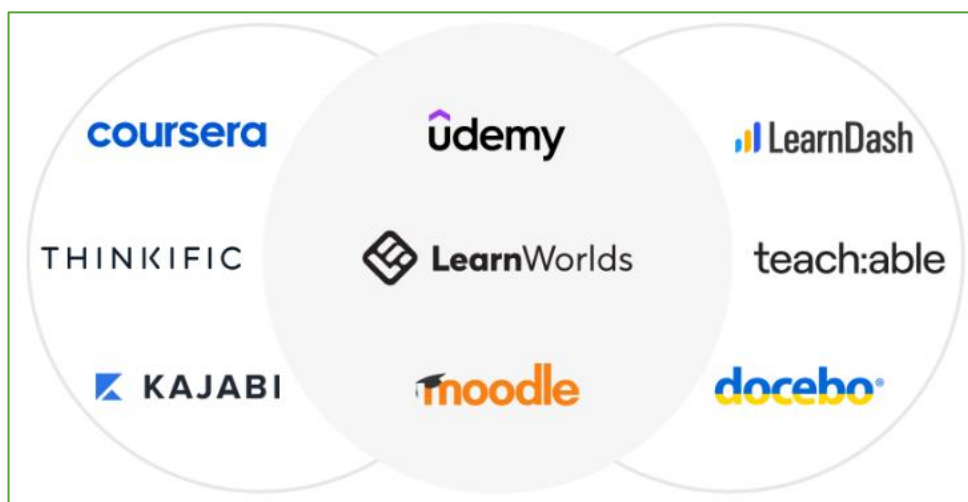


Figure: Learning management system

6. Learning management system Platform

Some most popular Online Learning Platforms:

- Moodle
- Udemy Business
- Teach:able
- THINKIFIC
- Skillshare
- LinkedIn Learning
- Coursera
- edX
- Kajabi
- Podia
- iSpring Learn
- SAP Litmos
- LearnUpon
- Blackboard Learn
- Canvas
- iSpring Market



LMS platforms are a specific type of eLearning platform. The term eLearning platform includes all the various eLearning technologies, while LMS platforms only include those that collect data on learners to manage how learners interact.

Self-Check Sheet 1

1. What is eLearning? Write down main categories of eLearning.
2. What are the benefits of eLearning?
3. What are the advantages and disadvantages of asynchronous E-Learning?
4. What fixed eLearning?
5. Write the key function of LMS.
6. Write some most popular LMS Platform.

Answer Key 1.1

1. What is eLearning? Write down main categories of eLearning.

Answer: e-learning is a distance education method where teachers and students are physically separated during instruction, depending on technology for communication." It takes place through digital resources such as software programmes, mobile devices and the internet.

There are mainly two categories of e-learning in today's world:

1. synchronous eLearning
2. and asynchronous eLearning

2. What are the benefits of eLearning?

Answer: As Elliot Masie (who coined the term) says "people think of the 'E' in eLearning as 'electronic'. And certainly, it is electronic. But here's a few more E's – Everywhere learning, Everyday learning, engaging learning, Evolving learning."

While expressing this, he highlights some of the benefits of eLearning.

But the other benefits of eLearning that set it apart from other learning methods:

- Effective at producing good outcomes
- Everywhere Learning – not limited by place or time
- Fairer – it extends learning to more people
- Supports individual learning styles and needs
- Self-paced
- Cost Effective
- Time Efficient
- Easily adaptable, yet consistent
- Always developing
- Able to leverage analytics
- Environmentally sound
- Building resilience into the education system
- Providing continued education for vulnerable groups
- Promotes collaboration
- A possible solution to teacher shortages

3. What are the advantages and disadvantages of asynchronous E-Learning?

Answer: The advantages and disadvantages of asynchronous E-Learning are given below:

Advantages:

- Learner learns at their own speed.
- Flexibility

- Own pace, place and time
- Cost-effective
- Less pressure, more time to understand course material in depth
- Limited contact with instructors and fellow learners

Disadvantages:

- Lack of Social Connection
- Misunderstanding about content
- No real-time answer and feedback
- Lack of motivation
- Self-disciplined and focused needed to complete course work

4. What fixed eLearning?

Answer: Fixed eLearning is an older way of learning online. It is like a teacher giving the same information to all students, and it does not change based on what students like. It works best when everyone has the same schedule and skills, like in regular school.

5. Write the key function of LMS.

Answer: Key functions of an LMS include:

- Course Creation: Educators and designers create digital course content.
- Content Delivery: Learners access materials, complete assignments, and discuss topics online.
- User Management: It handles user profiles, enrollment, and progress tracking.
- Assessment: Tools for creating and grading quizzes and assignments.
- Progress Tracking: Records and monitors learner advancement.
- Reporting: Generates engagement and effectiveness reports.
- Communication: Facilitates discussions and collaboration.
- Resource Management: Organizes course materials.
- Certification: Manages certifications, especially for compliance.
- Integration: Often integrates with other systems for data flow and consistency.

6. Write some most popular LMS Platform.

Answer: Some most popular Online Learning Platforms:

- | | |
|---------------------|--------------------|
| ▪ Moodle | ▪ Kajabi |
| ▪ Udemy Business | ▪ Podia |
| ▪ Teach:able | ▪ iSpring Learn |
| ▪ THINKIFIC | ▪ SAP Litmos |
| ▪ Skillshare | ▪ LearnUpon |
| ▪ LinkedIn Learning | ▪ Blackboard Learn |
| ▪ Coursera | ▪ Canvas |
| ▪ edX | ▪ iSpring Market |

ACTIVITY SHEET 1.1

Title: Exploring the Benefits of E-Learning in TVET Sector
Performance Objective: At the end of this task, the participants should be able to:
1. Identify the advantages of using e-learning in education.
2. Understand how e-learning enhances the learning experience.
3. Recognize the potential of e-learning in overcoming geographical barriers.
4. Evaluate the cost-effectiveness of e-learning compared to traditional methods.
<i>A. Policy and documents required:</i>
<ul style="list-style-type: none">• Institutional policies on e-learning implementation.• Research articles or reports on the benefits of e-learning.
<i>B. Tools and Materials required:</i>
<ul style="list-style-type: none">• Presentation slides or handouts on the advantages of e-learning.• Internet access for research purposes.
<i>C. Equipment:</i>
<ul style="list-style-type: none">• Projector or screen for presentation.
Steps/Procedures:
1. Introduce the concept of e-learning and its relevance in the TVET sector.
2. Present the benefits of e-learning, including flexibility, accessibility, and self-paced learning.
3. Discuss case studies or real-world examples of successful e-learning implementations.
4. Facilitate a group discussion to gather insights from participants on the advantages they see in e-learning.
5. Encourage participants to critically assess the benefits of e-learning compared to traditional classroom-based learning.
6. Summarize the key points and takeaways from the discussion.
Assessment Method: Participants will be evaluated based on their active participation in the group discussion and their ability to articulate the benefits of e-learning effectively.

ACTIVITY SHEET 1.2

Title: Selecting Suitable E-Learning Tools for Course Delivery
Performance Objective: At the end of this task, the participants should be able to:
1. Identify various e-learning tools available for course delivery.
2. Evaluate the features and functionalities of different e-learning tools.
3. Choose appropriate e-learning tools based on the course content and learning objectives.
4. Create a plan for integrating the selected tools into the course.
<i>A. Policy and documents required:</i>
<ul style="list-style-type: none"> • Institution's guidelines for e-learning tool selection and integration. • List of available e-learning tools with their features.
<i>B. Tools and Materials required:</i>
<ul style="list-style-type: none"> • Comparison chart or matrix for e-learning tools. • Access to online platforms for testing e-learning tools.
<i>C. Equipment:</i>
<ul style="list-style-type: none"> • Laptop/Computer with internet access.
Steps/Procedures:
1. Present an overview of various e-learning tools, including Learning Management Systems (LMS), video conferencing software, and interactive content creation tools.
2. Create a comparison chart or matrix that outlines the features and functionalities of each e-learning tool.
3. Facilitate hands-on exploration of the e-learning tools to familiarize participants with their interfaces.
4. Divide participants into groups and assign each group a specific course topic or learning objective.
5. Instruct each group to choose the most suitable e-learning tools for their assigned topic based on the provided matrix and the course requirements.
6. Have each group present their tool selection and explain the rationale behind their choices.
7. Collaboratively create a plan for integrating the selected tools into the course delivery, considering factors like learner engagement, interactivity, and ease of use.
Assessment Method: Participants' ability to select appropriate e-learning tools and justify their choices will be assessed through their group presentations and participation in the collaborative planning activity.

Learning Outcome 2: Register to E-Learning Platform

Assessment Criteria:

1. Appropriate e-learning platform/portal is selected
2. Registration formalities are completed for e- learning portals / platform. following the required criteria.
3. Learner's profile is created

Content:

1. Appropriate e-learning platform/portal
2. Complete e-learning platform registration
3. Learner's profile

Resources Required/ Conditions:

The trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation
- Blended delivery methods

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 2: Register to E-Learning Platform

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about facilitate eLearning	1. Instructor will provide the learning materials “ Register to E-Learning Platform ”
2. Read the Information sheet/s	2. Information Sheet No: 2 Register to E-Learning Platform
3. Complete the Self Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 2 Register to E-Learning Platform Answer key No. 2 Register to E-Learning Platform
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No:2- Register to E-Learning Platform Specification Sheet: 2 – Register to E-Learning Platform

Information Sheet 2.1: Register to E-Learning Platform

Learning Objectives:

After completion of this information sheet, the learners will be able to:

1. Select appropriate e-learning platform/portal
2. Complete Registration formalities for e- learning portals / platform. following the required criteria.
3. Create Learner's profile

1. Exploring E-Learning Platforms

Before diving into e-learning facilitation, participants need to familiarize themselves with different e-learning platforms available. This section will focus on exploring Moodle LMS as a powerful and versatile platform for delivering e-learning content.

Moodle Overview:



Moodle is a popular free online learning platform. It is great for both learners and facilitators because it lets facilitators create courses and learners learn at their own pace. You can have live online classes too.

What's cool is that Moodle can make learning fun. You can earn points, badges, and even compete on leaderboards. And if you want to make really interactive lessons with games or simulations, Moodle can handle that too.

Moodle also plays well with other tools. If you want to sell things on your website, you can add eCommerce features easily. It is a good choice for online learning, and if you need something extra, there are lots of add-ons available. Give it a try!



Advantages

- Extremely customizable; there are hundreds of parameters and settings to choose from
- Comes with a highly functional mobile app
- Built-in assessment tools with a quiz bank that can randomize questions
- Integrates with H5P, which enables highly interactive content
- Allows you to deliver online classes



Disadvantages

- Reports and analytics are limited
- Requires a steep learning curve for newbies
- Interface is chaotic and can be confusing for beginners
- Doesn't offer learning paths

2. Registration formalities:

a. Creating accounts/ Registration

1. Go to the address bar of your browser and you're your eLearning platform address.
(Such as: <http://engrsaif.com/login/index.php>)>>press enter.
2. Click on "Create new account"

The screenshot shows the login and registration interface for the NSDA E-Learning Platform. At the top, the heading reads "Log in to NSDA E-Learning Platform". Below this are two input fields: "Username" and "Password". A blue "Log in" button is positioned below the password field. A link for "Lost password?" is located below the "Log in" button. A horizontal line separates the login section from the registration section. The registration section starts with the heading "Is this your first time here?" followed by the text "For full access to this site, you first need to create an account." A button labeled "Create new account" is highlighted with a red rectangular box. Below this, another horizontal line is present. The final section is titled "Some courses may allow guest access" and contains two buttons: "Access as a guest" and "Cookies notice".

3. You may see the create “**New account**” form. Fill up the form like bellow>>click on “**Create my new account**”.

New account

Username !

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 special character(s) such as as *, -, or #

Password !

Email address !

Email (again) !

First name !

Last name !

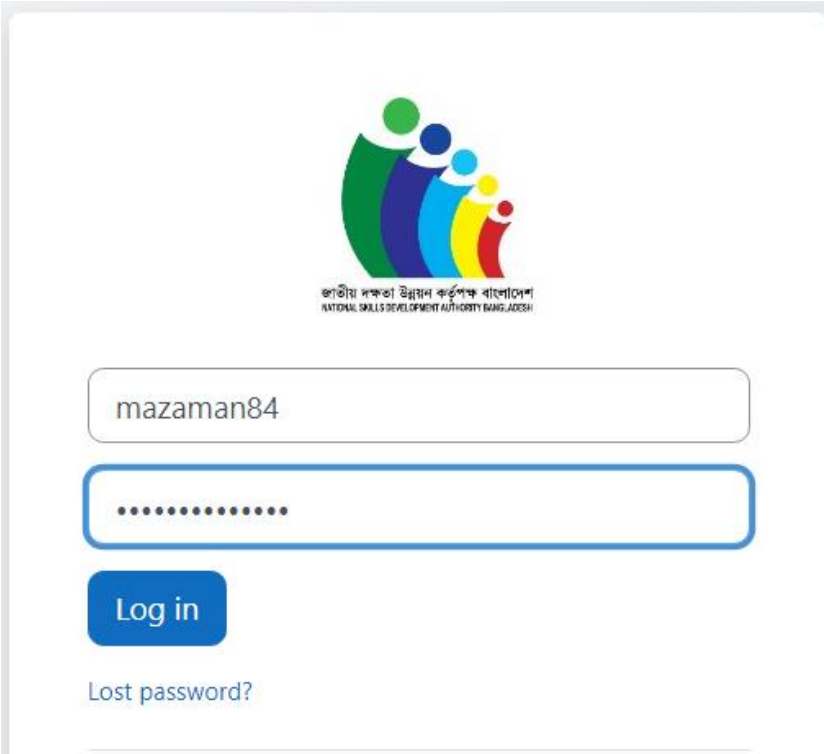
City/town

Country

! Required

b. Login

1. After creating a new account on your LMS platform you may need to login to your account. For this click on “**Login**” button.



জাতীয় দক্ষতা উন্নয়ন কর্তৃপক্ষ বাংলাদেশ
NATIONAL SKILLS DEVELOPMENT AUTHORITY BANGLADESH

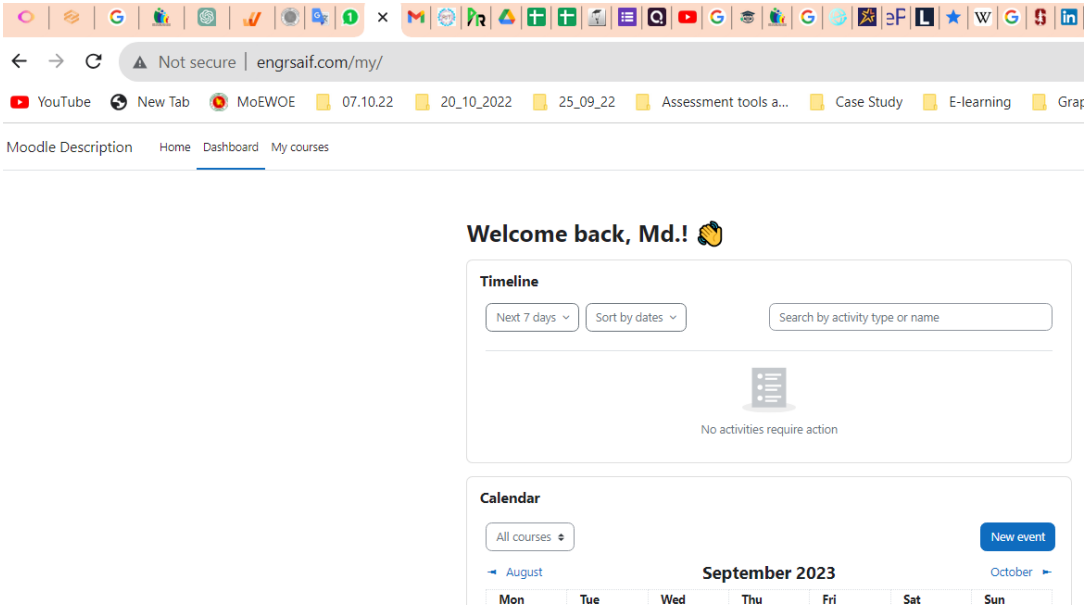
mazaman84

.....

Log in

[Lost password?](#)

2. You may successfully login to your account and may see like bellow:



Not secure | engrsaif.com/my/

YouTube New Tab MoEWOE 07.10.22 20_10_2022 25_09_22 Assessment tools a... Case Study E-learning Graf

Moodle Description Home Dashboard My courses

Welcome back, Md.!

Timeline

Next 7 days Sort by dates Search by activity type or name

No activities require action

Calendar

All courses New event

← August **September 2023** October →

Mon	Tue	Wed	Thu	Fri	Sat	Sun
-----	-----	-----	-----	-----	-----	-----

3. Learner Profiles

Learner profiles act as a foundation for personalized learning experiences. This section will explore the process of building comprehensive learner profiles using the collected data.

The purpose of creating learner profiles based on the collected information is to tailor the learning experience according to individual needs and preferences. Learner profiles help in personalizing the course content, delivery, and interactions to enhance engagement and learning outcomes.

Answer Key 2

4. What is moodle?

Answer: Moodle is a popular free online learning platform. It is great for both learners and facilitators because it lets facilitators create courses and learners learn at their own pace. You can have live online classes too.

5. What are the advantages of moodle?

Answer: The main advantages of moodle are:

- Extremely customizable; there are hundreds of parameters and settings to choose from
- Comes with a highly functional mobile app
- Built-in assessment tools with a quiz bank that can randomize questions
- Integrates with H5P, which enables highly interactive content
- Allows you to deliver online classes

6. What is the purpose of creating learner profiles based on the collected information?

Answer: The purpose of creating learner profiles based on the collected information is to tailor the learning experience according to individual needs and preferences. Learner profiles help in personalizing the course content, delivery, and interactions to enhance engagement and learning outcomes.

TASK SHEET 2.1

Title: Creating Engaging Multimedia Content
Performance Objective: At the end of this task, the participants should be able to:
1. Identify various multimedia elements that can enhance e-learning content.
2. Understand the role of multimedia in engaging learners and facilitating understanding.
3. Demonstrate proficiency in using multimedia creation tools.
4. Develop a multimedia-enhanced learning module.
<i>A. Policy and documents required:</i>
<ul style="list-style-type: none"> • Institution's guidelines on copyright and fair use of multimedia content. • Resource materials on effective multimedia design.
<i>B. Tools and Materials required:</i>
<ul style="list-style-type: none"> • Multimedia creation software (e.g., video editing software, image editing tools). • Access to a library of multimedia resources (images, audio, video clips).
<i>C. Equipment:</i>
<ul style="list-style-type: none"> • Computer with multimedia creation software installed. • Headphones for audio editing.
Steps/Procedures:
1. Introduce the concept of multimedia and its significance in e-learning.
2. Showcase examples of engaging multimedia content in e-learning courses.
3. Provide an overview of multimedia creation tools and their functionalities.
4. Conduct a demonstration on using multimedia creation software (e.g., editing videos, designing interactive images).
5. Assign participants the task of creating a short multimedia element (e.g., video, audio clip, interactive image) related to a specific learning topic.
6. Allow participants to present their creations and receive feedback from peers.
7. Collaboratively design a multimedia-enhanced learning module, incorporating the various multimedia elements created by participants.
Assessment Method: Participants will be assessed based on their multimedia creation skills demonstrated during the task and their active involvement in the collaborative module design.

TASK SHEET 2.2

Title: Create a new account in Moodle
Performance Objective: At the end of this task, the participants should be able to create a new account in Moodle following registration criteria.
<i>A. Policy and documents required:</i>
<ul style="list-style-type: none">• Guidelines for create new account on LMS platform.• Troubleshooting procedures for technical issues.
<i>B. Tools and Materials required:</i>
<ul style="list-style-type: none">• LMS platform (Moodle)• Learner profile
<i>C. Equipment:</i>
<ul style="list-style-type: none">• Laptop/Computer with a webcam and microphone.• Stable internet connection.
Steps/Procedures:
1. Make ready to your laptop/computer to use internet.
2. Open a browser address bar and type your LMS address.
3. Create a new account according to criteria of the site.
4. Show your trainer
Assessment Method: Participants will be evaluated based established criteria of create new account.

Specification Sheet 2.1

A. Supplies Documents

- Guidelines for create new account on LMS platform.
- Troubleshooting procedures for technical issues.

B. Tools and Material required:

- LMS platform (Moodle)
- Learner profile
- Notebook
- Handbook
- Office Stationeries

C. Equipment:

- Laptop/Computer
- Stable internet connection

Learning Outcome 3: Manage E-Learning Issues and Resources

Assessment Criteria:

1. Authoring of learning resources is obtained in line with the intended delivery mode and established learning resource specification
2. Technical and/or content issues that may result to deviations of actual resources from instructional design are discussed with related persons in line with establishment policy
3. Utilization guide are accessed in line with learning resources' features and design

Content:

1. Author of learning resources
2. Technical and contents issues
3. Utilization guide

Resources Required/ Conditions:

The trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation
- Blended delivery methods

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 3: Manage E-Learning Issues and Resources

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about Manage E-Learning Issues and Resources.	1. Instructor will provide the learning materials “Facilitate eLearning.”
2. Read the Information sheet/s	2. Information Sheet No:3-1 Manage E-Learning Issues and Resources
3. Complete the Self Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 3-1 Manage E-Learning Issues and Resources Answer key No. 3-1 Manage E-Learning Issues and Resources
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No:3-1 Manage E-Learning Issues and Resources Specification Sheet: 3-1 Manage E-Learning Issues and Resources

Information Sheet 3.1: Manage E-Learning Issues and Resources

Learning Objectives:

After completion of this information sheet, the learners will be able to:

1. Obtain authoring of learning resources in line with the intended delivery mode and established learning resource specification
2. Discuss Technical and/or content issues that may result to deviations of actual resources from instructional design with related persons in line with establishment policy
3. Access utilization guide in line with learning resources' features and design

1. Identifying Learning Resource Authors

The authors of learning resources are individuals or professionals responsible for creating or developing educational materials and instructional content for e-learning or online/digital delivery. These individuals can include teachers, instructors, curriculum developers, instructional designers, Content Developers, Multimedia Specialists, eLearning Developers, Graphic Designers, Video Producers and subject matter experts.

The authors are responsible for creating and organizing the content in a way that aligns with the intended delivery mode, which could be through a Learning Management System (LMS), mobile devices, or other digital platforms. They must also ensure that the learning resources meet established specifications, such as standards for accessibility, usability, and multimedia elements.

The common tasks of authors may include:

- Writing and editing textual content
- Designing and creating visuals, such as images, graphics, and diagrams
- Developing multimedia elements, like videos, animations, and interactive components
- Incorporating instructional strategies and pedagogical principles
- Ensuring compatibility with various devices and platforms
- Reviewing and updating content as needed

Managing these authors and their task, educators and administrators can ensure that E-Learning resources are effective, engaging, and accessible for all learners that align with the intended delivery mode and learning resource specifications.

Technical and contents issues:

"Technical and/or content issues" refer to problems or challenges related to the design, development, or delivery of e-learning resources that may cause the final learning materials to deviate from the originally planned instructional design. These issues can include:

Technical Issues:

- **Software Compatibility:** Problems with the compatibility of software and tools used in the e-learning resource development process.
- **LMS Integration:** Challenges in integrating the learning resources with the Learning Management System (LMS) or online platform.
- **Accessibility:** Issues related to ensuring that the resources are accessible to all learners, including those with disabilities.
- **User Interface Design:** Problems with the layout, navigation, or user-friendliness of the e-learning platform.
- **Technical Errors:** Bugs, glitches, or technical errors in interactive components, quizzes, or simulations.
- **Multimedia Problems:** Issues with video or audio quality, loading times, or playback compatibility.



Content Issues:

- **Accuracy:** Content that is factually incorrect or outdated, which could mislead learners.
- **Relevance:** Content that does not align with the learning objectives or is not suitable for the target audience.
- **Consistency:** Inconsistencies in language use, terminology, or formatting across different parts of the learning resources.
- **Quality:** Poorly written or presented content that hinders comprehension or engagement.
- **Plagiarism:** Unauthorized use of content from external sources without proper attribution or permission.
- **Lack of Interactivity:** Insufficient engagement elements that make the resources less interactive or engaging.



Addressing these technical and content issues is essential to ensure that the final e-learning resources align with the intended instructional design and meet the quality standards and objectives of the educational program. Discussing these issues with relevant stakeholders and following established policies helps in resolving them effectively and maintaining the integrity of the learning materials.

3. Utilization Guide for Moodle LMS

Effectively navigating and utilizing the Moodle LMS is essential for delivering a seamless e-learning experience. Participants will learn how to provide learners with a comprehensive user guide to optimize their engagement with Moodle.

3.1 User Guide Creation:

Participants will learn how to develop a comprehensive user guide that familiarizes learners with the Moodle LMS interface and its functionalities.

1. Create a User Guide Template:

- Step 1: Provide a template or outline for the user guide, covering essential topics such as navigation, accessing course materials, and participating in discussions.
- Step 2: Explain the importance of presenting the information in a clear and organized manner to assist learners effectively.

2. Design Visually Engaging User Guides:

- Step 1: Demonstrate how to create visually engaging and user-friendly guides that cater to learners of varying technical expertise.
- Step 2: Guide participants in using visual elements, such as icons, images, and color-coding, to enhance the user guide's visual appeal.

3. Customize the User Guide:

- Step 1: Encourage participants to customize the user guide based on the specific features and customizations of their Moodle instance.
- Step 2: Instruct them on incorporating the institution's branding elements for a consistent and professional look.

4. Interactive Elements:

- Step 1: Include interactive elements in the user guide, such as clickable links, video tutorials, and screenshots, to enhance learners' understanding.
- Step 2: Explain how interactive elements can engage learners and make the user guide more engaging and dynamic.

