

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:

Face-to-face at HELI's Melbourne campus and online via HELI's Cloud 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 rubrics and criteria, testing them against a variety of exemplar resources and platforms. The theories studied will include standards for instructional design / usability / accessibility and student engagement and "intrinsic motivation" touching on principles such as gameful design, authentic learning, and the development of 'flow' in an educational environment.
- Learners will 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.

Subject Learning Outcomes:

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	Key concepts	Assessment
Week 1	Introduction	Getting to know each other; understanding the subject - key terminology; defining motivation - extrinsic versus intrinsic	Assessment 1: Learner Engagement (varied activities throughout the Term (20%))
Week 2	Learning Design	Principles of Universal Design (resources); usability; evaluating efficacy of digital resources via rubrics	
Week 3	Effective resources	Current technologies; elements of Bad Design; emergent tech (with potential)	
Week 4	Alignment and feedback	Critical review of key elements that require alignment to support efficacy of e-learning resources	
Week 5	Standards	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 report' (30%)
Week 7	SIMPLE matrix	Using the SIMPLE matrix and elements driving intrinsic motivation	
Week 8	Cases and Theories	Case studies and further theories for engaged learning and learner engagement.	
Week 9	Getting to 2.0	Version 1.0 presentation, review, feedback. Experiential Learning case study.	
Week 10	Assessment only week		Assessment 3: Draft an e-Learning resource (50%)