

HEP901: DEVELOPING e-LEARNING RESOURCES

Student workload:

No. hours student engagement per week	No. personal study hours per week	Total workload hours per week
4	8	12

Delivery Mode:

Online via HELI's Cloud campus

Face-to-face at HELI's Melbourne campus

Learners will need to have access to an electronic device (such as a laptop, tablet or smart phone) with internet access to successfully undertake this subject.

Pre-requisites:

There are no pre-requisites for this subject.

Subject requirements:

To successfully complete this subject a learner must attempt all assessment tasks and achieve at least 50% of the total marks.

Subject Aim and Content:

This subject will focus on the evaluation of learner environments and creation of eLearning resources.

- Learners will review available rubrics and criteria, testing them against a variety of exemplar resources and platforms. The theories studied and incorporated will include standards for instructional design / usability / accessibility and student engagement and intrinsic motivation touching on principles such as gameful design and the development of 'flow' in an educational environment.
- Learners will then be tasked to develop an e-learning resource that speaks to the elements they have identified as significant in cultivating student engagement and motivation. Technical requirements, universal design for accessibility and any legal and ethical obligations will be discussed.
- Documentation will be provided for prototype testing and iterative improvement of the learners' eLearning resource to evolve towards a robust 'product' ready for implementation at the conclusion of the session.
- Learners will be asked to (meta-) reflect and comment on the 'authentic / applied' HELI learning environment and the resources employed in the subject / course.

Subject Learning Outcomes (SLO):

On successful completion of this subject students will be able to:	
SLO1	Assess e-learning resources by applying standards-based rubrics.
SLO2	Evaluate the likely efficacy of a learning environment and/or resource in terms of its propensity to engage and motivate the learner.
SLO3	Recommend improvements to e-learning resources to enhance student engagement and increase time on task.
SLO4	Design and implement one or more e-learning resource with a high probability of success based on described design principles and intrinsic motivators.
SLO5	Document and review iterative feedback and related metrics supporting incremental enhancement of a developed e-learning resource.

Delivery and Assessment Plan:

Week	Topic title	Topic content	Assessment
Week 1	Introduction	Key concepts: getting to know each other; understanding the subject - key terminology; defining motivation - extrinsic versus intrinsic	
Week 2	Learning Design	Key concepts: principles of Universal Design (resources); usability; evaluating efficacy of digital resources via rubrics	
Week 3	Effective resources	Key concepts: current technologies; elements of Bad Design; emergent tech (with potential)	Assessment 1: (<i>supports assessment 3</i>) Alignment of key elements to support design of an e-learning resource (15%)
Week 4	Alignment and feedback	Critical review of key elements that require alignment to support efficacy of e-learning resources	
Week 5	Standards	Key concepts: Legal, ethical, and moral issues about resource development (national and global standards)	
Week 6	Prototyping	Initial build, wireframes, paper prototyping of early-stage e-learning resource	Assessment 2: Critical review of a developed e-learning resource, assessing build, design, and making recommendations.(40%)
Week 7	SIMPLE matrix	Using the SIMPLE matrix and elements driving intrinsic motivation	
Week 8	Delivery v1.0 (e-Learning Resource)	Presentation of prototype design v1.0 (e-learning resource) for review and feedback	
Week 9	Revised v2.0 (e-learning Resource)	Getting to enhanced or revised v2.0 (e-learning resource) through feedback on efficacy and revisions	
Week 10	Assessment only week		Assessment 3: Deliver draft e-learning resource designed to engage learners (45%)