3.2 Troubleshooting Tips:

Including troubleshooting tips in the user guide equips learners to handle common technical issues independently.

Work Instructions:

1. Identify Common Technical Issues:

- Step 1: Compile a list of common technical issues that learners may encounter, such as browser compatibility, login problems, or accessing course content.
- Step 2: Guide participants in categorizing technical issues based on their complexity and potential impact on the learning experience.

2. Provide Step-by-Step Solutions:

- Step 1: Instruct participants on incorporating troubleshooting tips in the user guide, along with clear and concise step-by-step solutions.
- Step 2: Emphasize the importance of including screenshots or visual aids to assist learners in following the troubleshooting steps.

3. Maintain an Updated User Guide:

- Step 1: Highlight the importance of regularly reviewing and updating the user guide to reflect any changes in Moodle's features or interface.
- Step 2: Instruct participants to add new troubleshooting tips based on recent learner inquiries or technical updates.

4. Gather Learner Feedback:

- Step 1: Encourage participants to gather feedback from learners on the user guide's clarity and usability.
- Step 2: Discuss how learner feedback can help identify areas of improvement and enhance the effectiveness of the troubleshooting tips.

Self-Check Sheet 3

1. What are authors of learning resources imply?
2. List some technical issues that may result to deviations of actual resources from instructional design?
3. List some content issues that may result to deviations of actual resources from instructional design?

Answer Key 3

1. What are authors of learning resources imply?

Answer: The authors of learning resources are individuals or professionals responsible for creating or developing educational materials and instructional content for e-learning or online/digital delivery. These individuals can include teachers, instructors, curriculum developers, instructional designers, Content Developers, Multimedia Specialists, eLearning Developers, Graphic Designers, Video Producers and subject matter experts.

2. List some technical issues that may result to deviations of actual resources from instructional design?

Answer: The list of technical issues that may result to deviations of actual resources from instructional design are:

- Software Compatibility
- LMS Integration
- Accessibility
- User Interface Design
- Technical Errors
- Multimedia Problems

3. List some content issues that may result to deviations of actual resources from instructional design?

Answer: The list of content issues that may result to deviations of actual resources from instructional design are:

- Accuracy
- Relevancy
- Consistency
- Quality
- Plagiarism
- Lack of Interactivity

Learning Outcome 4: Facilitate Delivering E- Learning Materials

Assessment Criteria:

1. e-learning resources are organized following the steps of creating online courses and Instructional design.
2. Delivery mode is selected as per availability and requirements.
3. Media elements of e-learning resources are accessed and practiced following e-learning process and procedure.
4. Courses is completed following the instructional design procedure

Content:

1. e-learning resources
2. Creating and designing procedure of e-course
3. Delivery mode of eLearning resources
4. Media elements

Resources Required/ Conditions:

The trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

Methodologies

- Discussion
- Demonstration/application
- Presentation
- Blended delivery methods

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 4: Facilitate Delivering E- Learning Materials

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about Preparing Digitally Formatted Contents.	1. Instructor will provide the learning materials “Facilitate Delivering E- Learning Materials”
2. Read the Information sheet/s	2. Information Sheet No: 4 Facilitate Delivering E- Learning Materials
3. Complete the Self Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 4 Facilitate Delivering E- Learning Materials Answer key No. 4 Facilitate Delivering E- Learning Materials
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No:4-1 Facilitate Delivering E- Learning Materials Specification Sheet: 4-1 Facilitate Delivering E- Learning Materials

Information Sheet 4.1: Facilitate Delivering E- Learning Materials

Learning Objectives:

After completion of this information sheet, the learners will be able to:

1. e-learning resources are organized following the steps of creating online courses and Instructional design.
2. Delivery mode is selected as per availability and requirements.
3. Media elements of e-learning resources are accessed and practiced following e-learning process and procedure.
4. Courses is completed following the instructional design procedure

1. E-Learning Resources

eLearning resources are digital materials and tools used for educational purposes in online or electronic learning environments. These resources are designed to facilitate learning, provide information, and support various aspects of the learning process. eLearning resources can include:

- **Course Content:** Digital lessons, lectures, presentations, and study materials that cover specific subjects or topics.
- **Multimedia:** Images, videos, animations, and interactive simulations used to explain concepts and engage learners.
- **Assessment Tools:** Quizzes, tests, assignments, and evaluation methods to measure learner progress and comprehension.
- **Discussion Forums:** Online spaces where learners can discuss topics, ask questions, and collaborate with peers and instructors.
- **eBooks and Documents:** Digital books, articles, PDFs, and other textual resources for reading and reference.
- **Interactive Modules:** Engaging learning modules that encourage active participation and problem-solving.
- **Tutorials and Guides:** Step-by-step instructions and tutorials to help learners acquire new skills or knowledge.
- **Webinars and Live Sessions:** Real-time online sessions, workshops, or webinars conducted by instructors or experts.
- **Simulations:** Virtual environments or scenarios that simulate real-world situations for experiential learning.
- **Open Educational Resources (OER):** Free or openly licensed educational materials that can be freely used, shared, and adapted by educators and learners.

2. Instructional design:

Instructional design is a systematic process of creating effective and engaging educational materials and experiences. It involves carefully planning, organizing, and designing the content and activities to facilitate learning. Instructional design aims to make learning more structured, efficient, and enjoyable for learners.

Storyboard:

- Think of a storyboard like a comic book for e-learning. It is a series of pictures or sketches that show what each part of a lesson will look like.
- It helps designers and teachers plan how to organize content, images, and interactions in a lesson.
- A storyboard is like a roadmap to ensure everything in the e-learning resource is in the right order and makes sense.

Script:

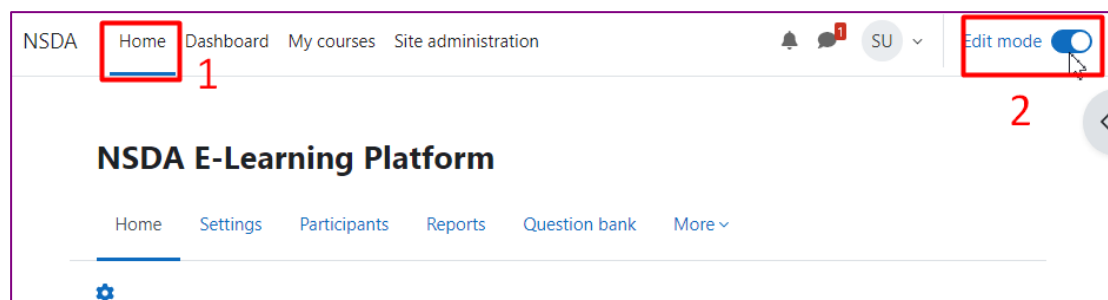
- A script in e-learning is similar to a movie script or a play. It's the written words that instructors or narrators say in videos or audio.
- It helps keep the content clear and structured, making sure that the right information is conveyed to learners.
- Having a script ensures that the e-learning resource is organized and easy to follow for learners.

Both storyboards and scripts are tools that help e-learning creators organize and plan their resources effectively, making the learning experience more structured and engaging for learners.

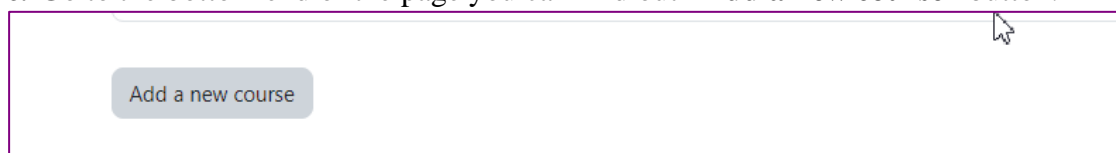
3. e-Course creation and organization:

a. Log in as **admin**

b. Click on **“Home”**. The from the right side of LMS (Moodle) Click on **“Edit mode”** to active editing option. If the gray button is not blue you cannot edit any portion of this module.



c. Go to the bottom end of the page you can find out **“Add a new course”** button.



d. Set the following information shown in the image bellow:

Courses / CBT&A Methodology / Manage courses and categories / Add a new course

CBT&A Methodology

Category Settings More ▾

Add a new course Expand all

▾ **General**

Course full name ⓘ ⓘ Organize and conduct CBA **1**

Course short ⓘ ⓘ 12_3 **2**

Course category ⓘ ⓘ **CBT&A Methodology** **3**

Course visibility ⓘ ⓘ Show ▾

Course start date ⓘ ⓘ 30 ▾ July ▾ 2023 ▾ 00 ▾ 00 ▾ **4**

Course end date ⓘ ⓘ 20 ▾ September ▾ 2024 ▾ 00 ▾ 00 ▾ Enable **4**

Course ID number ⓘ ⓘ

> **Files and uploads**

> **Completion tracking**

> **Groups**

> **Role renaming** ⓘ

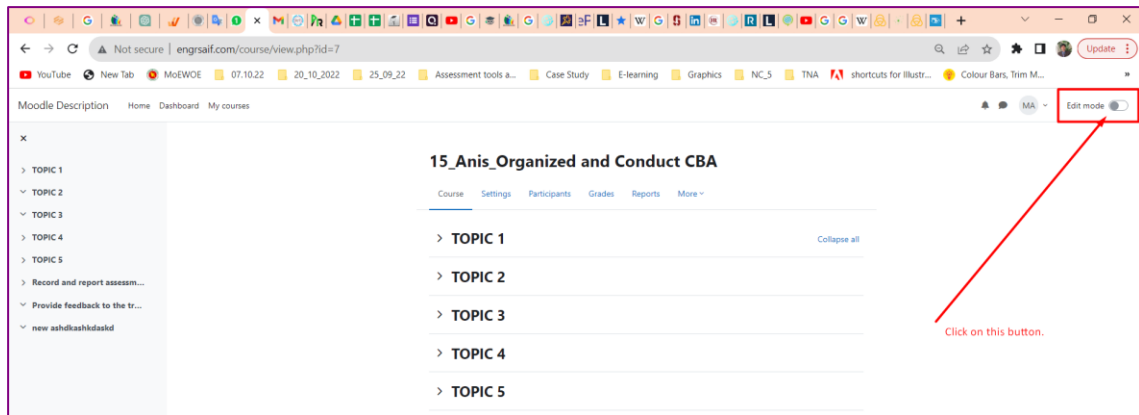
> **Tags**

Save and return **Save and display** Cancel

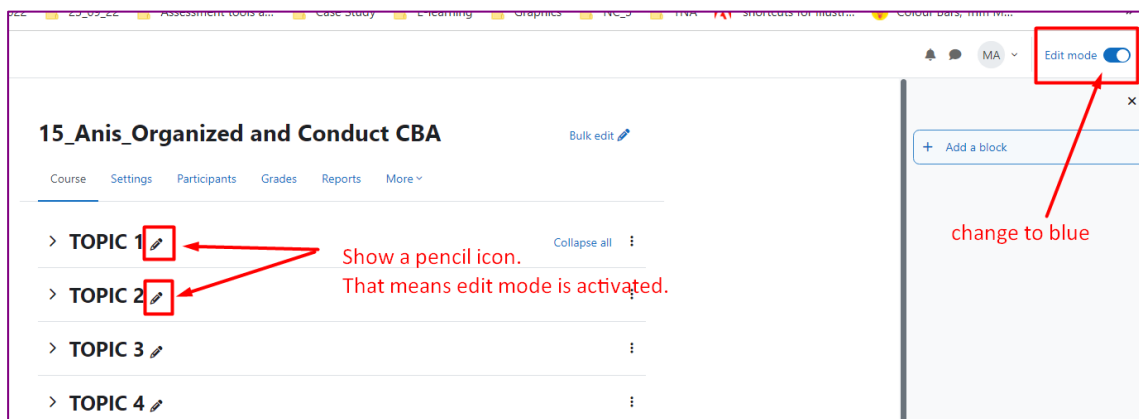
ⓘ Required

3.1 EDIT COURSE SECTION:

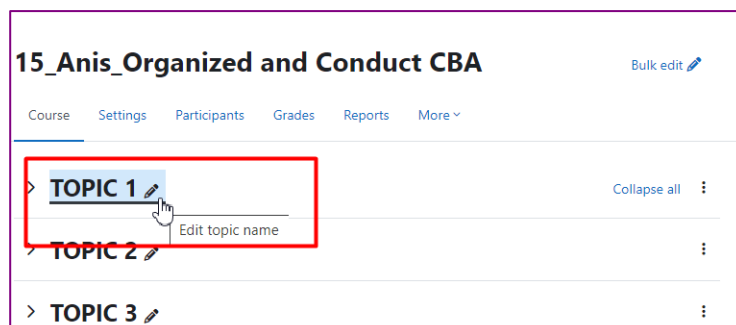
- a. From the right side of LMS (Moodle) Click on “Edit mode” to active editing option. If the gray button is not blue you cannot edit any portion of this module.



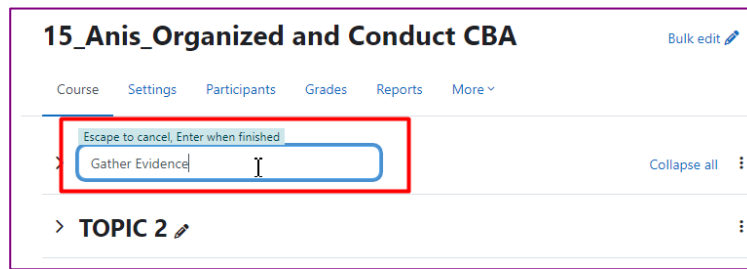
- b. You will see something like below if edit mode is activated.



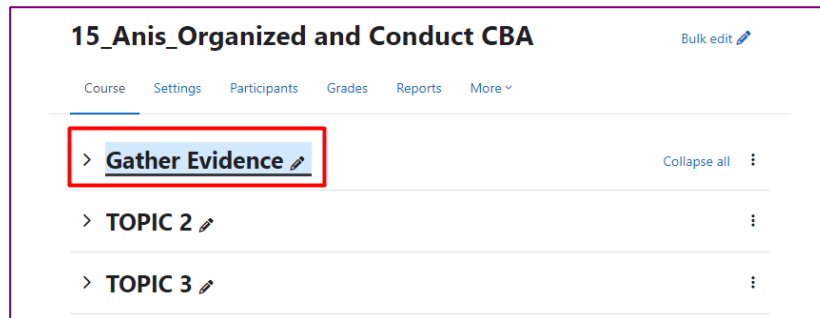
- c. Click over the “topic name or pencil icon” to edit topic name.



d. “Rename” it and “press enter”.

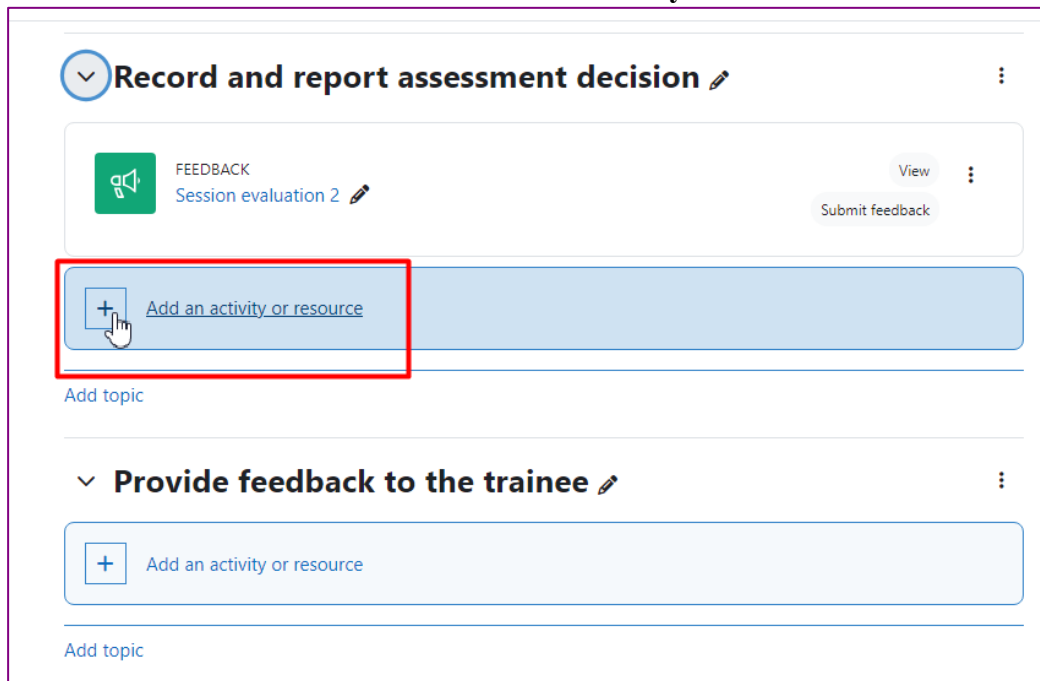


e. “Done”.

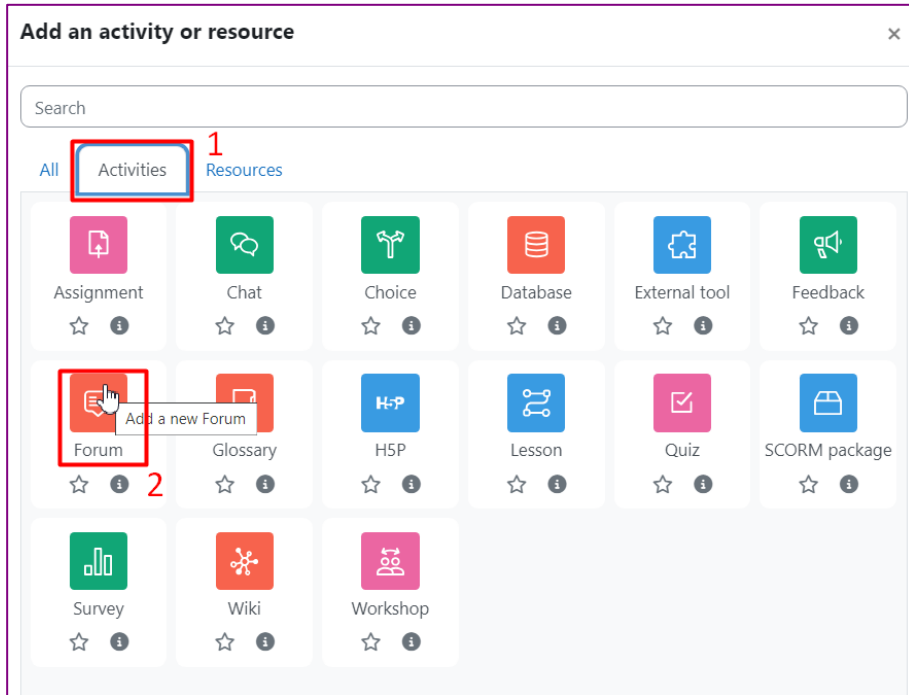


3.2 SETUP A DISCUSSION FORUM

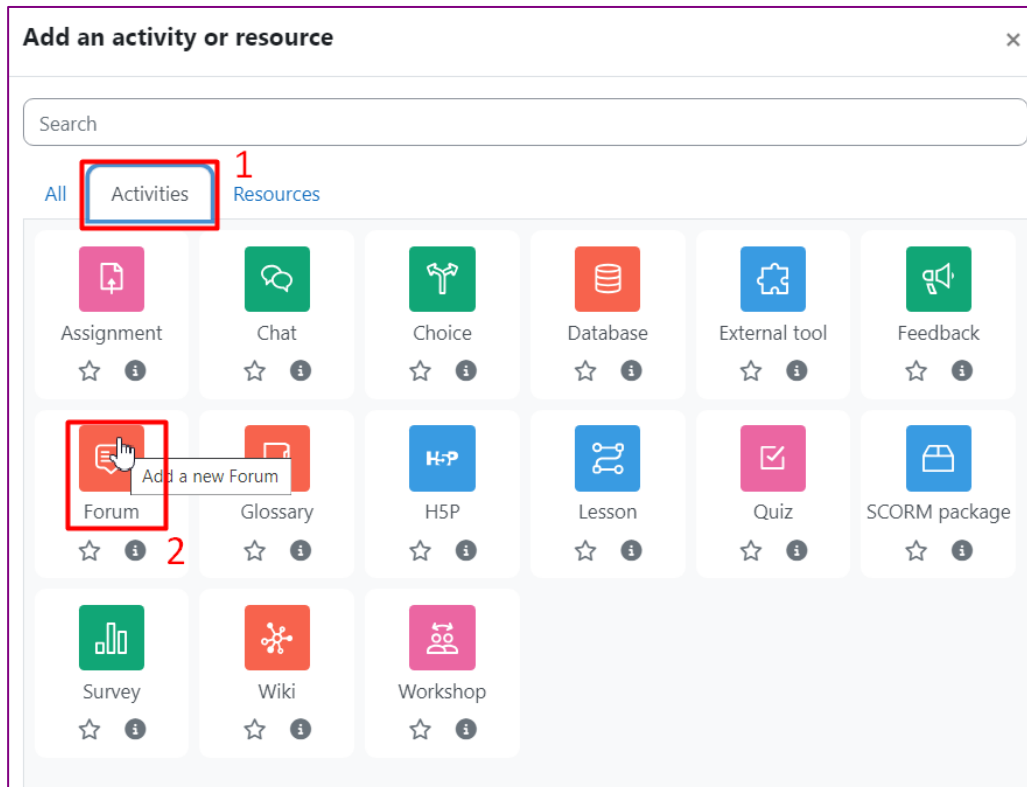
a. Active the edit mode>>click on “Add an activity or resources”



b. Click on “Activities”>> “Forum”



c. Click on “Activities”>> “Forum”



d. Type the name of forum, You may also add description and set availability.

The screenshot shows the 'Adding a new Forum' form. The 'General' section is expanded, and the 'Forum name' field contains 'Group discussion'. A red box highlights this field with the annotation '1. Type the name of Forum'. Below it is a rich text editor for the 'Description'. A red box highlights the description area with the annotation '2. You may leave some text about this forum.' The 'Availability' section is also expanded, and a red box highlights the 'Due date' and 'Cut-off date' fields with the annotation '3'. The 'Due date' is set to 30 July 2023, 22:57, and the 'Cut-off date' is set to 19 September 2023, 22:57. Both dates have 'Enable' checkboxes checked.

e. Click on “Add discussion topic”>> “Forum”

The screenshot shows the forum page for '12_3 / Group discussion'. The left sidebar contains a list of forum topics, with 'Group discussion' selected. The main content area shows the forum title 'Group discussion' and a search bar. A red box highlights the 'Add discussion topic' button, which is located at the bottom right of the search bar area.

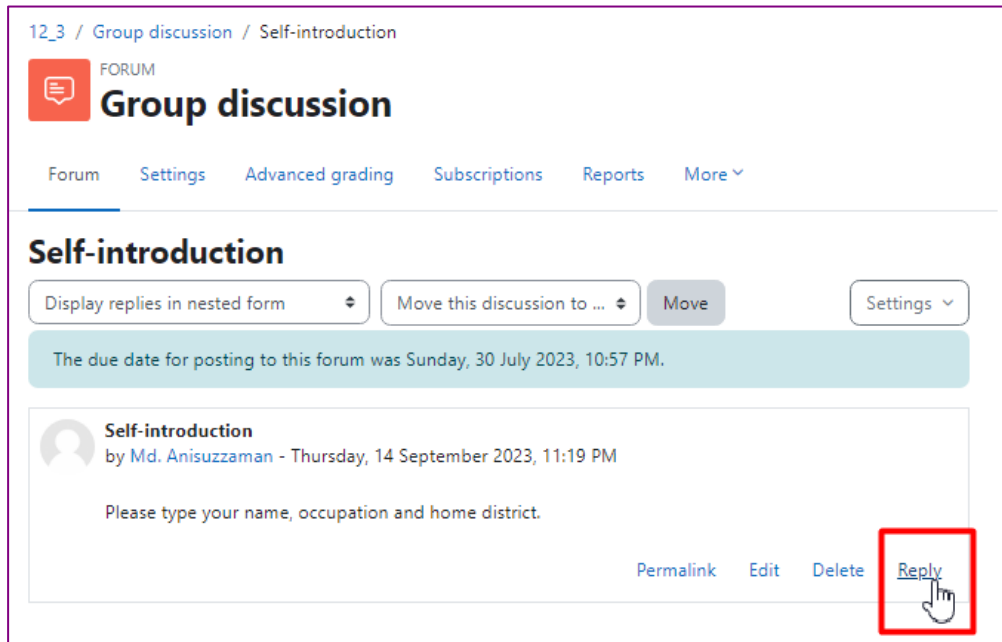
f. Type “Self-introduction” as subject and type message then click “Post to forum”

The screenshot shows a forum post creation form. At the top, it says "Due: Sunday, 30 July 2023, 10:57 PM". Below this is a search bar labeled "Search forums" and a blue button "Add discussion topic". The "Subject" field contains "Self-introduction" and is highlighted with a red box and a red arrow labeled "1". The "Message" field contains the text "Please type your name, occupation and home district," and is highlighted with a red box and a red arrow labeled "2". At the bottom, there is a blue button "Post to forum" highlighted with a red box and a red arrow labeled "3", along with "Cancel" and "Advanced" buttons. A red "Required" indicator is visible at the bottom left.

g. You may see like bellow. Click on “Self-introduction”

The screenshot shows a forum post confirmation page. On the left is a navigation menu with categories like "General", "Gather Evidence", "TOPIC 3", "TOPIC 4", "TOPIC 5", "Record and report assessm...", and "Provide feedback to the tr...". The main content area shows a green success message: "Your post was successfully added. You have 30 mins to edit it if you want to make any changes. You will be notified of new posts in 'Self-introduction' in the forum 'Group discussion'." Below this is a "Mark as done" button and a "Due: Sunday, 30 July 2023, 10:57 PM" notice. At the bottom, there is a "Discussion" section with a list item "Self-introduction" highlighted by a red box.

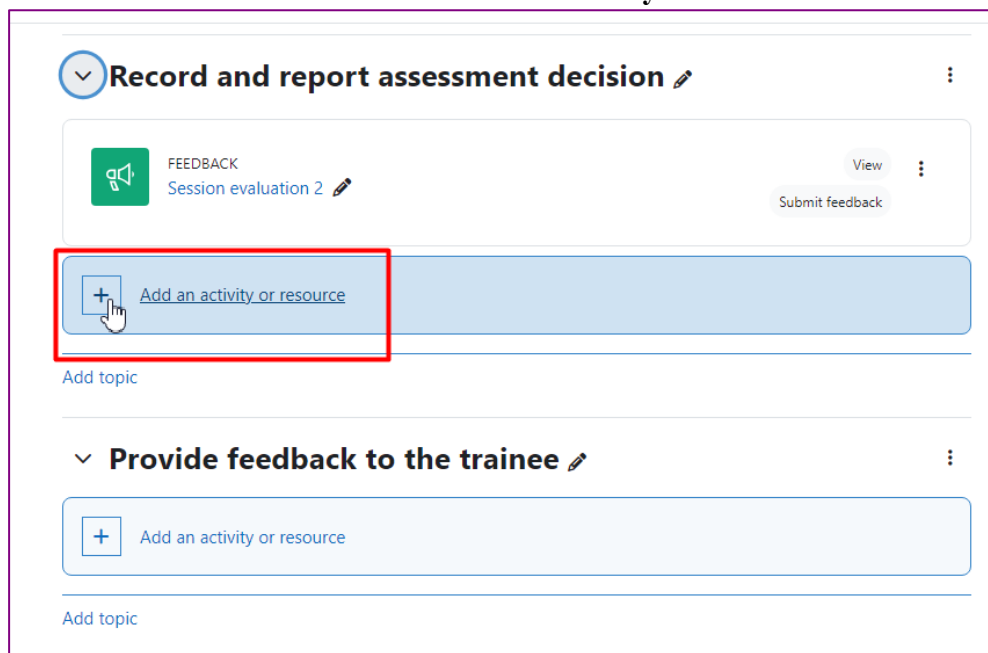
- h. You may see like bellow. Click on “Reply” and post/share your comment each other.



The screenshot shows a Moodle forum page. At the top, it says "12_3 / Group discussion / Self-introduction". Below that is a "FORUM" icon and the title "Group discussion". There are navigation links: "Forum", "Settings", "Advanced grading", "Subscriptions", "Reports", and "More". The main heading is "Self-introduction". Below the heading are controls: "Display replies in nested form", "Move this discussion to ...", "Move", and "Settings". A light blue banner states: "The due date for posting to this forum was Sunday, 30 July 2023, 10:57 PM." The post content is titled "Self-introduction" by "Md. Anisuzzaman" on "Thursday, 14 September 2023, 11:19 PM". The text says "Please type your name, occupation and home district." At the bottom right of the post, there are links for "Permalink", "Edit", "Delete", and "Reply". The "Reply" link is highlighted with a red box and a mouse cursor.

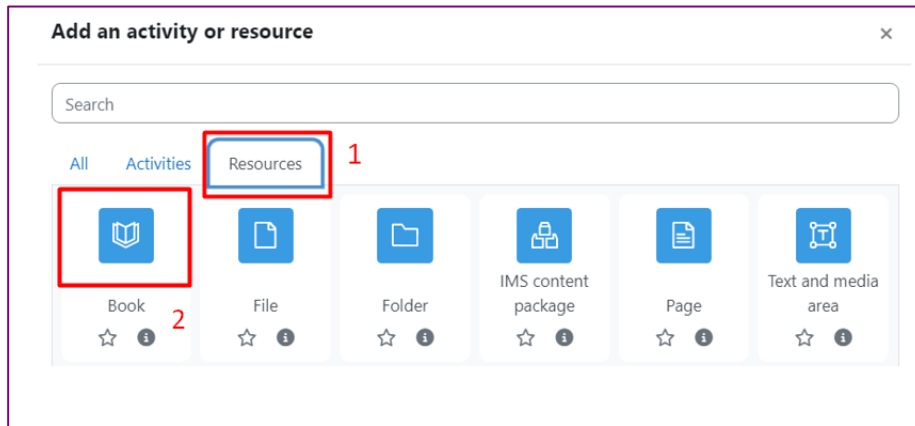
3.3 ADD A BOOK RESOURCE

- a. Active the edit mode>>click on “Add an activity or resources”

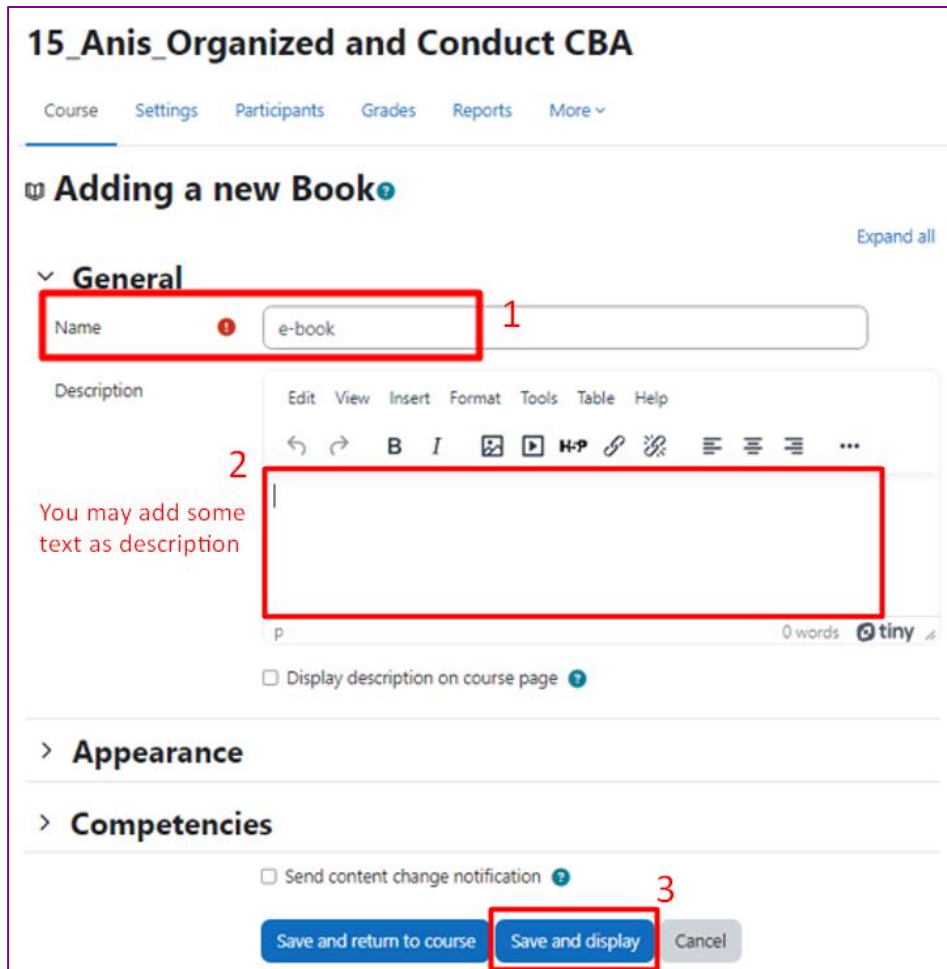


The screenshot shows a Moodle activity page titled "Record and report assessment decision". Underneath, there is a "FEEDBACK" section for "Session evaluation 2" with a "Submit feedback" button. Below this, there is a blue bar with a plus icon and the text "Add an activity or resource", which is highlighted with a red box. Below the bar is the text "Add topic". Further down, there is another section titled "Provide feedback to the trainee" with a similar "Add an activity or resource" button and "Add topic" text.

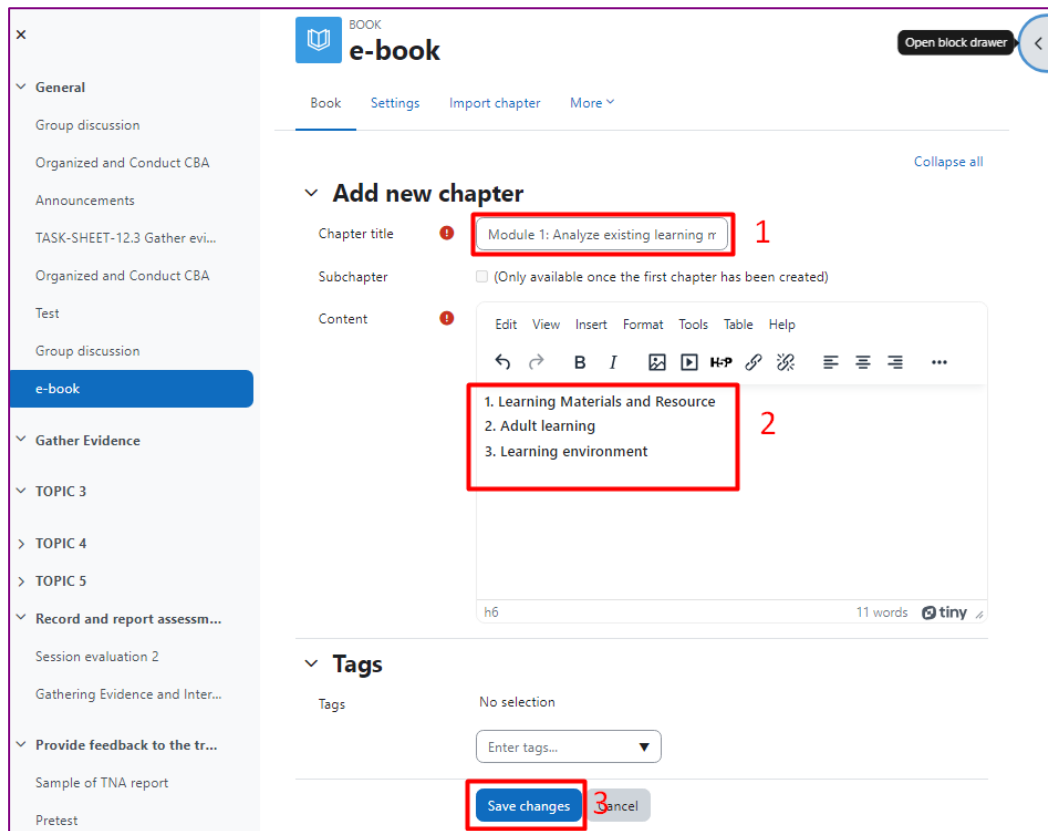
b. Click on “Resources”>> “Book”



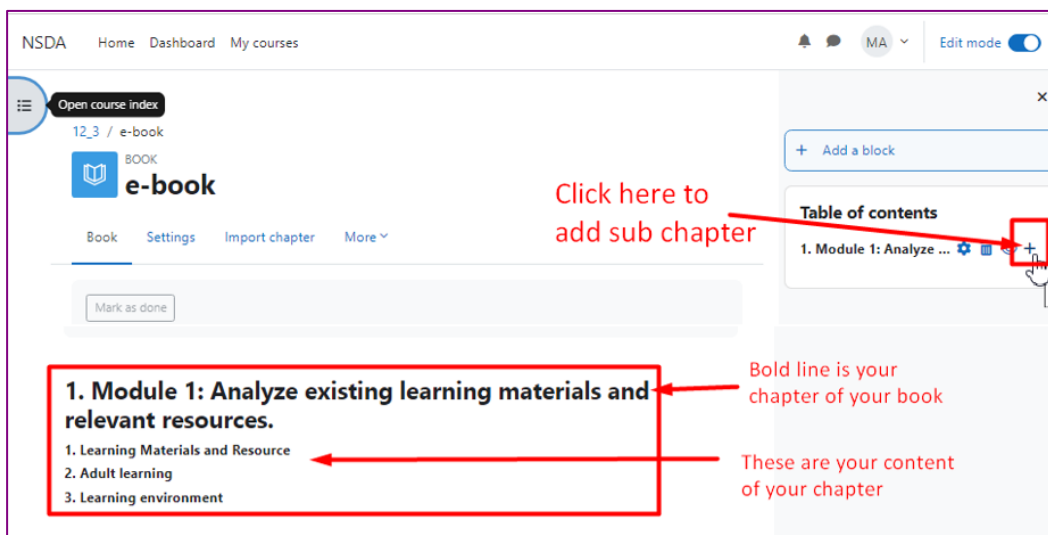
c. Type the file name in “Name” field and click on “Save and display”.



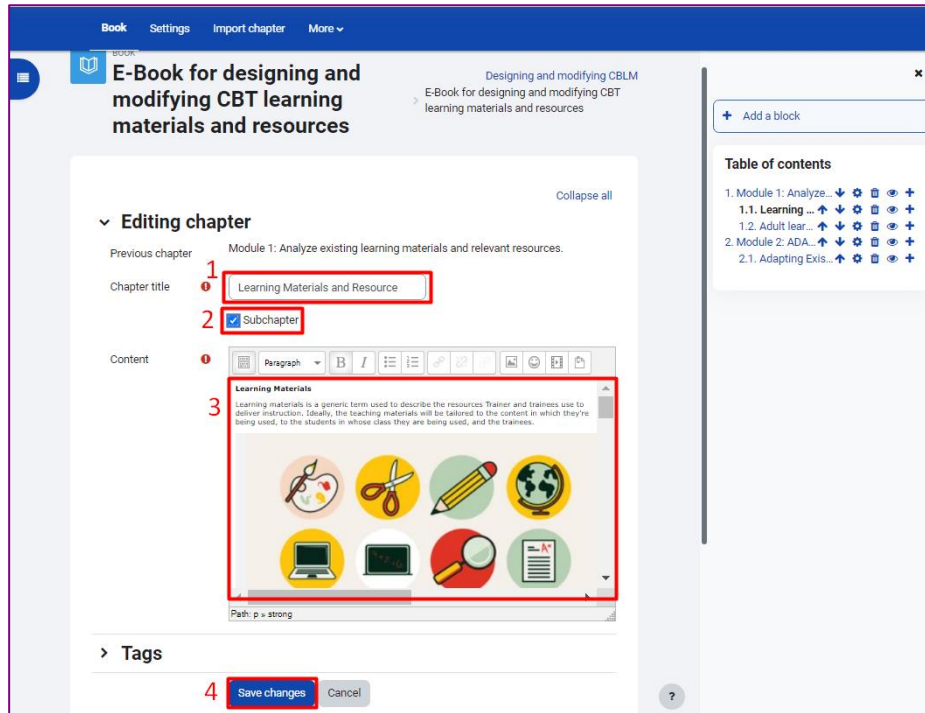
- d. You may see something like bellow. In this portion type your **chapter title**, and **content** for your book then click “save change”.



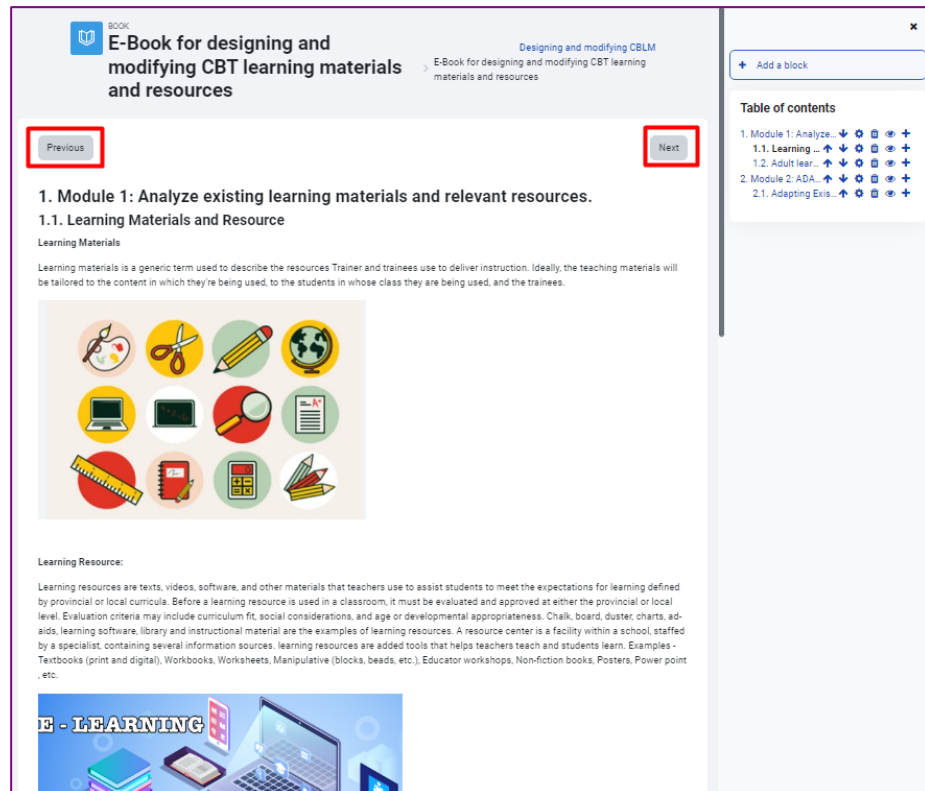
- e. You may see something like bellow. In this portion type your Click on “+” sign from the right side to add chapter/sub chapter.



- f. Editing chapter will appear. From here add information like bellow. Remember, to add subchapter **you must put tick marks in subchapter option**. Finally, click on **“Save change”**.

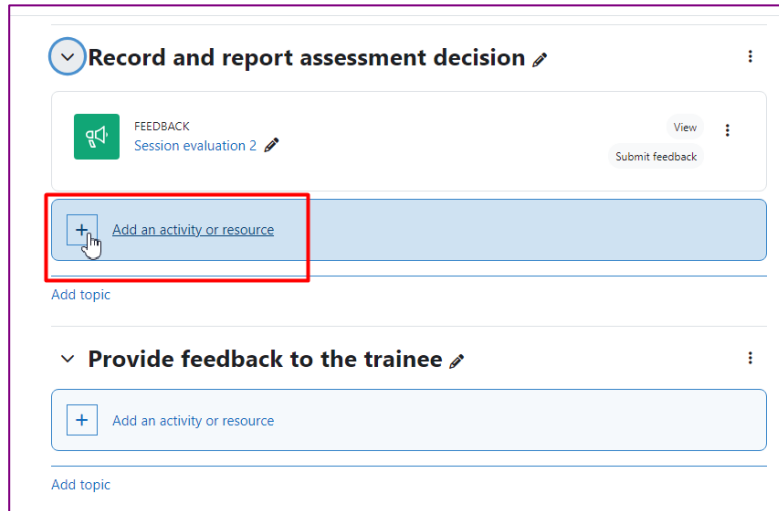


- g. After saving this you may see like bellow. Your eBook is ready to learn. To move back and Forward click on **“Previous”** or **“Next”**.

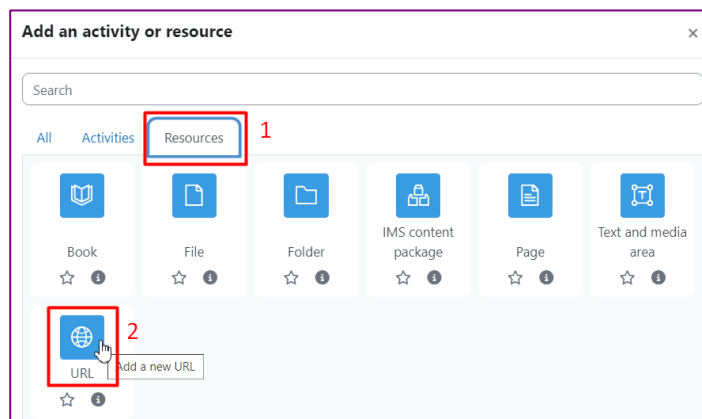


3.4 ADD A URL RESOURCE

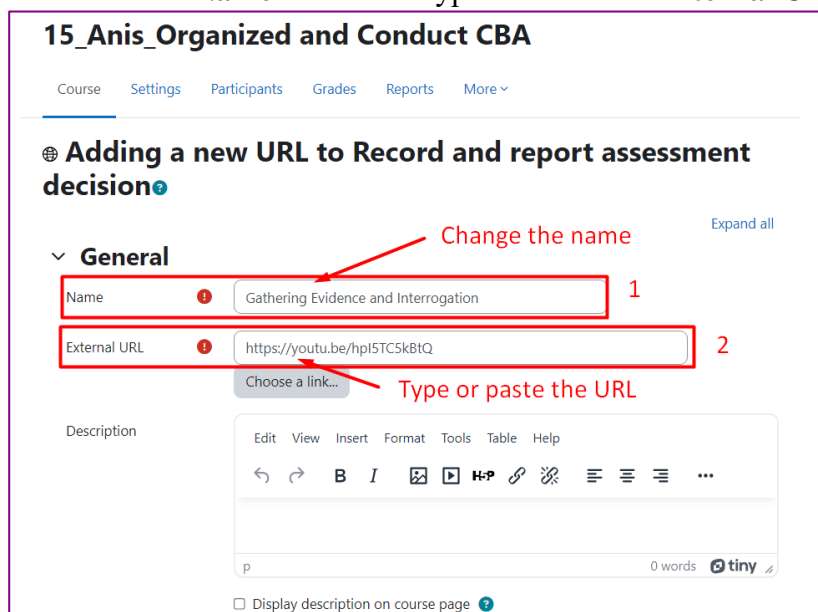
- a. Active the edit mode>>click on “Add an activity or resources”



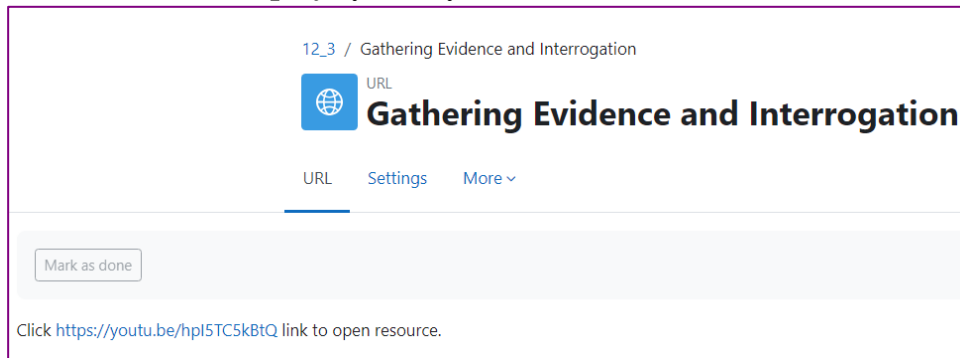
- b. Click on “Resources”>> “URL”



- c. Type the file name in “Name” field and Type the URL in “External URL” field

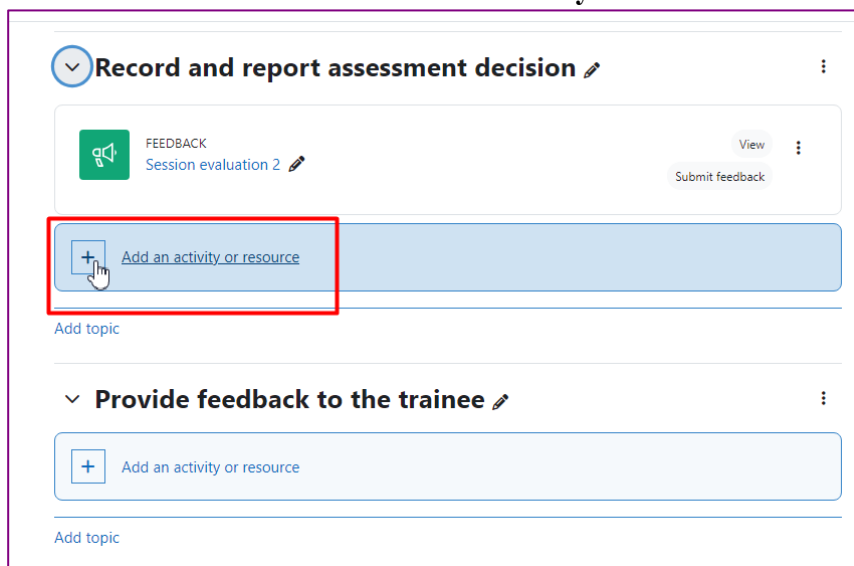


d. Click on “Save and display” you may see like bellow:

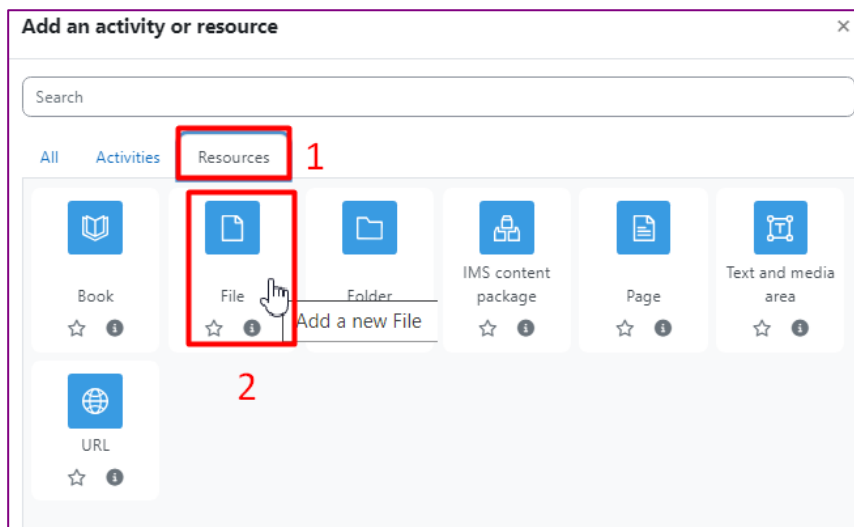


3.5 ADD A FILE RESOURCE

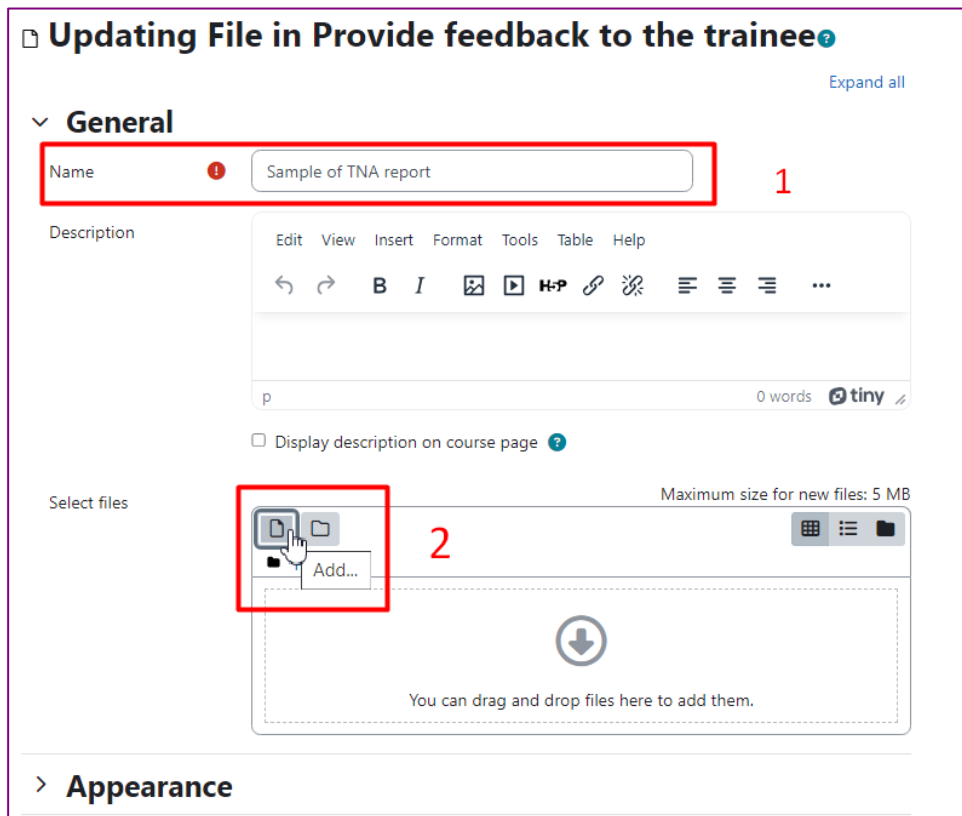
a. Active the edit mode>>click on “Add an activity or resources”



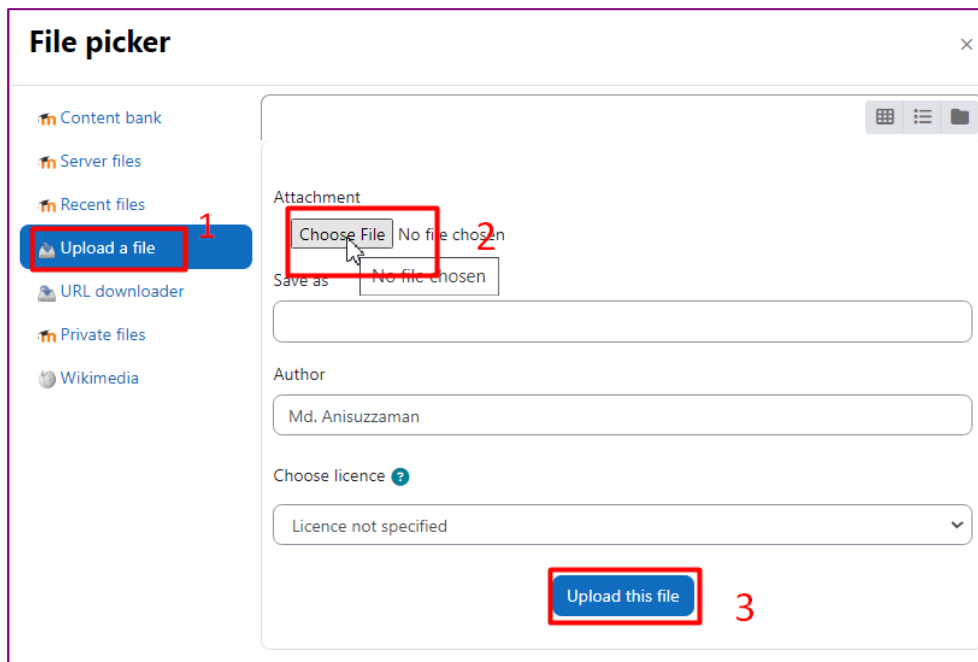
b. Click on “Resources”>> “file”



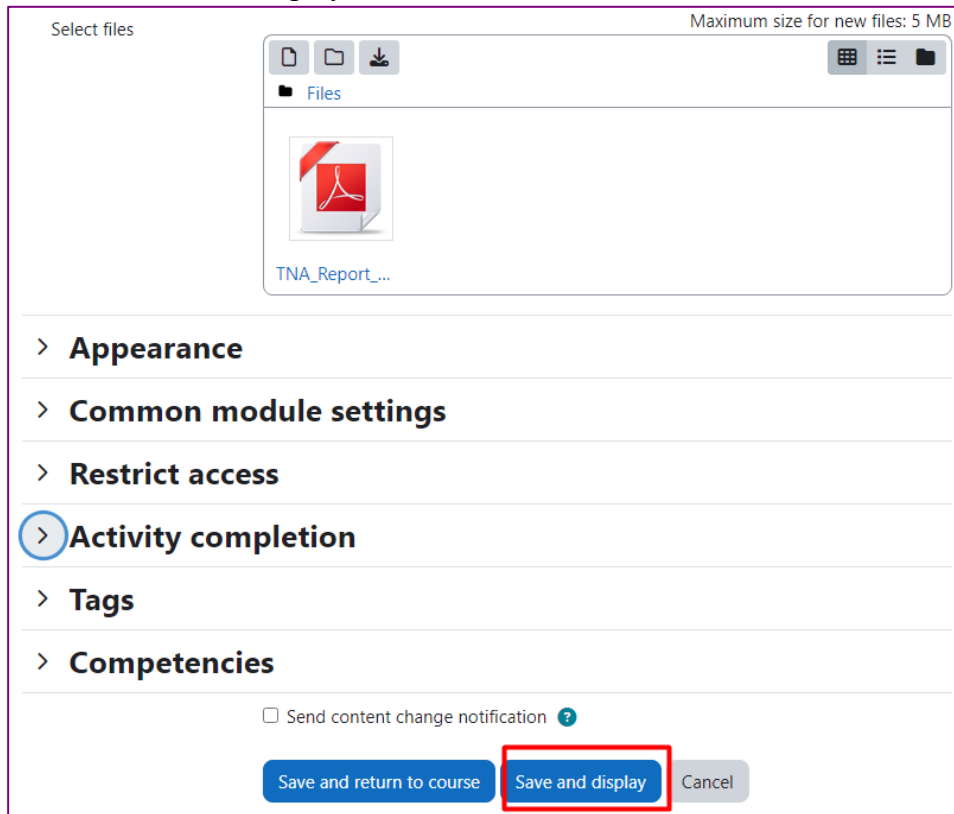
- c. Type the file name in “Name” field and click on the “Add file” icon



- d. Click on “Upload”>>” Choose File”>>Select and open your file>>” Upload this file.”

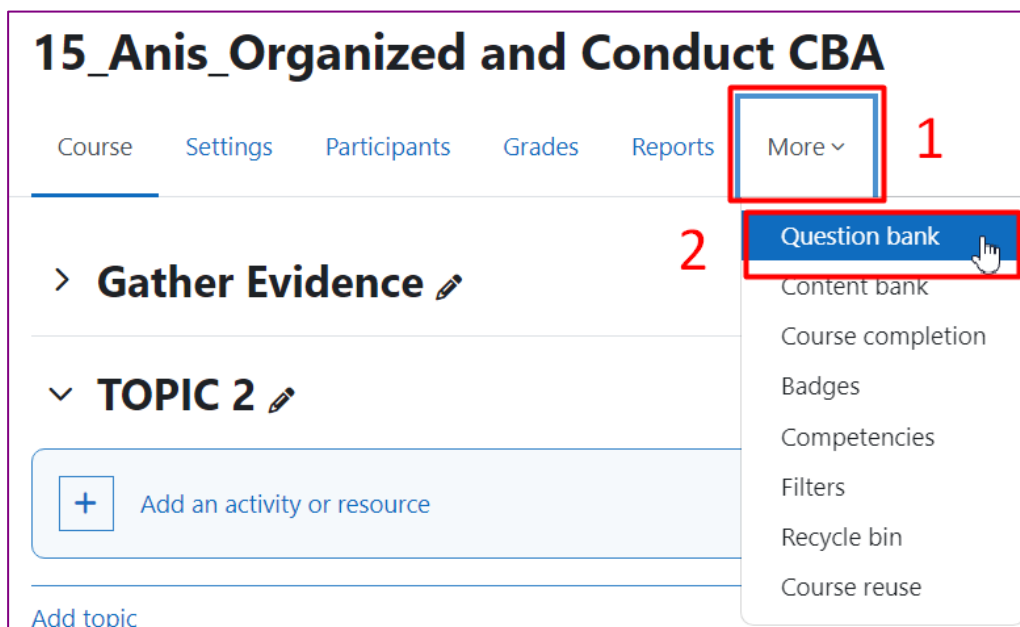


e. Click on “Save and display”

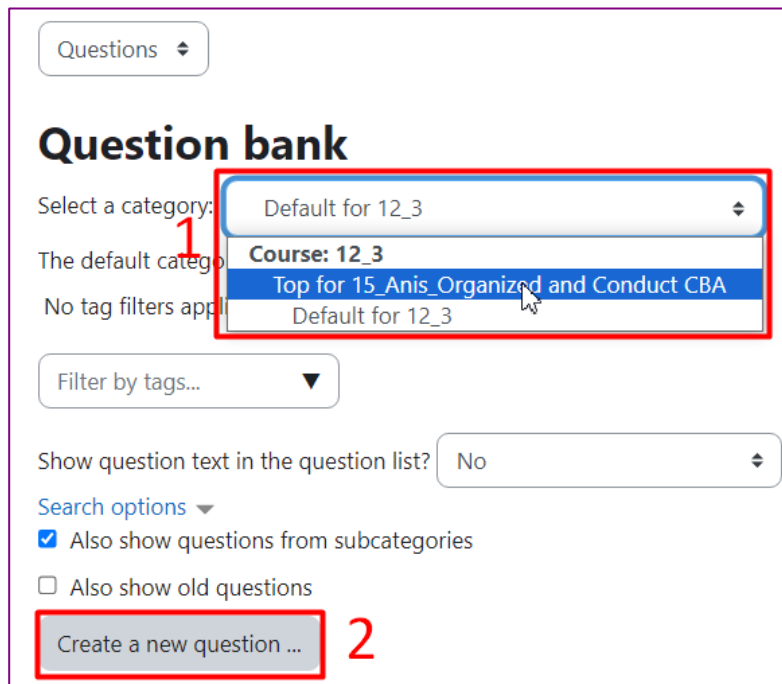


3.6 CREATE QUESTION IN QUESTION BANK

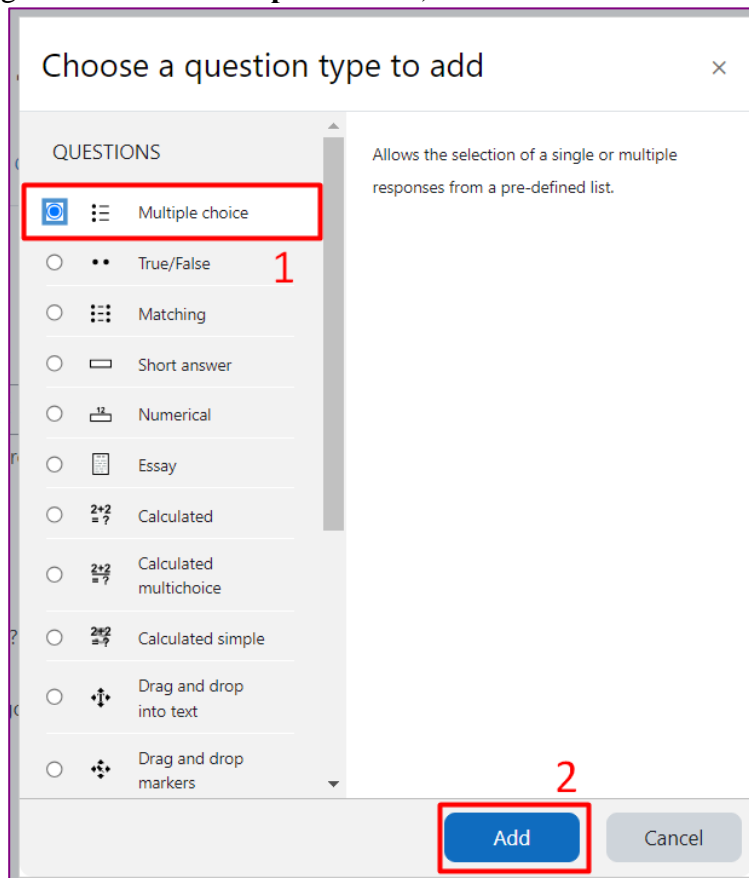
a. Active the edit mode>>click on “More”>> “Question bank”



b. Select category>>click on “Create a new question....”



c. Select question type from the left (You may select Multiple choice, True/False, matching etc. I chose “Multiple choice”)>>click on “Add”



d. Type question name and type Question text as shown below.

Adding a Multiple choice question

Category: Default for 12_3

Question name: Q1:

Question text: Which one of the bellow is an active verb to write learning outcome?

e. Scroll down side you can see Answers portion of the question. Change as like bellow. Then click on “Save and display”.

Answers

Choice 1: Wrong Answer. Created

Choice 2: Write Answer. Create

Grade: 100%

For write answer change the grade to 100%

f. After save the question you may see the question bank like bellow:

Question bank

Select a category: Default for 12_3 (1)

The default category for questions shared in context '12_3':

No tag filters applied

Filter by tags...

Show question text in the question list? No

Search options

Also show questions from subcategories

Also show old questions

Create a new question ...

Question	Actions	Status	Version	Created by	Comment
Q1	Edit	Ready	v1	Md. Anisuzzaman 14 September 2023, 1:31 PM	0

g. The question bank has been created. 1 question created in question bank. You may add more question in question bank by clicking **Create new question...**

3.7 ADD QUIZ

a. Active the edit mode>>click on “Add an activity or resources”

Record and report assessment decision

FEEDBACK
Session evaluation 2

View
Submit feedback

+ Add an activity or resource

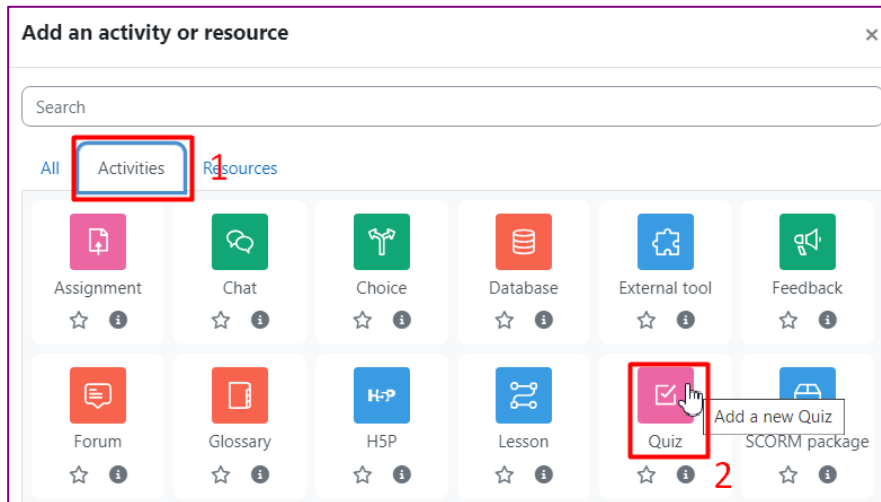
Add topic

Provide feedback to the trainee

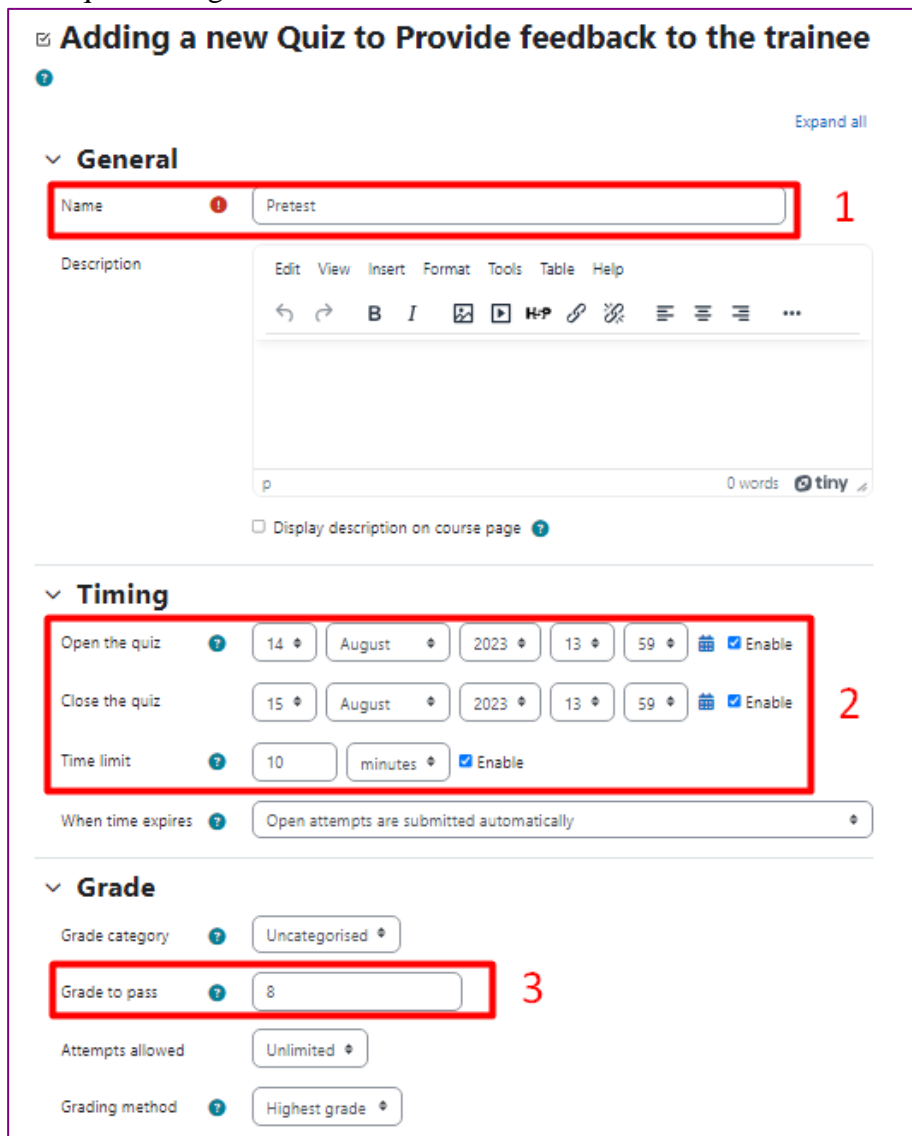
+ Add an activity or resource

Add topic

b. Click on “Activities”>> “Quiz”



c. Set the quiz setting as like bellow.



- d. Click on “Save and display”. You may see like bellow. Click on “Add question” to add question in quiz.

12_3 / Pretest

QUIZ **Pretest**

Quiz Settings Questions Results Question bank More ▾

Mark as done

Opened: Monday, 14 August 2023, 1:59 PM
Closed: Tuesday, 15 August 2023, 1:59 PM

Add question

Time limit: 10 mins
Grading method: Highest grade
Grade to pass: 8.00 out of 10.00

Click on Add question

- e. Tick mark on **Shuffle**>> **Add**>> from question bank.

Questions

Questions: 0 | This quiz is closed

Maximum grade 10.00 Save

Repaginate Select multiple items

Total of marks: 0.00

1 Shuffle ?

2 Add ▾

3 + a new question
+ from question bank
+ a random question

f. Select the questions>> ADD SELECTED QUESTIONS TO THE QUIZ.

Filter by tags... ▼

Show question text in the question list No ▾

Search options ▼

- Also show questions from subcategories
- Also show old questions

Question

- Q1 _____ is used to assist plan regional ...
- Q1 What is the best step to do in case training is...
- Q11 Which is not an approaches to conduct validation
- Q12 "Does the candidate communicate effectively?" ...
- Q13 Which of the following is not the reason of ...
- Q14 It is a strategy when learner learns by way of ...
- Q15 A welder may require specialized skills in ...
- Q2 The first part of TNA questionnaire is General ...
- Q3 Observation method to confirming training needs...
- Q4 Cover letter is attached with the ...
- Q7 "Receive and respond to workplace communication...
- Q8 The information, skills or qualities the ...
- Q10 The number of participants will have an effect ...
- Q5 Modern equipment and technology are the ...
- Q6 Manager of the sampled Public, Private and NGO ...
- Q9 A trainer who is a part of curriculum ...

ADD SELECTED QUESTIONS TO THE QUIZ

g. You may see like bellow. Click on "Save" from the right side.

QUIZ Settings Questions Results Question bank More ▾

Questions

Questions: 4 | This quiz is open

Maximum grade 10.00 **SAVE**

REPAGEINATE SELECT MULTIPLE ITEMS

Total of marks: 4.00

Shuffle

Page 1

- 1 Q1 What is the best step to do in case training is ...

Page 2

- 2 Q11 Which is not an approaches to conduct validation

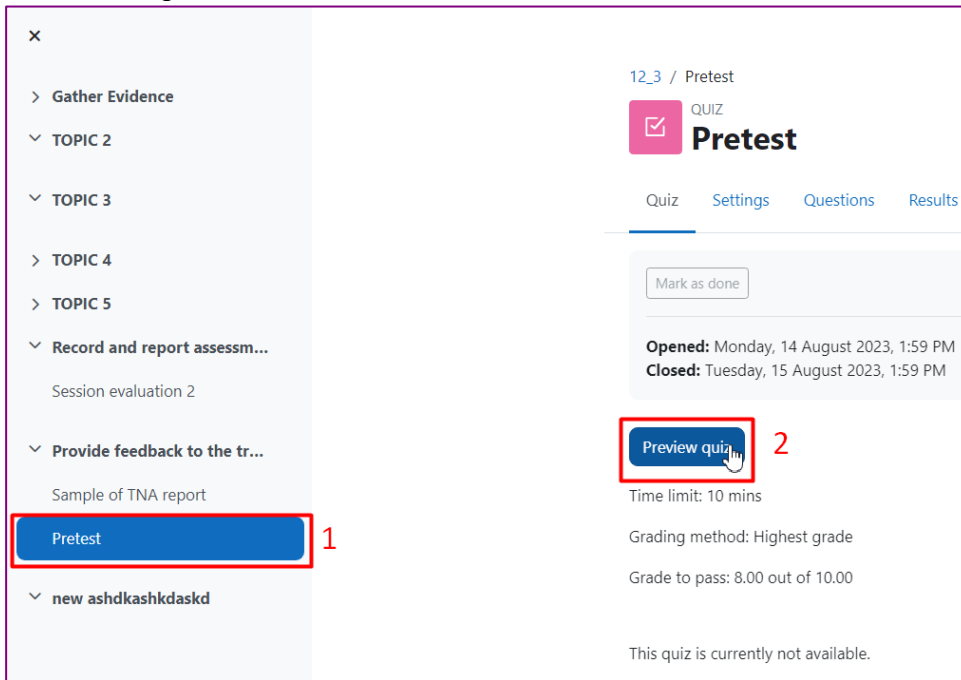
Page 3

- 3 Q12 "Does the candidate communicate effectively?"

Page 4

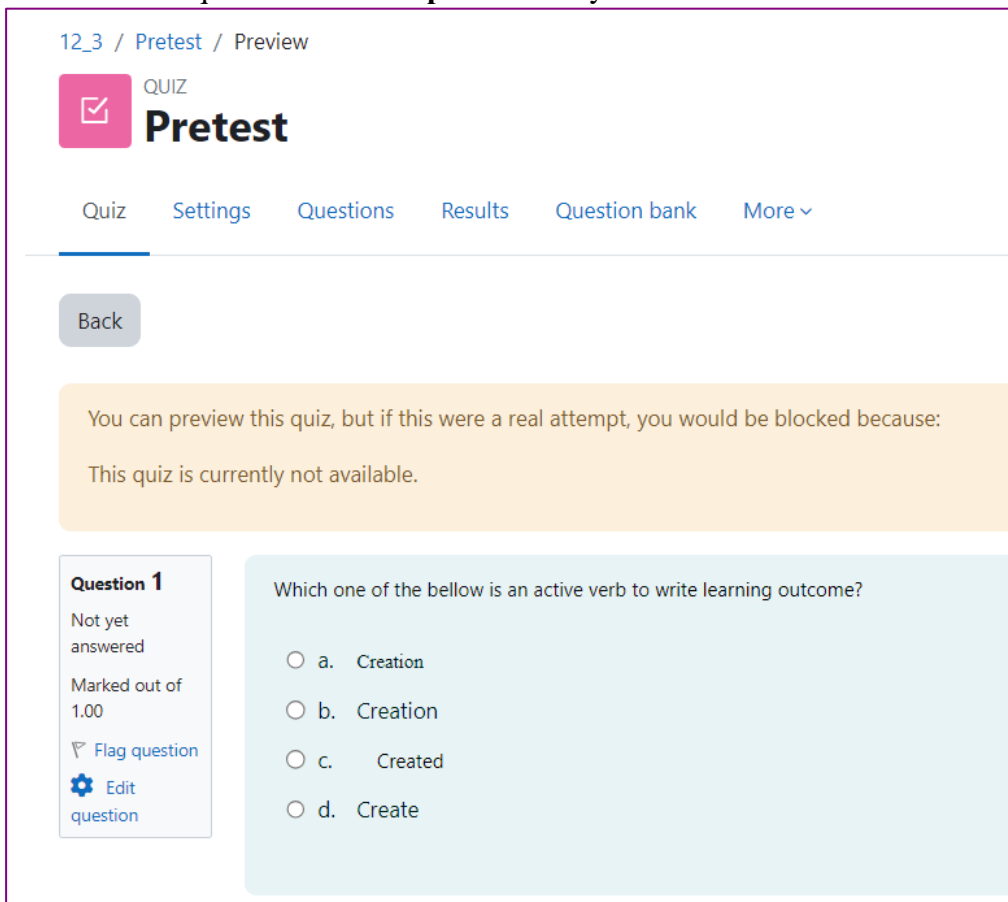
- 4 Q13 Which of the following is not the reason of ...

h. You may see like bellow. Click on the quiz “Pretest” from the left side.>>Click on “Preview quiz”.



The screenshot shows a quiz management interface. On the left is a sidebar with a list of items: 'Gather Evidence', 'TOPIC 2', 'TOPIC 3', 'TOPIC 4', 'TOPIC 5', 'Record and report assessm...', 'Session evaluation 2', 'Provide feedback to the tr...', 'Sample of TNA report', 'Pretest' (highlighted with a red box and labeled '1'), and 'new ashdkashkdaskd'. The main area on the right is titled '12_3 / Pretest' and 'QUIZ Pretest'. It has tabs for 'Quiz', 'Settings', 'Questions', and 'Results'. Below the tabs is a 'Mark as done' button. The status is 'Opened: Monday, 14 August 2023, 1:59 PM' and 'Closed: Tuesday, 15 August 2023, 1:59 PM'. A 'Preview quiz' button is highlighted with a red box and labeled '2'. Other details include 'Time limit: 10 mins', 'Grading method: Highest grade', and 'Grade to pass: 8.00 out of 10.00'. At the bottom, it says 'This quiz is currently not available.'

i. Click on the quiz “Start attempt”. You may see like bellow:



The screenshot shows a quiz preview interface. At the top, it says '12_3 / Pretest / Preview'. Below that is a 'QUIZ Pretest' header with a 'Back' button. A message box states: 'You can preview this quiz, but if this were a real attempt, you would be blocked because: This quiz is currently not available.' Below this is a 'Question 1' section with the text 'Not yet answered', 'Marked out of 1.00', and options to 'Flag question', 'Edit question', and 'Create question'. The question text is 'Which one of the bellow is an active verb to write learning outcome?' and the options are: a. Creation, b. Creation, c. Created, and d. Create.

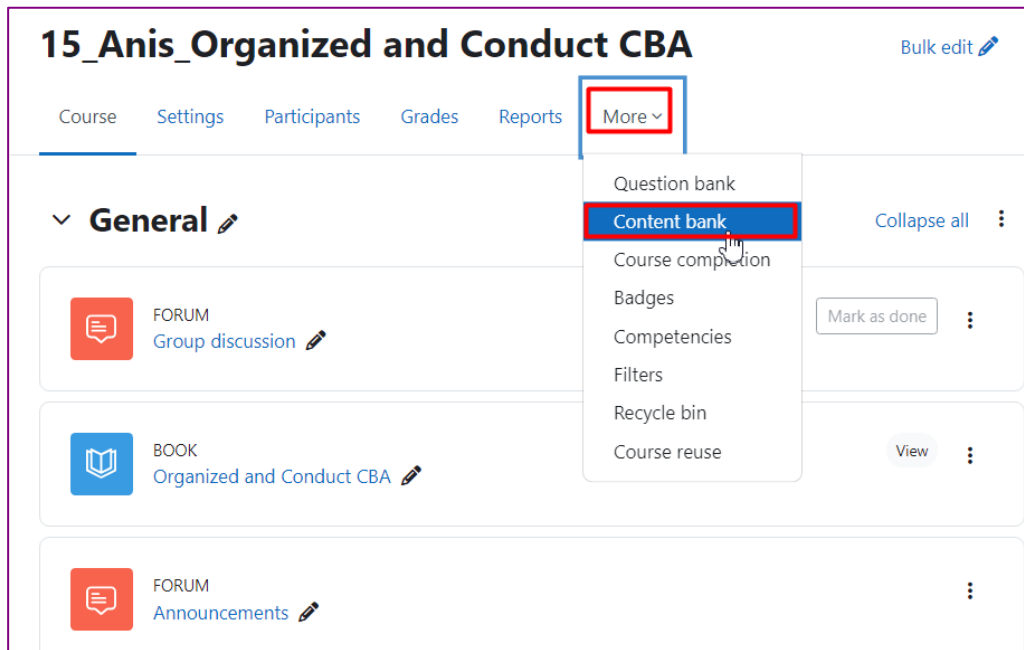
3.8 CREATE INTERACTIVE CONTENT USING H5P IN CONTENT BANK

To do this you need to do 2 things.

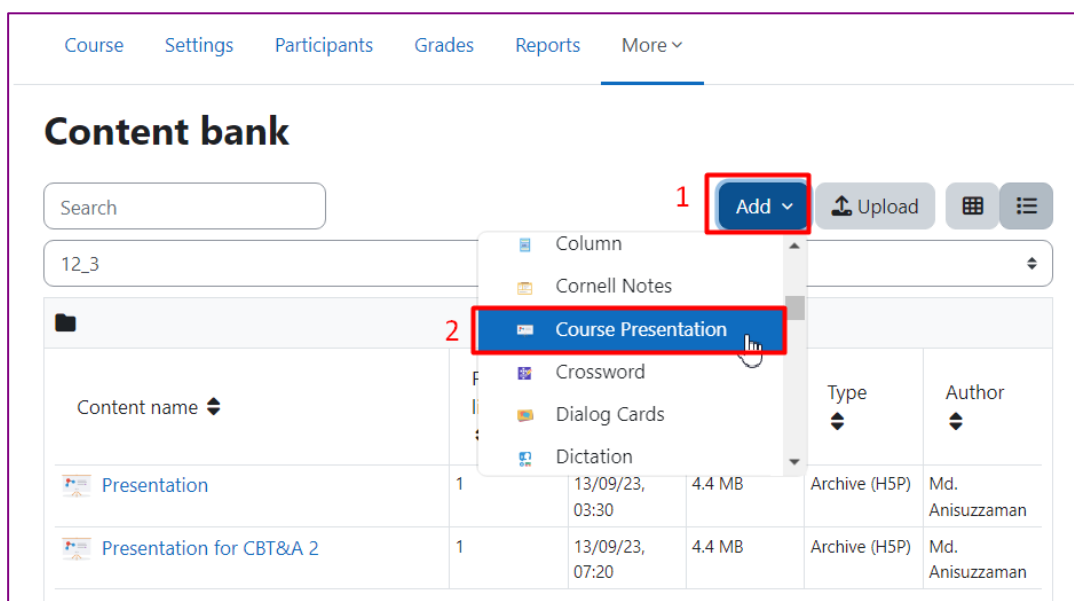
1. First of all, content bank should be created
2. Secondly H5P activity should be created

Now we will do the first thing.

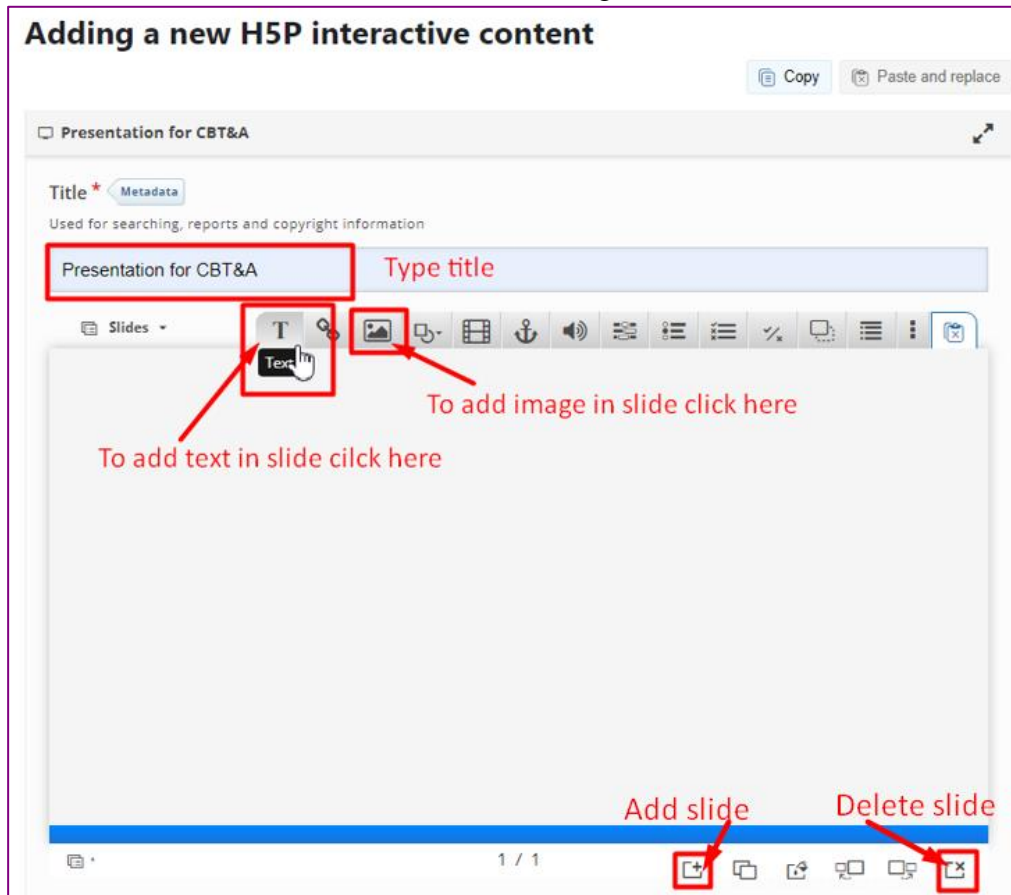
- a. Active the edit mode>>click on “More”>> “Question bank”



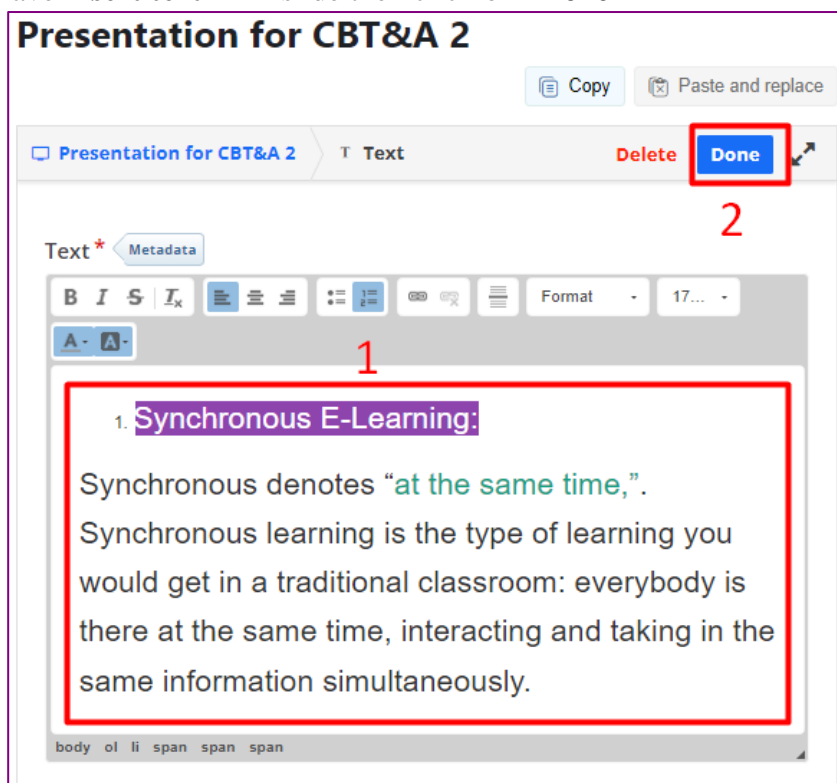
- b. Click on “Add”>> Select “Course Presentation”



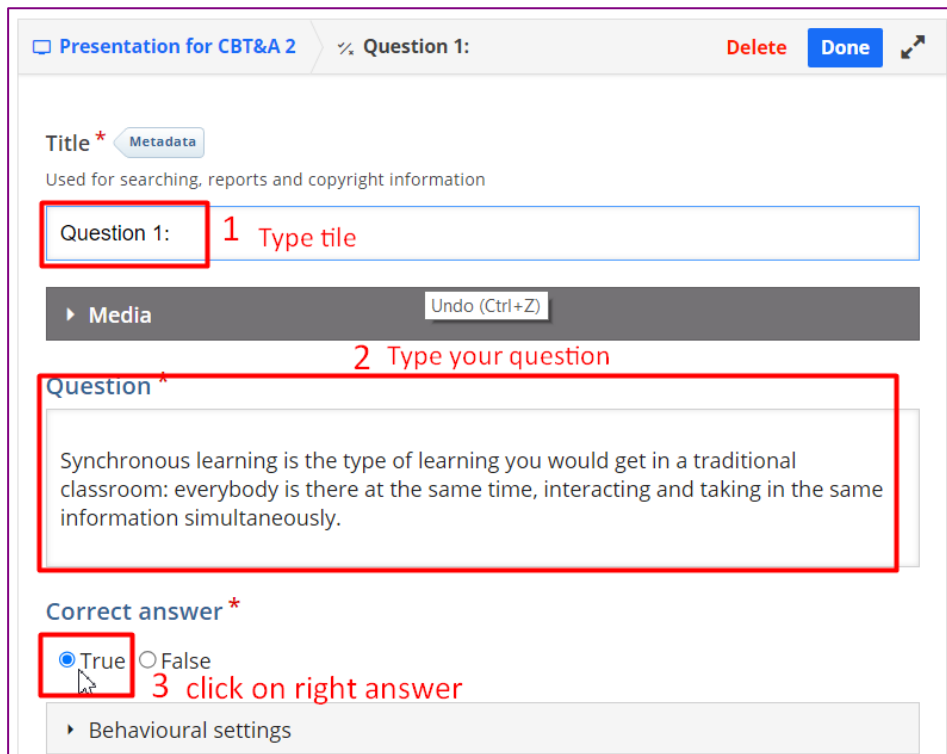
c. To create slide, follow the instruction in image bellow:




d. We have insert text in 1st slide then click on “Done”

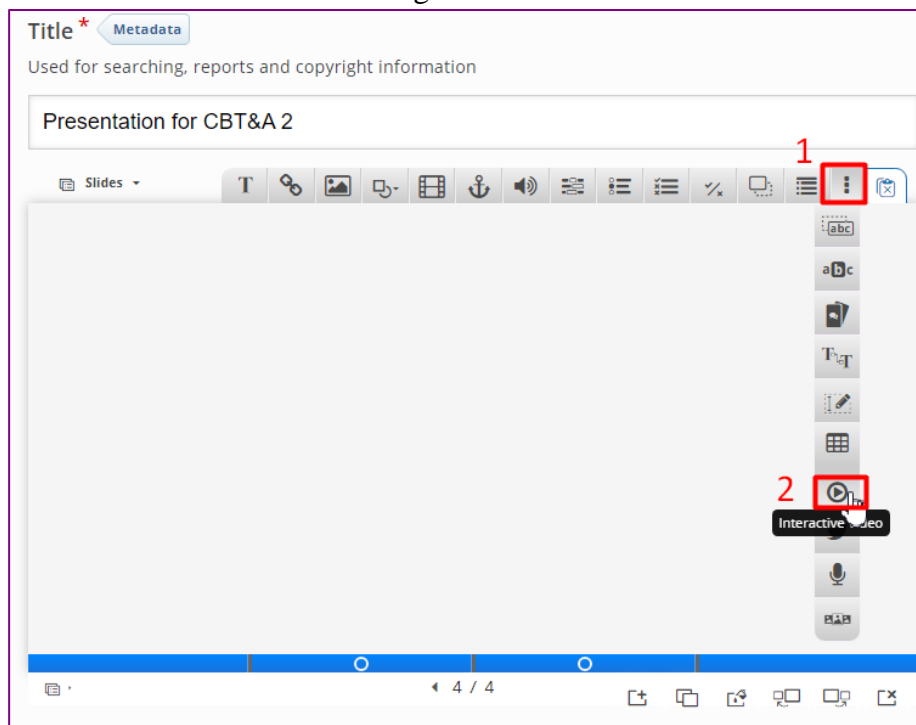


- e. We want to create true/false question in 2nd slide. To do this follow the instruction on image bellow. then click on “Done”

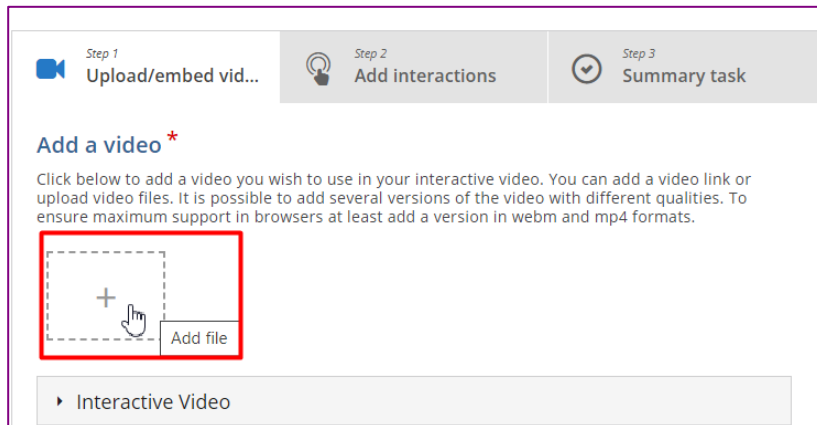


- f. You can add an interactive video on your slide. To do this follow the instruction on image bellow.

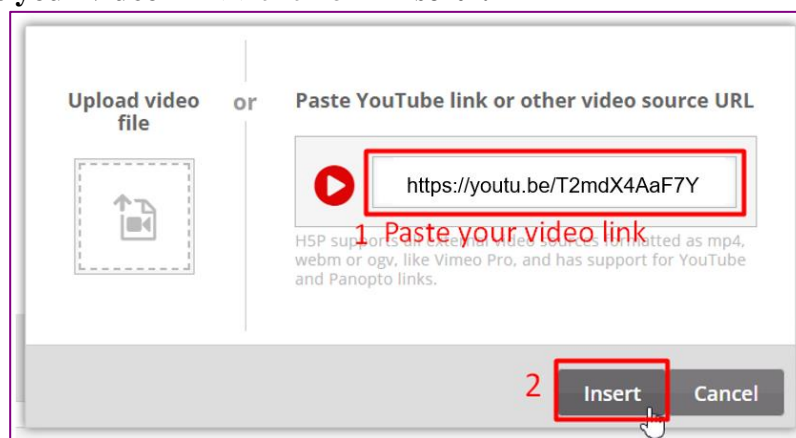
- 1) Click on 3 dots icon  from right side then click on “Interactive video”



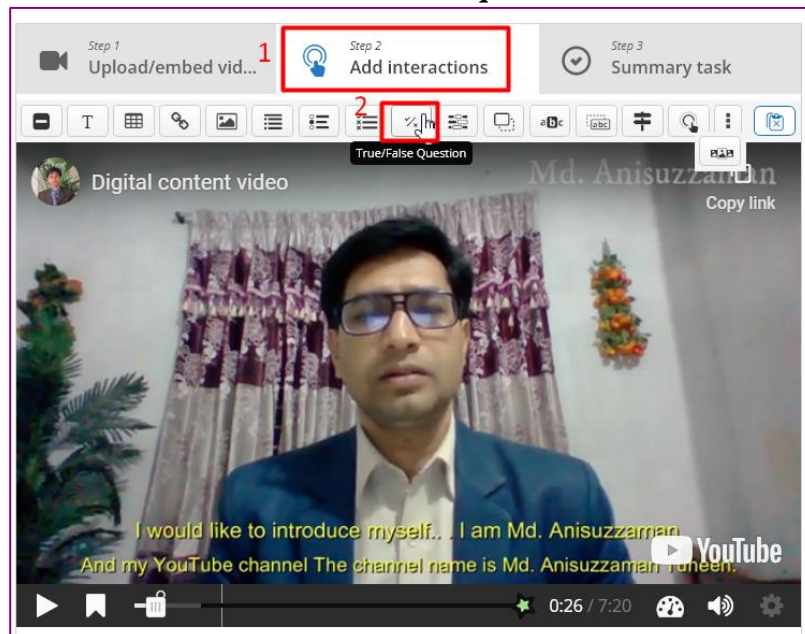
2) Click on **Add file** icon



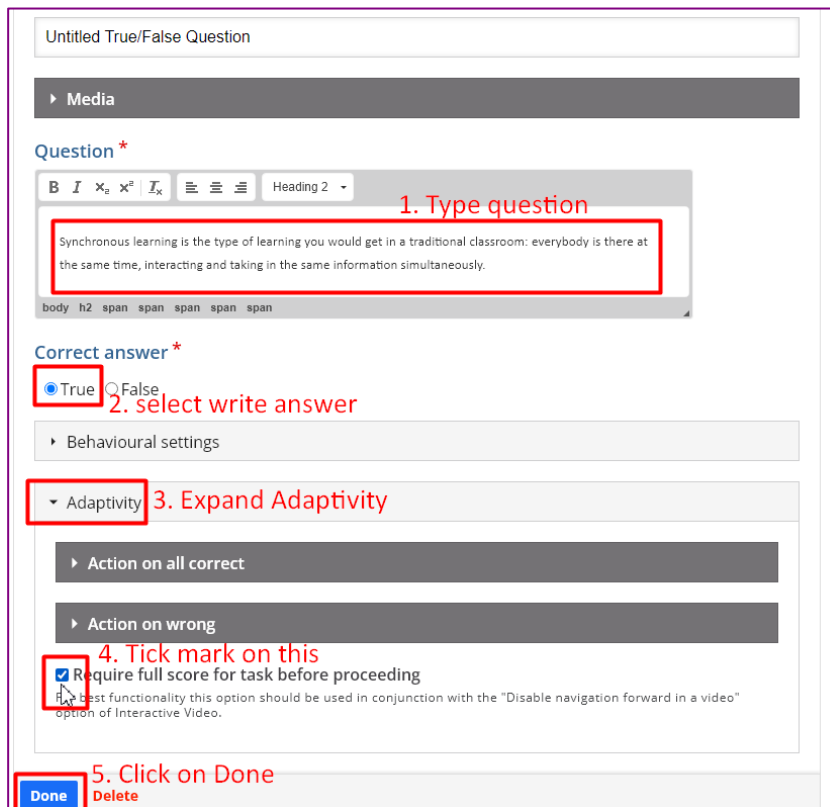
3) Paste your video link >> click on “Insert”.



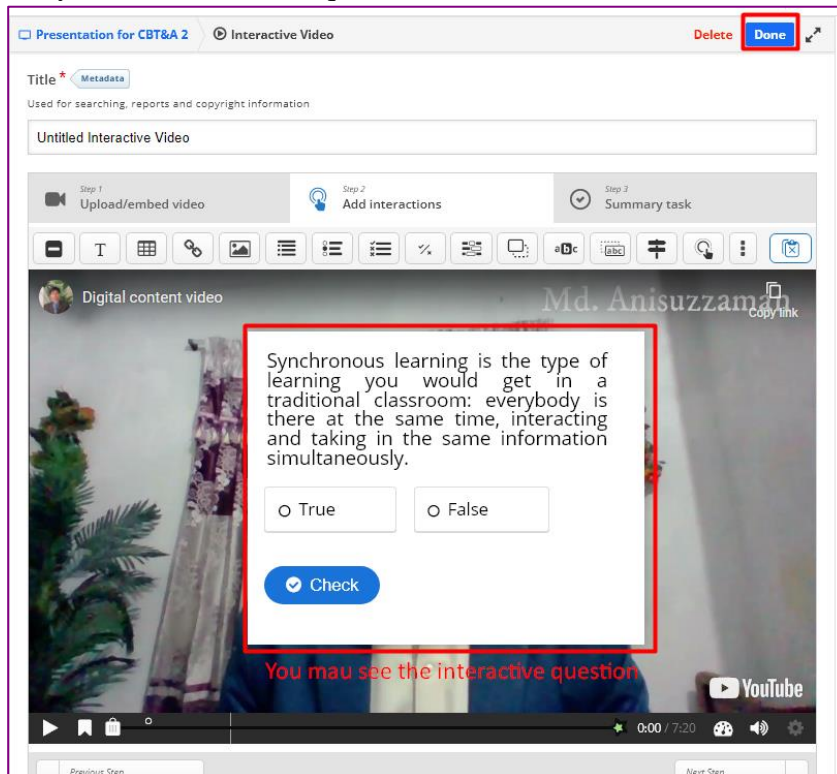
4) Click on **Add interaction** >> **True/false questions**



5) To setup question follow the instruction on image bellow:



6) You may see the interactive question on video>> Click “Done”



7) Click on “Save”.

8) Click on **more>>Content bank**. Now your content is ready in content bank.

15_Anis_Organized and Conduct CBA

Course Settings Participants Grades Reports More 1

Content bank 2

Search

12_3

Content name	Places linked	Last modified	Size	Format	Author
Presentation	1	13/09/23, 03:30	4.4 MB	Archive (H5P)	Md. Anisuzzaman
Presentation for CBT&A 2	1	15/09/23, 06:10	4.4 MB	Archive (H5P)	Md. Anisuzzaman

2. Create H5P activity

Our interactive content is ready. Now we will Create H5P activity:

a. Active the edit mode>>click on “Add an activity or resources”

Record and report assessment decision

FEEDBACK
Session evaluation 2

View Submit feedback

+ Add an activity or resource

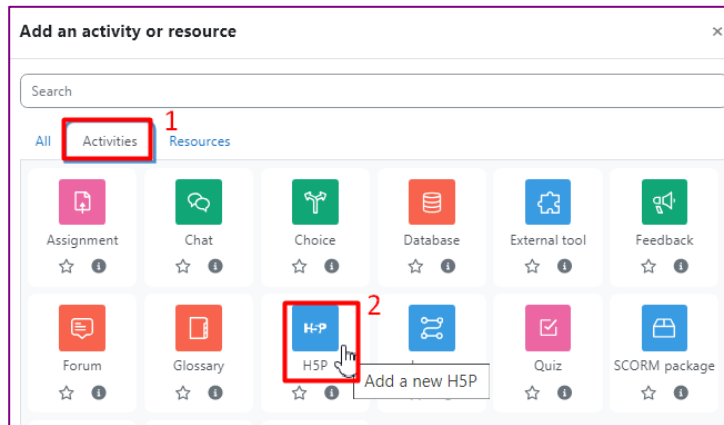
Add topic

Provide feedback to the trainee

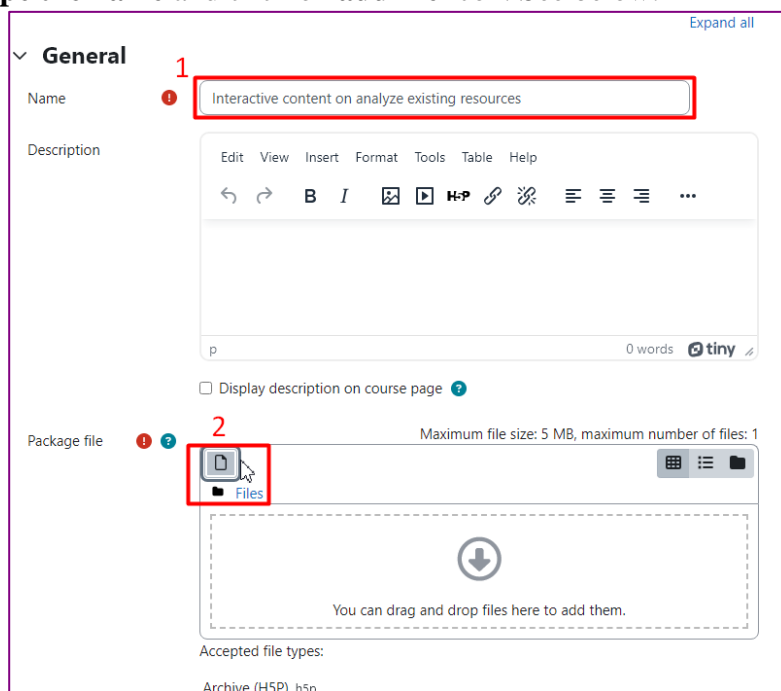
+ Add an activity or resource

Add topic

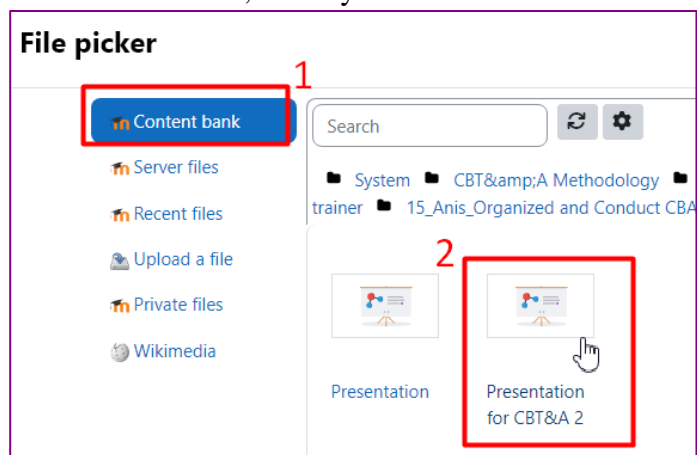
b. Click on “Activities”>> “H5P”



c. Type the name and click on add file icon. See below:



d. Select content bank then, select your content.



e. Click on **select this file**.

Select Presentation for CBT&A 2

Make a copy of the file
 Link to the file

Save as
course-presentation-19.h5p

Author
Md. Anisuzzaman

Choose licence ?
Licence not specified

Select this file Cancel

f. Your file has been added. Click on “Save and display”

Package file Maximum file size: 5 MB, maximum number of files: 1

Files

course-presentation-19.h5p

Accepted file types:
Archive (H5P) .h5p

> Restrict access

> Activity completion

> Tags

> Competencies

Send content change notification

Save and return to course **Save and display** Cancel

3.9 SETUP ASSIGNMENT

a. Active the edit mode>>click on “Add an activity or resources”

Record and report assessment decision

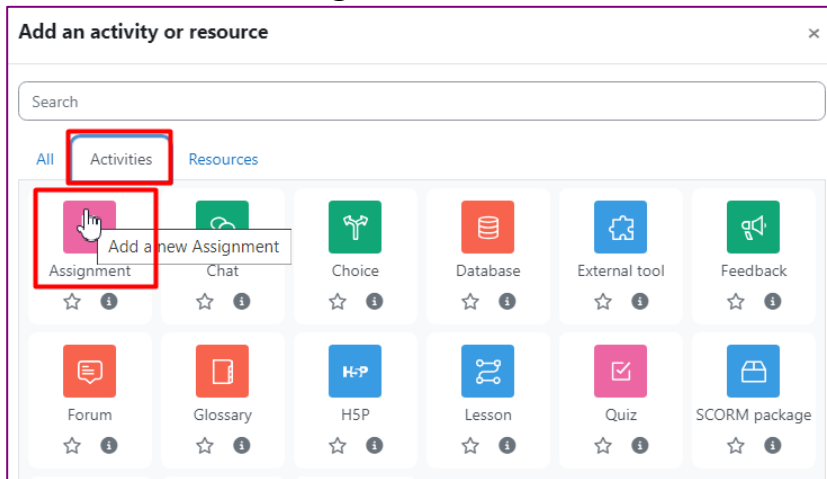
FEEDBACK
Session evaluation 2

View Submit feedback

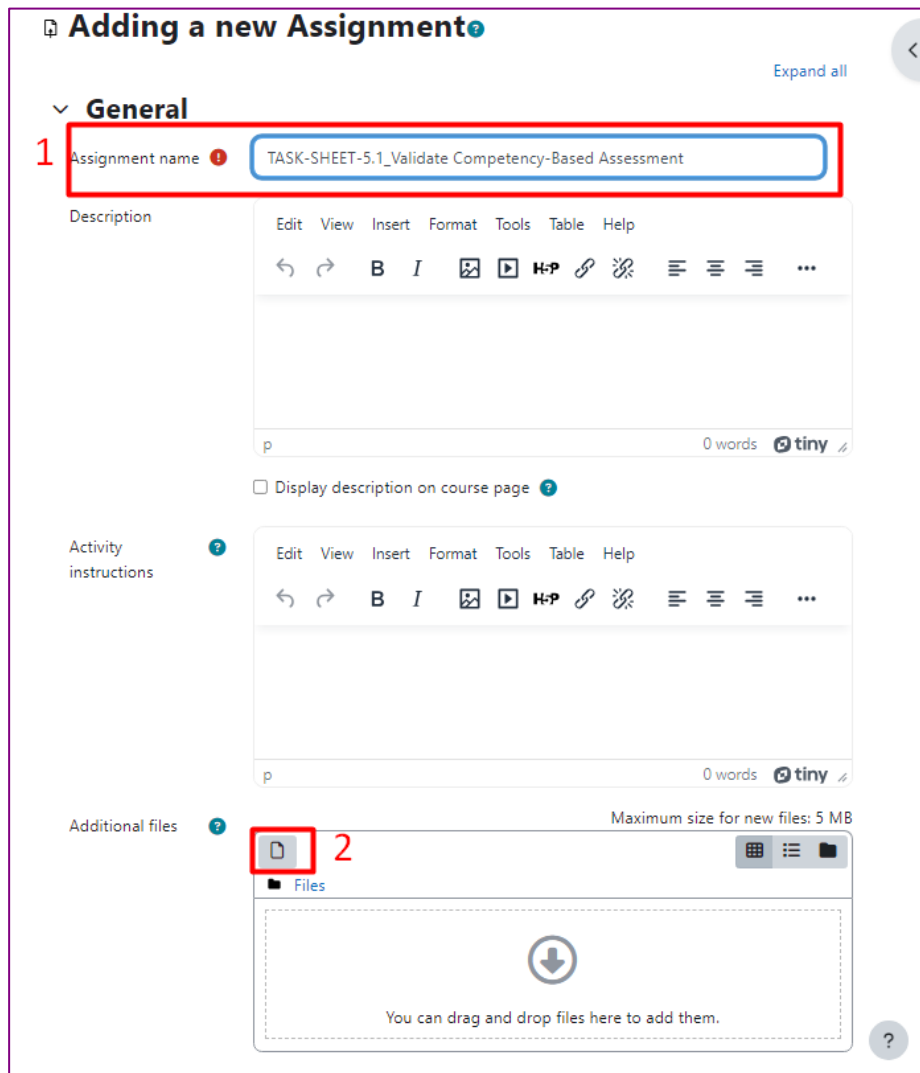
+ Add an activity or resource

Add topic

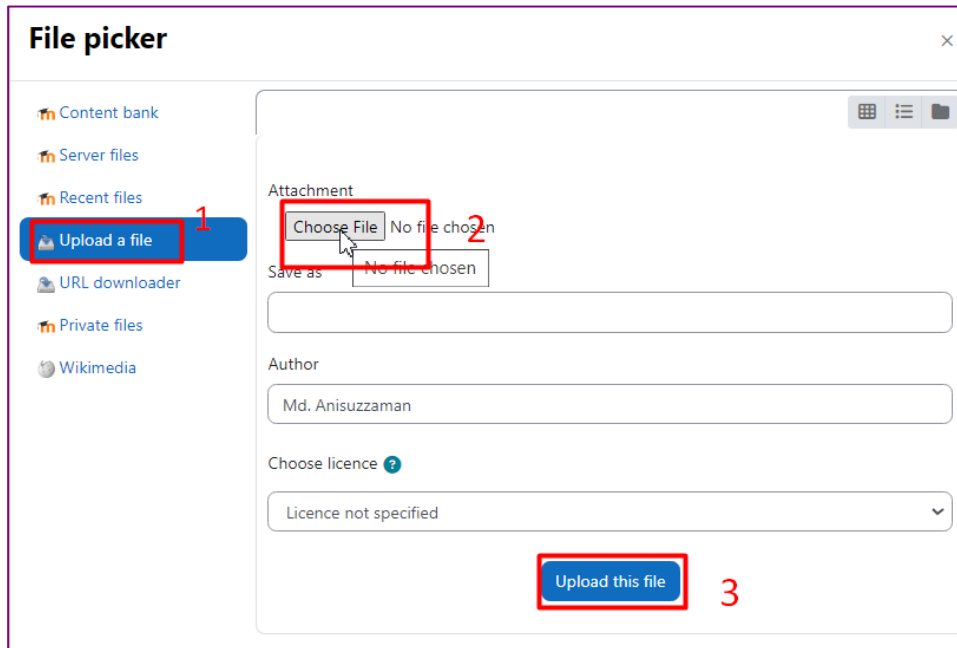
b. Click on “Activities”>> “Assignment”



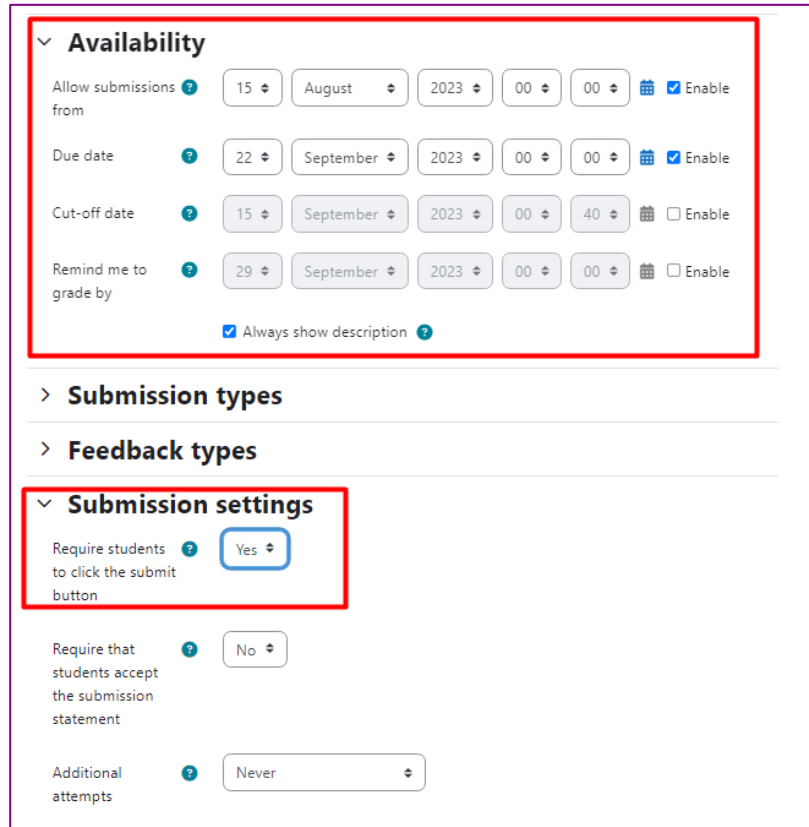
c. Expand the “General” Tab (If the General tab is collapsed). Type the Assignment name and click on “file icon” from Additional file.



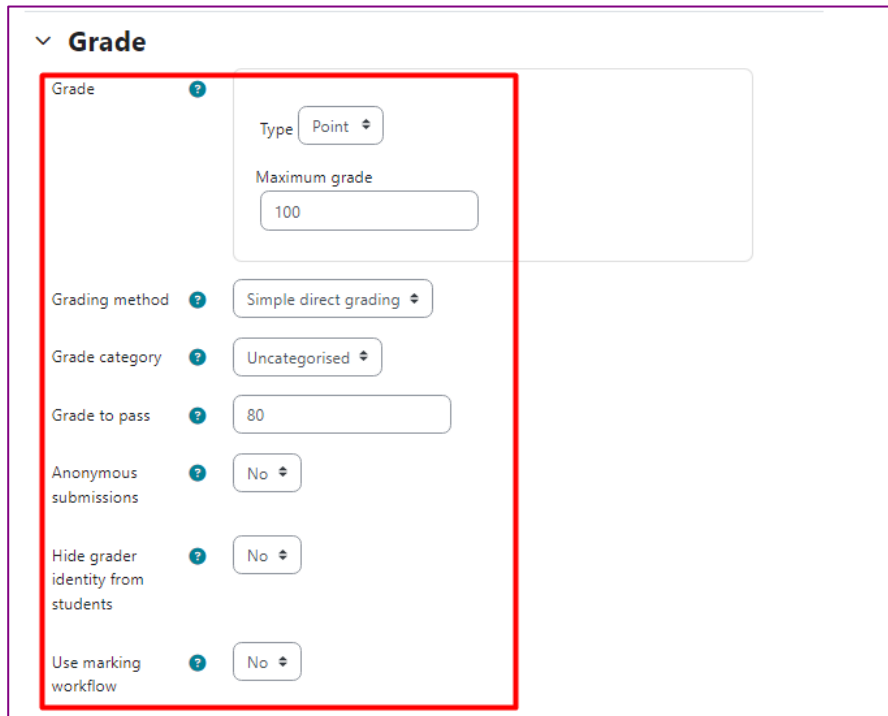
- d. Click on “Upload”>>” Choose File”>>Select and open your file>>” Upload this file.”



- e. Expand the “Availability” Tab (If the Availability tab is collapsed). Set the information like bellow. Again, expand the “Submission setting” then “Required students to click the submit button” to “yes”.



- f. Expand the “Grade” Tab (If the Grade tab is collapsed). Set the information like bellow:



Grade

Type Point

Maximum grade 100

Grading method Simple direct grading

Grade category Uncategorised

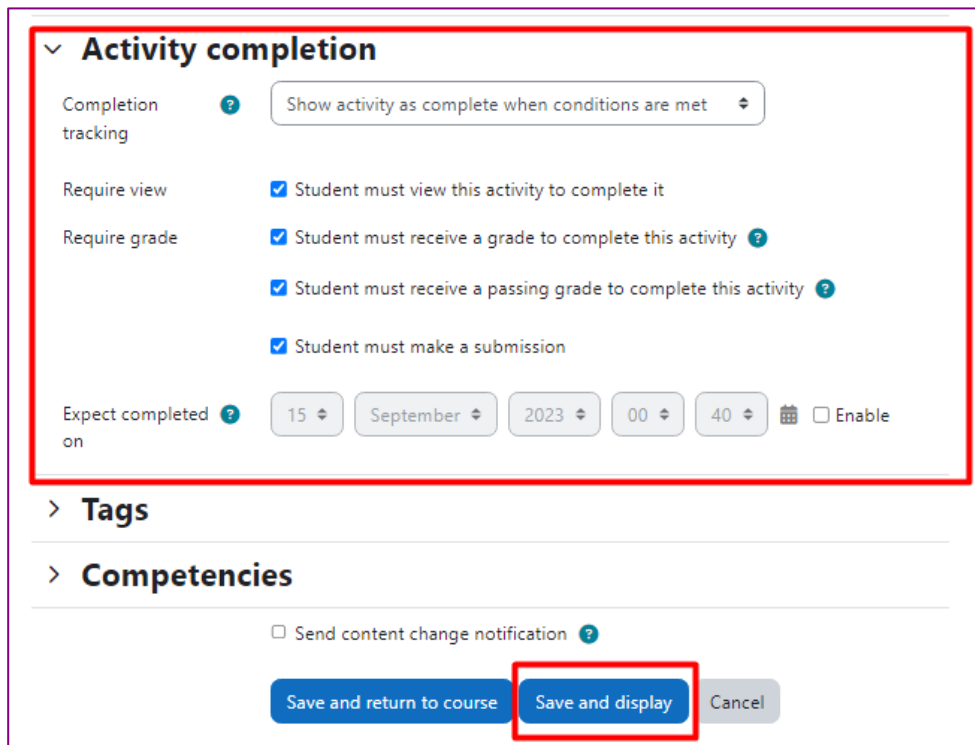
Grade to pass 80

Anonymous submissions No

Hide grader identity from students No

Use marking workflow No

- g. Expand the “Activity completion” Tab (If the Activity tab is collapsed). Set the information like bellow:



Activity completion

Completion tracking Show activity as complete when conditions are met

Require view Student must view this activity to complete it

Require grade Student must receive a grade to complete this activity
 Student must receive a passing grade to complete this activity
 Student must make a submission

Expect completed on 15 September 2023 00:40 Enable

> Tags

> Competencies

Send content change notification

Save and return to course Save and display Cancel

- h. Finally click on “**Save and display**” button. After completing all setting, you may see like bellow:

12_3 / TASK-SHEET-5.1 Validate Competency-Based Assessment

ASSIGNMENT

TASK-SHEET-5.1 Validate Competency-Based Assessment

Assignment Settings Advanced grading More ▾

View Make a submission Receive a grade Receive a passing grade

Opened: Tuesday, 15 August 2023, 12:00 AM
Due: Friday, 22 September 2023, 12:00 AM

TASK-SHEET-5.1 Validate Competency-Based Assessment.pdf 15 September 2023, 1:13 AM

View all submissions Grade

Grading summary

Hidden from students	No
Participants	1
Drafts	0
Submitted	0
Needs grading	0
Time remaining	6 days 22 hours

3.10 ACTIVITY COMPLETION RESTRICTION

If you want that no one can participate in the quiz without completing the assignment. Then you must set **activity completion restriction** on quiz. To do this follow the instruction bellow:

- a. Click on **Pretest**>>**Settings**

12_3 / Pretest

QUIZ

Pretest

Quiz Settings² Questions Results Question bank More ▾

Mark as done

Opened: Monday, 14 August 2023, 1:59 PM
Closed: Tuesday, 15 August 2023, 1:59 PM

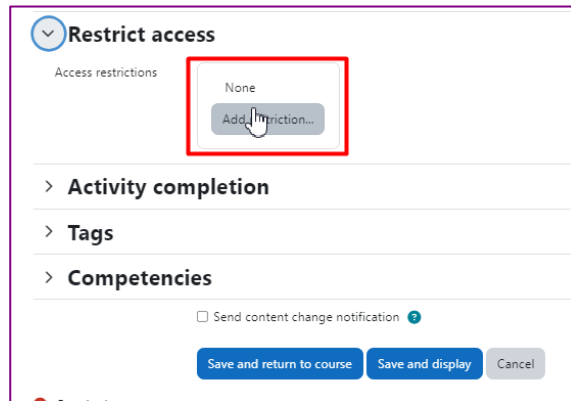
Continue the last preview

Time limit: 10 mins

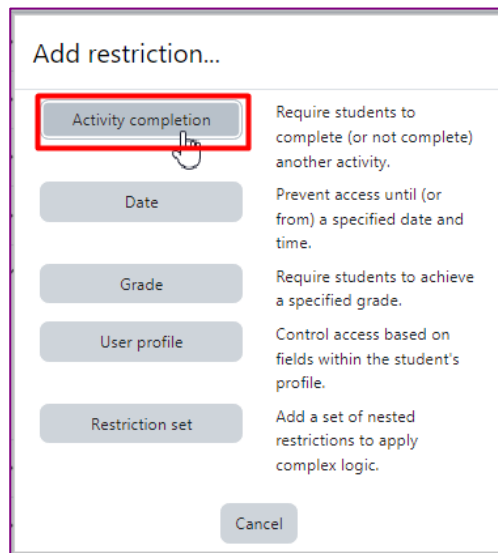
Grading method: Highest grade

Grade to pass: 8.00 out of 10.00

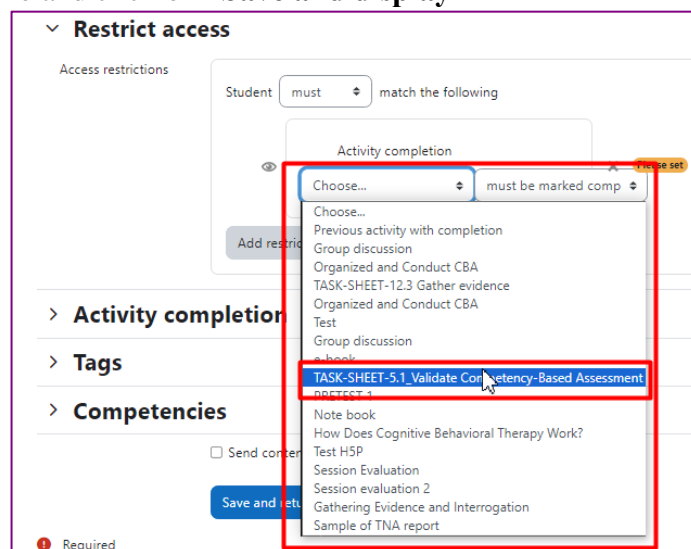
- b. Expand the “Restrict access” Tab *(If the Restrict access tab is collapsed)*.
- c. Click on “Add restriction”

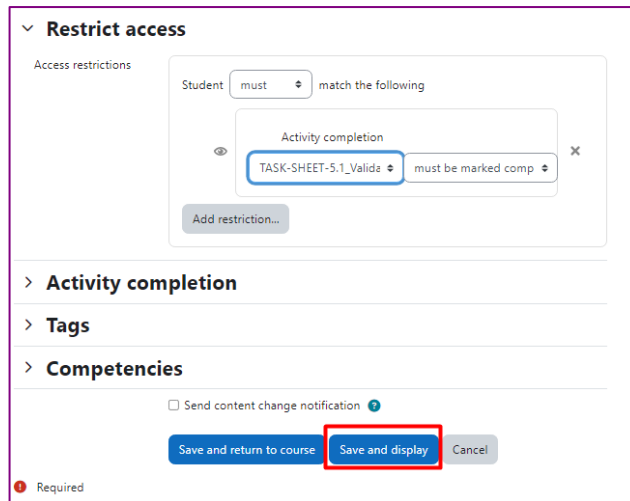


- d. Click on “Add restriction”

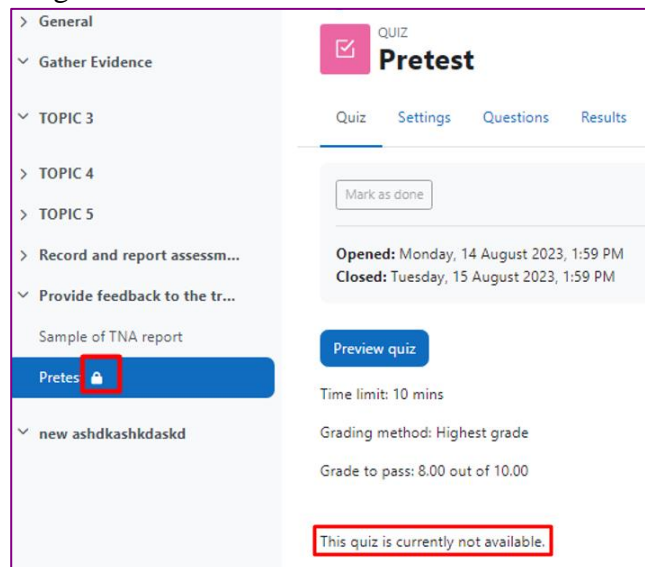


- e. Choose the file and click on “Save and display”



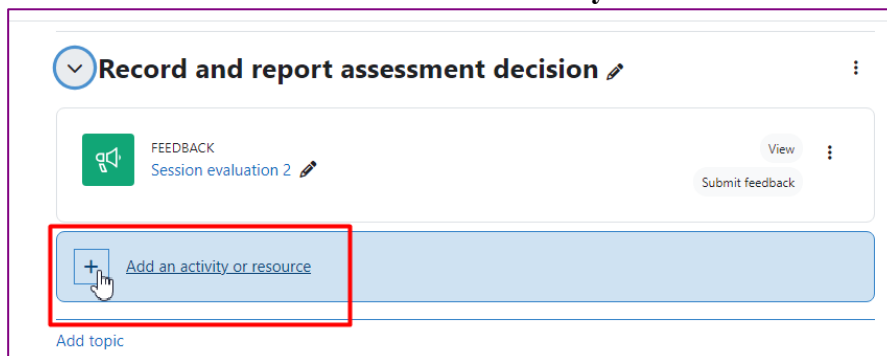


- f. Finally, restriction has been set on your quiz. It will be available when you complete the selected assignment.

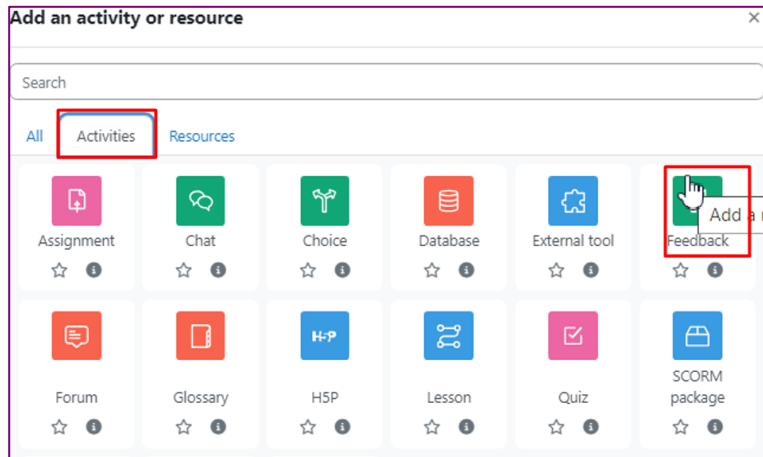


3.11 CREATE COURSE EVALUATION TOOLS

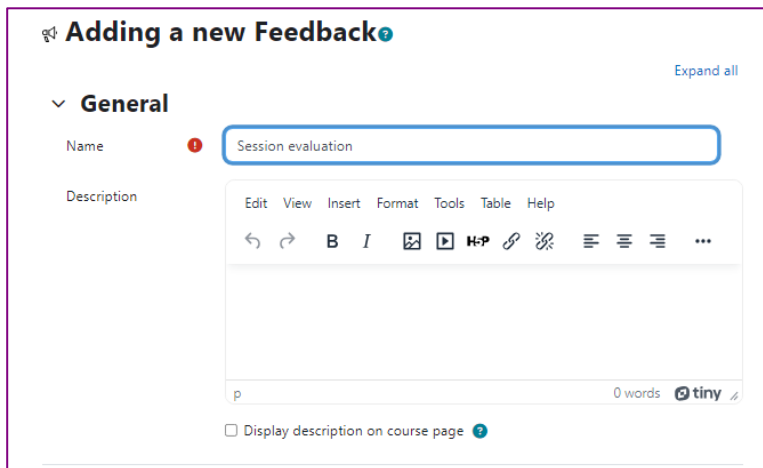
- a. Active the edit mode >> click on “Add an activity or resources”



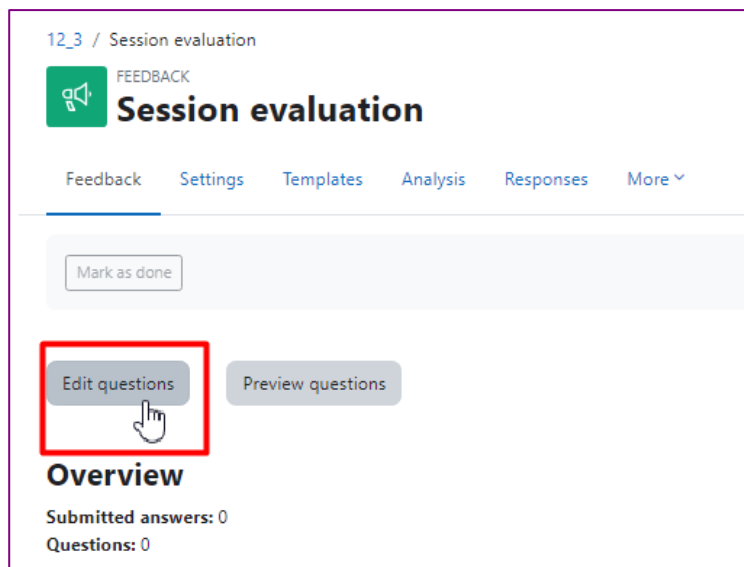
b. Click on “Activities”>> “Feedback”



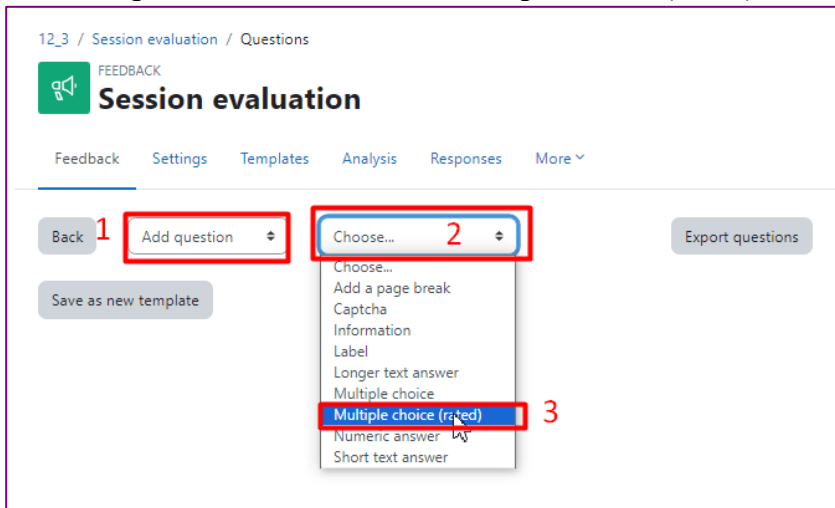
c. Expand the “General” Tab (If the General tab is collapsed). Type the name and click on “Save and display” button.



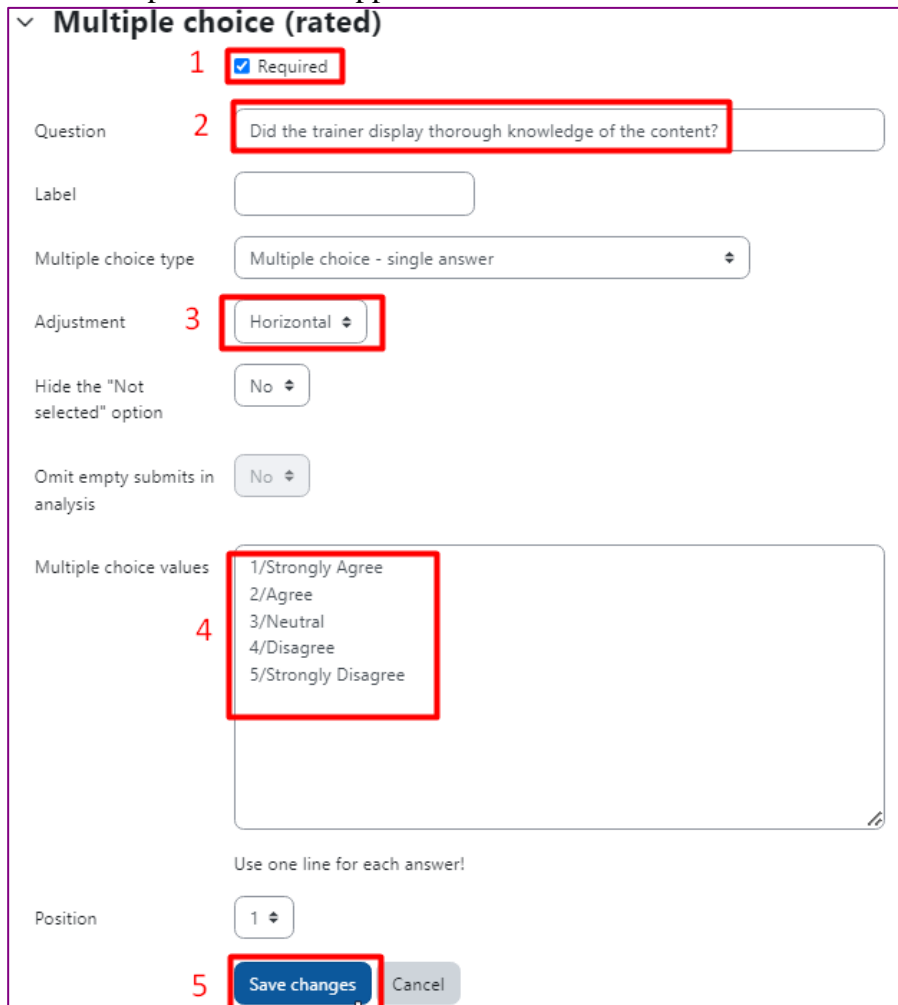
d. Click on “Edit question”.



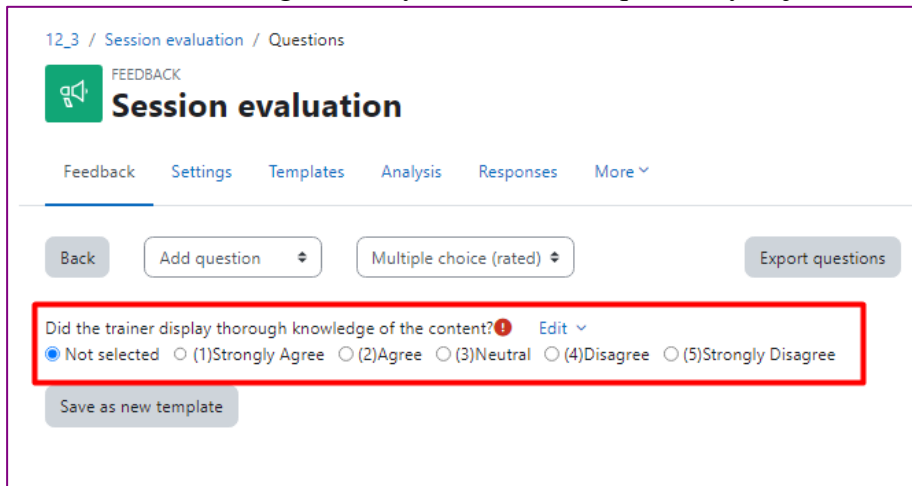
e. Click on **Add question>>Choose...>>Multiple choice (rated)**



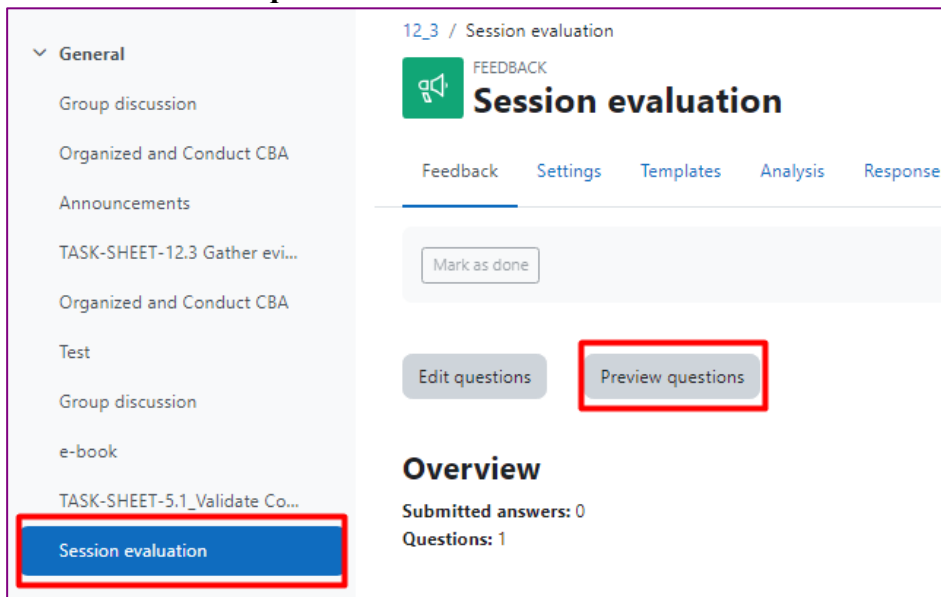
f. Question setup window will appear. Set like bellow:



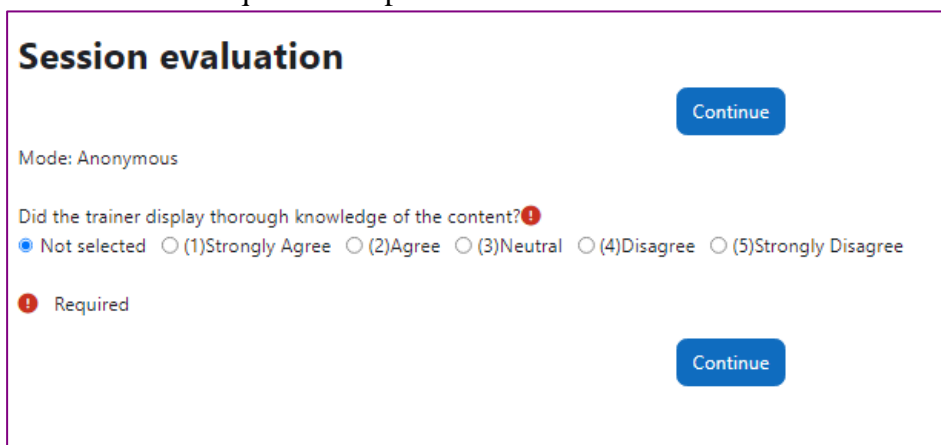
g. Click on “Save change” then, you will see the question you just added.



h. Click on **session evaluation** (the name of evaluation tool) from the left side and click on “**Preview questions**”.



i. You will see the question as preview mode.



4. Delivery mode of eLearning resources

The delivery mode of eLearning resources refers to the method or way through which educational materials and content are provided to learners in an electronic or digital format. It defines how learners' access and engage with the educational resources. Common delivery modes in eLearning include online learning and offline learning through portable memory devices.

1. Online Learning:

- This is like going to school on the internet. You use a computer, tablet, or phone to access lessons, videos, and quizzes on websites or apps.
- It is great because you can learn from anywhere with an internet connection, but you need to be online to use it.
- Teachers can track your progress and give you feedback easily.

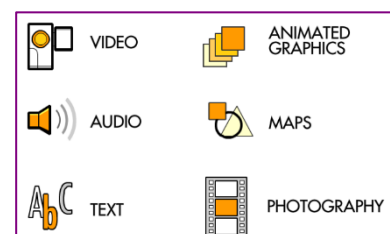
2. Offline (Portable Memory Device-Based) Learning:

- This is like having a school inside a special device that you can carry around, like a USB drive or a tablet with downloaded lessons.
- It is handy because you do not always need the internet to learn. You can study even if you are in a place with no Wi-Fi.
- However, teachers might find it a bit harder to check your work and help you because they cannot see what you're doing in real-time.

Both ways can be good for learning, but online learning is often more interactive and connected to teachers, while offline learning gives you flexibility when the internet is not available. It depends on what works best for you and your learning needs.

5. Media elements

A media element is any digital content used in eLearning, such as text, images, videos, audio, animations, and interactive components, to make lessons more engaging and informative.



Types of Media Elements

The different type of media elements is describing bellow:

▪ Text

Text is a vital component of digital learning materials. Text is a collection of words or letters that are understandable by the reader. On a computer, text is added, viewed, edited, and modified. It can be used to deliver crucial information, instructions, explanations, and more.

- **Images/Picture and illustration (Graphics)**

Images, including photographs, diagrams, infographics, and illustrations, can supplement textual content and aid comprehension. They can be created or edited using tools like Adobe Photoshop, Canva, Adobe Illustrator etc.

- **Audio**

Audio elements, such as podcasts, narrations, or sound effects, can offer a different mode of content delivery. Audacity or GarageBand can be used to create and edit audio content.

- **Video (Movie)**

Videos, including tutorials, demonstrations, animated explainers, or recorded lectures, can enhance understanding and retention. They can be created using tools like Adobe Premiere Pro or simpler alternatives like Lumen5.

- **Animation**

Animation is the method that encompasses myriad filmmaking techniques, by which still images are manipulated to create moving images. It provides the viewers with an illusion of pictures moving in a sequential manner.

- **Interactive Content**

Interactive content such as quizzes, simulations, drag-and-drop activities, or clickable infographics can boost learner engagement and retention. Tools like Articulate Storyline or Adobe Captivate can be used to create interactive elements.

Self-Check Sheet 4

1. What are eLearning resources imply?
2. List some eLearning resources?
3. What is instructional design?
4. Who is responsible for create course in moodle?
5. Discuss the “online learning” delivery mode of eLearning resources?
6. What are media elements?

Answer Key 4

1. What are eLearning resources imply?

Answer: eLearning resources are digital materials and tools used for educational purposes in online or electronic learning environments. These resources are designed to facilitate learning, provide information, and support various aspects of the learning process.

2. List some eLearning resources?

Answer: eLearning resources can include:

- Course Content
- Multimedia
- Assessment Tools
- Discussion Forums
- eBooks and Documents
- Interactive Modules
- Tutorials and Guides
- Webinars and Live Sessions
- Simulations
- Open Educational Resources (OER)

3. What is instructional design?

Answer: Instructional design is a systematic process of creating effective and engaging educational materials and experiences. It involves carefully planning, organizing, and designing the content and activities to facilitate learning. Instructional design aims to make learning more structured, efficient, and enjoyable for learners.

4. Who is responsible for create course in moodle?

Answer: Admin/manager is responsible for create course in moodle

5. Discus the “online learning” delivery mode of eLearning resources?

Answer: Online Learning:

- This is like going to school on the internet. You use a computer, tablet, or phone to access lessons, videos, and quizzes on websites or apps.
- It is great because you can learn from anywhere with an internet connection, but you need to be online to use it.
- Teachers can track your progress and give you feedback easily.

6. What are media elements?

Answer: A media element is any digital content used in eLearning, such as text, images, videos, audio, animations, and interactive components, to make lessons more engaging and informative.

TASK SHEET 4.1

Title: Make a Technology Plan

Performance Objective:

Following the steps and procedures given below, you should make a technology plan for facilitate e-learning.

Supplies/Materials: eLearning site, development site, Microsoft word, PDF converter

Equipment: Laptop, paper and pen

Steps/Procedures:

1. Download the given template. Analyze each part, fill in spaces for the sector, qualification, unit of competency, module title and your name as developer.
2. Make draft on a paper, identify task/activities required per learning outcome. You may enlist as many as needed depending on performance criteria.
3. Cite planned interactions, this part should state trainees' expected activities on the platform. Be specific.
4. Identify your resources, which should also be based from the training regulation of your qualification.
5. Propose budget allocation for each learning outcome. The budget should cover all possible expenses all throughout the activities.
6. Identify ways to present its best implementation strategies.
7. Finalize your ideas into context and fill in the table on the template.
8. Convert your output into a pdf file.
9. Upload and wait for it to be evaluated by your trainer.

Assessment Method: Portfolio
Assessment

TASK SHEET 4.2

TASK SHEET 4.2

Title: Set Up a Discussion Forum

Performance Objective:

Provided with a designated course site, learner able to set up a Self-Introduction forum with one discussion topic.

Supplies: LMS, online course site

Equipment: Computer, internet connection

Steps/ Procedures:

1. Go to <http://engrsaif.com/login/index.php> to access your course site.
2. Once you are in the course, turn editing on.
3. Click the Add activity/resource tab and select Forum.
4. Type in Self-Introduction as the title of the activity.
5. Provide a brief instruction in the description panel.
6. In the forum type, select Standard forum for general use.
7. Save and display.
8. Click Add a discussion topic and add one.
9. Type in Self-Introduction as the topic and write your message.
10. Click Post to forum.
11. Ask your learners to reply or post a new discussion topic.

Assessment Method: Portfolio Assessment, Performance Criteria Checklist

TASK SHEET 4.3

TASK SHEET 4.3

Title: Edit a Course Section**Performance Objective:**

Provided with a designated course site, learner able to edit the title of a course section according to the LO assigned to you.

Supplies: LMS, online course site

Equipment: Computer, internet connection

Steps/ Procedures:

1. Login to <http://engrsaif.com/login/index.php> to access your course site.
2. Once inside your course, turn editing on.
3. Choose a topic or course section.
4. Click Edit and select Edit topic.
5. Enable Custom title by clicking the box at the upper right of the title box.
6. Type in the title of the LO assigned to you.
7. In the Summary Box, type in the assessment criteria of the LO assigned to you.
8. Add an image that best represents the LO assigned to you.
9. Click Save Changes.

Assessment Method: Portfolio Assessment, Performance Criteria Checklist

TASK SHEET 4.4

TASK SHEET 4.4

Title: Add a Book Resource

Performance Objective:

Provided with a designated course site, learner able to add an information sheet for your assigned LO using the Book resource.

Supplies: LMS, online course site

Equipment: Computer, internet connection

Steps/ Procedures:

1. Prepare your information sheet.
2. Login to <http://engrsaif.com/login/index.php> to access your course site.
3. Once inside your course, turn editing on.
4. Click the Add an activity or resource link.
5. Select the Book resource.
6. Provide the title of the information sheet as the name of the Book resource.
7. Leave the description box blank.
8. In the appearance setting, choose Indented for Chapter Formatting and select Text for the Style of Navigation.
9. Click Save and display.
10. Input the contents (text, images, etc.) of the Task Sheet. Distribute the contents into at least three pagers/ chapters.
11. Click Save and display.
12. Click Exit Book to go back to your course site.
13. Check the book resource for completeness and functionality.

Assessment Method: Portfolio Assessment, Performance Criteria Checklist

TASK SHEET 4.5

TASK SHEET 4.5

Title: Add a URL Resource

Performance Objective:

Provided with a designated course site, learner able to add a URL/ web link to a Google Meet web conference.

Supplies: LMS, online course site

Equipment: Computer, internet connection

Steps/ Procedures:

1. Go to your Google browser and look for Calendar in the Google Apps menu (upper right corner of the screen).
2. Schedule a Google Meet web conference on March 26, 2022.
3. Copy the link of the web conference you have just scheduled.
4. Go to <http://engrsaif.com/login/index.php> to access your course site.
5. Once you are in the course, turn editing on.
6. Click the *Add activity/resource* link and choose URL.
7. Type in Web Conference as the name of the URL.
8. Paste the URL of the web conference you have just scheduled.
9. Provide a brief instruction in the description panel including the schedule of the web conference.
10. In the Appearance setting, select *In pop-up* to allow learners to join the web conference while retaining access to the LMS.
11. Save and display.

Assessment Method: Portfolio Assessment, Performance Criteria Checklist

TASK SHEET 4.6

TASK SHEET 4.6
Title: Add a File Resource
Performance Objective: Provided with a designated course site, learner able to upload a PDF using the File resource.
Supplies: LMS, online course site
Equipment: Computer, internet connection
Steps/ Procedures: <ol style="list-style-type: none">1. Prepare the PDF you will be uploading. It should contain at least two (2) pages.2. Login to http://engrsaif.com/login/index.php to access your course site.3. Once you are in the course, turn editing on.4. Click the Add activity/ resource link.5. Select File resource.6. Provide the name of the File resource.7. Write a brief description for the file you will be adding.8. Select Upload a file and click Choose file.9. Locate the file and select.10. Provide a file name and click Upload this file.11. In the Appearance setting, select embed. This way, learners can view the file even without going out of the LMS.12. Click Save and go back to your course site using the13. Check the file resource for completeness and functionality
Assessment Method: Portfolio Assessment, Performance Criteria Checklist

TASK SHEET 4.7

TASK SHEET 4.7
Title: Add Quiz
Performance Objective: Provided with a designated course site, learner able to create a Pretest for your assigned LO using the Quiz activity.
Supplies: LMS, online course site
Equipment: Computer, internet connection
Steps/ Procedures: <ol style="list-style-type: none">1. Login to http://engrsaif.com/login/index.php to access your course site.2. Once you are in the course, turn editing on.3. Click the Add activity/resource link and select Quiz.4. Write Pretest as the quiz name.5. Provide a brief instruction in the description box.6. In Grades, limit the number of attempts allowed to three (3) attempts only.7. In the Review options, make sure to uncheck all boxes labeled Right answer. This way, learners will not see the right answers for each attempt. <input type="checkbox"/> Click Save and display.8. Select Edit quiz.9. Click Add to add questions. Provide at least three (3) multiple-choice questions. You can type-in questions one-by-one or add questions from the question bank.10. Set the maximum grade and enable Shuffle. This way, questions will be shuffled for each attempt.11. Click save and go back to your course site.12. Take the quiz preview to check if the activity is complete and functions properly.
Assessment Method: Portfolio Assessment, Performance Criteria Checklist

TASK SHEET 4.8

TASK SHEET 4.8

Title: Adding an H5P Interactive Content

Performance Objective:

Provided with a designated course site, learner able to add an interactive learning material using H5P.

Supplies: LMS, online course site

Equipment: Computer, internet connection

Steps/ Procedures:

1. Prepare the material you want to turn into interactive content.
2. Go to <http://engrsaif.com/login/index.php> to access your course site.
3. Once you are in the course, turn editing on.
4. Click the *Add activity/resource* link and select *H5P Interactive Content*.
5. Provide a name related to content of the H5P.
6. Write a description or an instruction to guide the learners on how they can use the activity.
7. Select the content type that you want to use.
8. Create the H5P content. You can use a combination of texts, images and videos to make your H5P interactive content more appealing and interesting.
9. Save and display.
10. Take the activity to check if it is complete and if it functions properly.

Assessment Method: Portfolio Assessment, Performance Criteria Checklist

TASK SHEET 4.9

TASK SHEET 4.9

Title: Prepare an Online Evaluation Tool

Performance Objective:

Provided with a designated course site, learner able to prepare a course evaluation tool using moodle.

Supplies: LMS, online course site

Equipment: Computer, internet connection

Steps/ Procedures:

1. Go over the instrument. As you go over the instrument, reflect on the elements and take note of the questions that you think are critical for evaluating eLearning sessions.
2. Go to <http://engrsaif.com/login/index.php> to access your course site.
3. Once you are in the course, turn editing on.
4. Click the *Add activity/resource* link and select *feedback*.
5. Provide a name related to content of the *feedback* and complete.
6. Save and display.
7. Add question to the *feedback*.
8. Preview.
9. Take the activity to check if it is complete and if it functions properly.

Assessment Method: Portfolio Assessment, Performance Criteria Checklist

TASK SHEET 4.10

TASK SHEET 4.10

Title: Prepare an Online Evaluation Tool

Performance Objective:

Provided with a designated course site, learner able to set-up a Task Sheet using the Assignment activity.

Supplies: LMS, online course site

Equipment: Computer, internet connection

Steps/ Procedures:

1. Prepare your task sheet.
2. Go to <http://engrsaif.com/login/index.php> to access your course site.
3. Once you are in the course, turn editing on.
4. Click the Add activity/resource link and choose Assignment.
5. Provide the title of the task sheet as the name of the Assignment.
6. Provide a brief instruction in the description panel.
7. Upload the task sheet.
8. In the availability setting, allow submissions from March 25, 2022 and set the due date on March 31, 2022.
9. For the submission types, enable both file and online text.
10. Click Save and display.

Assessment Method: Portfolio Assessment, Performance Criteria Checklist

TASK SHEET 4.11

TASK SHEET 4.11

Title: Set up Activity Completion and Access Restrictions

Performance Objective:

Provided with a designated course site, learner able to set up activity completion and access restrictions based on the given procedures.

Supplies: LMS, online course site

Equipment: Computer, internet connection

Steps/ Procedures:

1. Go to <http://engrsaif.com/login/index.php> to access your course site.
2. Access your course development site
3. Using the learning materials uploaded in your development site, set the activity completion of the following activities in your designated LO:
 - a. For self-paced lessons and non-graded activities, set the activity completion to
“Students must view this activity to complete it”
 - b. For quizzes, except for pretest:
 - i. Set a passing grade to 80%
 - ii. Set activity completion to “require a passing grade”
 - c. For submission bins for task sheets
 - i. Set a passing grade of 80%
4. After setting the activity completion, restrict all access of the learning materials, except pretest, to the completion of pretest.
5. Accomplish and submit the performance criteria checklist in the submission bin of this task sheet.

Assessment Method: Portfolio Assessment, Performance Criteria Checklist

Learning Outcome 5: Participate in Testing and Assessment for Certification

Assessment Criteria:

1. Test sites and reviewers are identified in line with established target users.
2. Test criteria is interpreted and testing of learning resources are undertaken in line with work plan.
3. Assessment instruments are used by participating in quiz test, mock test and final assessment in line with learning material specification.
4. Feedback and suggestions are addressed in line with approved work plan and development cycle.
5. Final assessment result is interpreted and Online certification is ensured.

Content:

- 5.1. Test sites and reviewers
- 5.2. Test criteria
- 5.3. Assessment instruments
- 5.4. Feedback and Suggestions
- 5.5. Online Certification

Resources Required/ Conditions:

The trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation
- Blended delivery methods

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 5: Participate in Testing and Assessment for Certification

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about facilitate eLearning.	1. Instructor will provide the learning materials “Participate in Testing and Assessment for Certification”
2. Read the Information sheet/s	2. Information Sheet No: 5-1 Participate in Testing and Assessment for Certification
3. Complete the Self Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 5 Participate in Testing and Assessment for Certification Answer key No. 5 Participate in Testing and Assessment for Certification
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No: 5-1 Participate in Testing and Assessment for Certification Specification Sheet: 5-1 Participate in Testing and Assessment for Certification

Information Sheet 5.1: Participate in Testing and Assessment for Certification

Learning Objectives:

After completion of this information sheet, the learners will be able to:

1. Identify test sites and reviewers in line with established target users.
2. Interpret test criteria is and testing of learning resources are undertaken in line with work plan.
3. Use assessment instruments by participating in quiz test, mock test and final assessment in line with learning material specification.
4. Address feedback and suggestions in line with approved work plan and development cycle.
5. Interpret final assessment result and ensure online certification.

eLearning Assessment: How to Use Exams and Certification for Assessing eLearning Performance:

Depending on your objectives, assessing learner progress can be the most critical phase of delivering training programs. If you're working to meet internal or external compliance requirements, you'll need to formally track evaluation and assessment. Or you may be more interested in using eLearning assessment to measure course effectiveness for your own improvement purposes. In both cases, exams and certification can be very useful for motivating learners and assessing what they've retained after completing your course. In this article, I list some quick and easy ways to combine exams and certification to deliver successful learning outcomes.

How to Use Exams for eLearning Assessment?

Depending on the functionality of your LMS, exams can be a highly effective tool for testing learner knowledge. At Moodle, for example, customers use exams to knowledge check learner understanding of course content and to reinforce key takeaways. The type of exam an admin creates usually depends on what they want to assess and their reasons for assessment. If you're interested in using exams to assess eLearning, consider:

Creating question pools.

Using question pools is the most efficient way to manage content for multiple ongoing exams. Moodle's LMS makes it easy to group and store questions that relate to a specific course or subject, like "Health and Safety Basics" or "Introduction to Energy Efficiency", for example. Using pools is a simple way to manage all questions that relate to a course together and edit the content of each exam as you need. Once you've created a pool, questions can be reused in whatever combination you like, for whichever courses you plan to assess.

Selecting question types.

To manage eLearning assessment well, an LMS should support a wide range of question types that can be added to a pool. Moodle allows you to choose from eight question types: True/false, pick one, multiple correct answer, image based, video based, list matching, sequencing, and fill in the blank. Most admins combine a number of the following in each exam:

Pick one.

This question type directs learners to select one correct option from a list of radio buttons that can be labelled A, B, C, D. You can offer as many options as you like but only one will be marked correct.

Multiple correct answer.

This option allows a question to have more than one correct answer with learners directed to select all options that apply.

Image question.

This type allows you to upload an image and ask a question that relates to it, for example: "Name the area highlighted on the map." You can add as many potential answers as you need and learners will be directed to pick one or more correct answers.

Video question.

This type allows you to embed a video which the learner is asked to watch first and then answer a question based on what was shown in the video, e.g. "How many safety violations did you spot in the video clip?"

Order list.

With this type of question, learners are asked to position related options in the correct order, for example: "Arrange the following cities in order starting with the most populated and ending with the least populated?". Learners drag and drop the options around until they're ready to submit the answer.

Match list.

This question type allows you to create two lists of items, which the learner will be asked to pair, for example: "Match the city to the country".

Fill in the blank.

If you choose to create this question type in Moodle, you'll include one or more blank spaces or placeholders. When you add a placeholder, a text box appears that allows you to type in the correct answer or a set of options the learner will be asked to choose from.

When you create a question in Moodle, it is stored in a pool that can be easily accessed through your library.

Select your exam options.

After you've created a question pool, you can tailor each exam with a wide range of options, including:

Exclude questions from an exam.

When you link a pool to an exam, you can define a specific number of questions that will be selected at random. Any question from the pool may then be included in the exam. You can also specify particular questions that you want to include or exclude. That flexibility gives you full control over the content of an exam and the extent of randomization involved. That will be useful if you need to ensure that learners receive a different set of questions when re-attempting an exam.

Use knowledge check.

If you flag an exam as a knowledge check, it won't count towards a learner's overall pass or fail grade for a course. You can use knowledge check assessments during a course to help learners test their understanding of content without being penalized.

Submit options.

Moodle offers multiple options that allow you to control what happens when a learner submits an exam. You can decide to tell a learner that they've passed or failed, show them correct answers, or display feedback on answers. Be careful when deciding to display correct answers or feedback on exams where learners are allowed multiple attempts. Some will make a note of the answers and make sure they get 100% on the next attempt.

Set a time limit.

You can also specify the length of time learners are allocated to complete an exam. You can then choose to display a countdown warning after a set length of time. The exam will be auto-submitted once the countdown clock hits zero.

How to Use Certification for eLearning Assessment?

Exams are useful both for assessing how learners are progressing with your courses and helping you to meet compliance requirements. Certification can be used in combination with exams to incentivize learner participation and success. Awarding a learner, a certificate when they successfully complete a course gives them a tangible reward that can be used to promote your courses. Moodle makes it easy to import and customize certificates that can be linked to courses and learning paths. When a learner completes a certified course, they are automatically awarded a certificate they can print, download, or share through their social networks. If you choose to use certification to incentivize eLearning, you should also consider:

Allowing users to manage certificates themselves.

At Moodle, we felt it was essential to allow learners to manage certification independently, without needing assistance from an admin, designer, or support rep. So, we built an automated feature that's easy for learners to manage alone. Once you import a certificate into your LMS and link it to a course, learners who successfully reach completion will automatically receive one.

Customizing certificates.

Moodle's drag and drop functionality makes customizing certificates easy. Simply select the variables -like learner name, course title, date completed, number of CPD credits awarded, etc.- you want to include and drag and drop them onto your certificate. You can choose exactly where you want to position the variable and select font sizes to match the certificate's design. Each variable will dynamically update with learner and course details before it's awarded.

Recertification.

Moodle's recertification feature allows you to specify if learners are re-enrolled on a course if a certificate they were awarded is expiring. To use the feature, you need to specify the number of days after which a certificate expires. You can also schedule an email to automatically inform learners about recertification on a specific date.

Encourage social sharing.

Moodle's social features help users to share their successes and to promote your courses. Learners can add awarded certificates to their LinkedIn profile or tweet about completed courses. Research conducted by LinkedIn finds that users who display certification achievements receive six times more profile views than average. Every time a learner shares a certificate, it also helps to build awareness about your programs and give your marketing initiatives powerful social proof.

Selecting assessment activities is a powerful way to achieve learning outcomes and to assure course completion. It determines the degree to which each of our goals has been reached- hence the degree to which your course is successful and valuable. How should someone design assessments in online learning?

Good course design that aligns competencies with outcomes is critical. Therefore, if you've kept in mind the fundamental questions "What do I want my students learn to do?" and "How will they show their skills, attitudes, and abilities"? it will be much easier to develop the appropriate assessment strategy.

Speaking about online courses, most instructors provide a final quiz at the end of their course and a passing score accompanied by a certificate. This is a good start to apply assessment but is it enough? Probably not. Assessment works best when it is ongoing, not episodic. This way, you can also show students their progress in the course and what they achieved in each step of the way. for example, say that:

"In keeping with a learner-centered approach, assessment should be part of the learning-teaching process, embedded in-class activities and in the interactions between learners and between learners and teachers."

This assumption brings a lot to the table, which we are going to discuss here. There is a variety of ways you can and should embed assessment in your online course instead of just a simple exam at the end of it. So, it is time we share some valuable knowledge with you now!

Types of assessment in online learning

The first thing an online instructor should be aware of is the two different types of assessments that the educational theory indicates: The formative and summative.

Formative assessment

Formative assessment gathers information all the way throughout a course. This information is then used to guide teaching and to improve learning and performance. The key component of formative assessment is feedback, whether the assessment is a graded quiz or written assignment or student participation in a discussion forum.

Summative assessment

Summative assessment gathers and analyzes student at the conclusion of a course whether students have achieved identified goals. Summative assessments typically result in a score or grade. A culminating final exam or performance task is an example of a summative assessment.

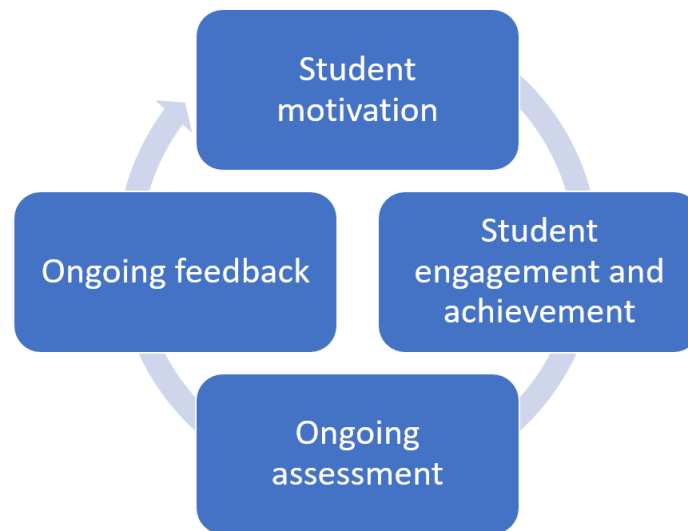
Another important term to consider is the term “**Authentic assessment**”. How can we bring the “real world” into online learning? Application activities, like case studies can be considered authentic activities. Authentic activities demonstrate not only acquisition of knowledge but the ability to apply that knowledge in professional or other settings. They become even more meaningful when we call students to reflect on what they have learnt. When the activities closely align with what they aim to learn learners are more willing to participate in your activities.

The importance of formative assessment and feedback

A successful online course needs to include summative as well as formative assessment. Ascertaining that the desired goals of learning have been met doesn't serve only the purpose to give a final score to learners. On the contrary, assessment activities should be integrated into several parts of the course, providing ongoing feedback.

This means that you can include questionnaires and mini scored- exams in several parts of your course, not only in the end. This kind of assessment aims to support learning until the desired level of knowledge has been achieved. Formative assessment provides:

- Evidence that learners engage and participate.
- Demonstrable measures of learner progress within the course.
- Ways to give feedback to learners.
- Opportunities for learners to apply their knowledge and skills and identify where they lack understanding.



How should someone give feedback?

Exams and quizzes provide immediate feedback to students – particularly crucial for formative assessment. However, the most effective type of feedback for improving learning is specific to the individual student, and there is no getting around the fact that this type of accurate, timely and meaningful feedback is labor-intensive- when you have to comment assignments, for example.

Assessment Practices for Online Courses

What is the best way to apply all the above? Here is a practical guide on how you can create an assessment in your course following four crucial steps starting from today:

Link your assessment with the course objectives

Determine the required objectives for your course and determine specific assessment activities that will show learners mastery of them. Given that course objectives are measurable, it is effortless to design the assessments based on them. Read how you can create learning objectives here.

Learning goals, the teaching activities, and the assessment should be aligned, thus reflect and support each other. Form questions that assess what you expect your learners to have learned. This is an essential prerequisite of learner satisfaction and achievement.

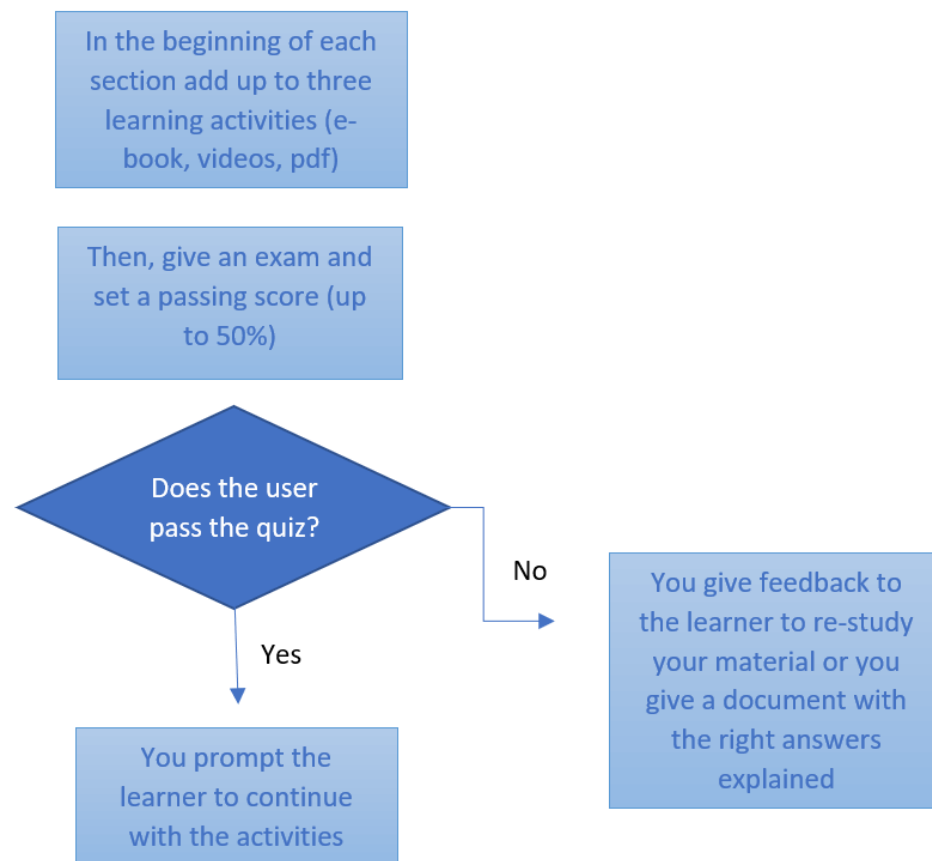
Add assessments in every part of your course

a) At the beginning of your course

Use quiz techniques to assess pre-existing knowledge of your learners to get to know them better and engage with them in the course. For example, you can use one of the two methods below:

1. Create quizzes with interrelated questions to introduce your topic. Background knowledge probes prepare learners about what they are about to learn.
2. Create one or more free response questions and ask learners to list ideas that are related to your course topic before they even begin studying.

b) Throughout your course



Apart from quizzes also include assignments which you can visit anytime once submitted and provide feedback. Learners receive your feedback with an email and notification.

c) At the end of your course

Add assessment activities at the end of the course that includes questions from each of your sections. In the end, it is necessary to assess learners' achievement based on a variety of assessment types:

- Questionnaires
- Graded assignments
- Questions inside videos and
- Discussion posts

In questionnaires (set as exams) you can set a higher passing score than before and congratulate learners if they pass the score. You can also choose from a variety of options like duration in minutes, question order, number of tries, showing mistakes, etc.

If they fail, prompt them to repeat the sections they struggle with. Remember to always speak kindly in your feedback and expand upon the learner's knowledge.

d) Through your discussion posts

Yes, assessment can take place also in your course discussions!

Sounds weird?

Sometimes you may not be satisfied with low-level tests and quizzes because they are too weak and do not assess critical thinking. Hence, they may not adequately represent what the student has learned.

Instructors now are searching for new ways to assess learner performance online, and much academic research has focused on learner assessment through discussions because it's a place where instructors can provide valuable feedback.

Consider how many posts per week will you use and monitor and adapt your questions to the learners' responses so that they don't get repetitive and boring.

How can I evaluate learning outcomes through discussions?

A standard means of assessing conversations are rubrics. Rubrics are predefined criteria, which help to define the characteristics of a high – quality discussion. Rubrics also provide a range of categories that span the range of possible outcomes, from basic to exceptional performance on a task. Let people know about your evaluation system. Write a report of your evaluation and share it with them in a private message. They will appreciate this personalized approach!

A rubric can look like that:

- The learner can include and apply relevant course concepts, theories, or materials correctly.
- The learner can respond to fellow learners, relating the discussion to relevant course concepts and providing substantive feedback.
- The learner can apply relevant professional, personal, or other real-world experiences.
- The learner can support position with appropriate resources.

You can also use alternative assessment techniques by promoting learner contributions to the discussion board. Assist learners to create their understanding and provide the assessment that encourages them to do something to prove knowledge acquisition rather than taking a test or quiz. Prompting learners to do something also highly contributes to the retention of knowledge gained. Here are some examples of alternative assessment activities:

“Show and tell.”

Ask learners to document the steps they take a specific project or problem-solving you have taught through your course, and they have learned. Ask them to share this document with the rest of your learners. This way you not only assess learning but also enhance the sense of community in your class.

“Autobiographical sketches”

Encourage learners to write a two-page autobiographical note relating and discussing an experience in which they learned something significant related to your topic. Advise them to focus not only on what they learned but also why they learned from that particular experience and share it in the discussion.

Other products that occur through activities that assess learning and can be shared are:

- Diagrams
- Charts
- Photographs/Illustrations
- Articles
- Stories
- Songs
- Recipes

“Response to video”

Learners watch a video and respond with a written analysis to specific questions. Then, they share their thoughts with the rest of the learners.

“Collaborative projects”

You can ask groups of two people to collaborate, promote their creativity and produce one of the above products together. Collaborative assessment strengthens the foundation of an online learning community. By learning together have the opportunity to deepen their learning experience, test out and share new ideas with a supportive group, and receive critical and constructive feedback. Although group projects, and particularly the assessment of those projects, can be more challenging in the online environment, establishing guidelines for collaboration and collaborative assessment can help with this task.

We can see how modern teaching opposes the one-dimensional perception of assessment as the result of tests and obtain a more holistic view that perceives assessment as an ongoing process which forms the course circle.

How should I form my questions?

Outcomes and learning activities are generally created with an eye toward moving students from basic levels of understanding of concepts to the ability to apply those concepts in a professional or academic setting, in other words, from what are considered to be lower – order skills to higher – order skills. To accomplish this, many educators have turned to Bloom’s Taxonomy of educational objectives (Bloom & Krathwohl, 1956) for assistance.

Bloom’s Taxonomy lays out levels of outcomes regarding increasing complexity, which build on one another, and to which activities and assessments can be mapped.

To write course outcomes and assessment activities that match Bloom's levels, an instructor would determine the cognitive level of the desired outcome and then choose action verbs that measure the outcome at that level. It cannot be overstressed that verb choice is critical to the measurement of outcomes.

Give self-assessment opportunities

Reflection and self-assessment are essential components if you want your environment to become even more learner-focused. What you should do is urge learners to assess themselves! Self-assessment is an exceptional technique that will increase the learners' satisfaction. Be sure to:

- Incorporate your expectations for self-assessment at the beginning of your course (where you communicate your objectives for example.

- Provide learners a reflective diary (in PDF form), where they can record their reflections about their own experiences, opinions, attitudes, and feelings and encourage them to register all these at the end of each section. To guide this self-assessment, provide personal reflection questions that are suitable for each learning section:
 - In which degree have I realized...?
 - At what moment did I feel most engaged?
 - Which information did I find most affirming and helpful?
 - Which information did I find most puzzling or confusing and do I need to study again?

Self-Check Sheet 5

1. How to Use Exams for eLearning Assessment?
2. What is summative Assessment?
3. What is formative assessment?

Answer Key 5

1. How to Use Exams for eLearning Assessment?

Answer: The type of exam an admin creates usually depends on what they want to assess and their reasons for assessment. If you're interested in using exams to assess eLearning, consider:

- Creating question pools
- Selecting question types
- Pick one.
- Multiple correct answer
- Image question
- Video question
- Order list.
- Match list.
- Fill in the blank

2. What is summative Assessment?

Answer: Formative assessment gathers information all the way throughout a course. This information is then used to guide teaching and to improve learning and performance. The key component of formative assessment is feedback, whether the assessment is a graded quiz or written assignment or student participation in a discussion forum.

3. What is formative assessment?

Answer: Summative assessment gathers and analyzes student at the conclusion of a course whether students have achieved identified goals. Summative assessments typically result in a score or grade. A culminating final exam or performance task is an example of a summative assessment

REVIEW OF COMPETENCY

Below is yourself assessment rating for module “**Facilitating eLearning**”

SL no	Assessment of performance Criteria	Yes	No
1.	<u>Work plan</u> are prepared in line with the expected outcomes		
2.	<u>Learning resources specification</u> is identified in line with targeted users requirements		
3.	e-learning resources platforms are accessed and analyzed for selecting appropriate learning area		
4.	Appropriate e-learning platform/portal is selected		
5.	<u>Registration formalities</u> are completed for e- learning portals / platform. following the required criteria.		
6.	Learners profile is created.		
7.	Authoring of learning resources is obtained in line with the intended delivery mode and established learning resource specification		
8.	Technical and/or content issues that may result to deviations of actual resources from instructional design are discussed with related persons in line with establishment policy		
9.	Utilization guide are accessed in line with learning resources’ features and design		
10.	e-learning resources are organized following the <u>steps of creating online courses</u> and <u>Instructional design.</u>		
11.	<u>Delivery mode</u> is selected as per availability and requirements.		
12.	<u>Media elements</u> of e-learning resources are accessed and practiced following e-learning process and procedure.		
13.	Courses is completed following the instructional design procedure.		
14.	Test sites and reviewers are identified in line with established target users.		

15.	Test criteria is interpreted and testing of learning resources are undertaken in line with work plan.		
16.	Assessment instruments are used by participating in quiz test, mock test and final assessment in line with learning material specification.		
17.	Feedback and suggestions are addressed in line with approved work plan and development cycle.		
18.	Final assessment result is interpreted and Online certification is ensured.		

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

REFERENCE:

1. <https://www.educationcorner.com>
2. <https://elearningindustry.com>
3. <https://learnopoly.com/>
4. <https://elearningacademy.io/>
5. <https://skillrary.com/>
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Review Workshop of Competency Based Learning Material (CBLM)

The Competency Based Learning Material (CBLM) of Facilitate eLearning for National Skills Certificate in Competency Based Training and Assessment, Level-5 is reviewed by NSDA on 30-31 July 2023.

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