

# A Step-by-Step Guide for Using Uploaded Resources for a Fully Online Course



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By

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This book is dedicated to Dr. Micah M. McDonald, Marcia E. McDonald-Howard and Marisa A. McDonald-Hall; my three beautiful, absolutely adorable and specially gifted children whose sense of personal responsibility for their own actions ignited the fire and fuelled the burning flames of desire to explore the world through research and writing. Their spouses and children are part of our treasured heritage.



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## PREFACE

*'In order to create an engaging learning experience, the role of instructor is optional, but the role of learner is essential'.*

— Bernard Bull

You have been mandated to get 'online' by a designated date ... You have been told that getting your course 'online' is a performance metric. You contemplate the odds against your inaction and you soon realise that primarily for survival you need to comply. You hastily uploaded (just prior to your designated deadline) whatever resources you had or those that you used in delivering your face-to-face (F2F) course, in just about any order on your Learning Management System (LMS) or Course Management System (CMS). Whichever resource came to hand first, you uploaded and you continued to do so until you had everything you could think about uploaded.

You received assistance from your technical team who may have provided so much scaffolding that you cannot even remember why and what was done during the process. Your heart may not have been in the exercise because you were operating from a survival mode: I need this job so I must do what I am told, otherwise I cannot live with the ensuing consequences...

However, as time passed by, slowly you began to appreciate the value of online teaching and learning. Your learners were able to access content at any time, at any place, to suit their personal convenience and existing personal circumstances. Your learners reported feeling very comfortable in their own space, without having to travel long distances from 'remote' destinations to sit in a traditional classroom setting. Your learners no longer needed to wait until they were physically present in your face-to-face classes to begin interacting with content and with each other. In fact, you began to appreciate the concept of a flipped classroom and use it more and more for the benefit of your learners.

Then too, you have become painfully aware that today, more than ever before, most progressive educational institutions are moving towards having fully online courses. Through your already uploaded resources you

observed that your learners of varying learning styles, learning references, abilities, aptitudes, etc. progressed much better than when they only experienced F2F sessions. You also realise that many of your learners preferred to learn independently, especially because they could not afford to be full time students and could not synchronise their personal time to suit traditional class times.

With such new appetite for online teaching and learning, you genuinely wish to use your already uploaded resources to produce a high quality online course or even a high quality blended or hybrid course. However, you also observed that a repository of passive resources will not make your online course interactive and provide the kind of collaborative learning environment suitable for the overall wellbeing of your learners if they are to become lifelong learners.

The nature of blended or hybrid learning (face-to-face and online); the profile of a blended learner; and the advantages and disadvantages of blended learning were discussed at length in my book *Blended Learning For Success* (McDonald (2015)). A number of workable strategies with focus on learning outcomes, course content, interactions, assessment, reflection and quality assurance were also presented.

In this book, specially written for you who already have your resources uploaded, we provide just sufficient empirical evidence from current research to explain the reasons for suggesting several recommended step-by-step, practical, tried-and-tested strategies using your uploaded resources to create your quality fully online course. When you know why you are doing what you are doing, you are better able to succeed.

Having already uploaded your resources on your Learning Management System (LMS) or Course Management System (CMS) we naturally assume that you have some basic proficiency in navigating your way in your LMS or CMS. This book is dedicated to getting you organise your already uploaded resources in a systematic manner so that your learners can methodically move from simple to more difficult concepts in a comfortable environment.

A very simple three step plan for organising your already uploaded resources to produce your fully online course involves: (1) identifying your **Learning Outcomes** (2) reorganising your already uploaded **Learning Resources** and (3) adding appropriate **Learning Activities**. Deliberately, the animations have been placed on the Canvas page

following the summary page for each section of the course to create suspense, arouse interest and stimulate thought in preparation for personal construction of meaning of content provided (constructivism).

A carefully selected relevant quotation (often a one liner) from the public domain is specially chosen to open each section of this book. Being both effective and affective in nature, each quotation is purposely meant to be inspirational; provide food for thought; better facilitate internalising the ideas presented in that particular section of the book; and catalyse change in your behaviour. For convenience, throughout the book, the masculine gender is used for both males and females.

The text is intentionally interspaced with relevant shareware graphics, referred to as exhibits, from the public domain, operating under the Creative Commons Copyright licenses. These exhibits are meant to serve as stimulants for innovation, engagement and personal pleasure. Taking your course fully online as quickly as possible is the main aim for this book. Enjoy!

**Acknowledgement:** Special thanks to Ms. Shinelle Jamie Smith who actually spent long tedious hours on our LMS or CMS (Canvas) ensuring that our ideas were translated to reality in the virtual environment. Thanks to all others who directly or indirectly contributed to this work.

Professor Betty McDonald



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# CHAPTER ONE

## DEFINING ONLINE LEARNING

*'Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event'.*

— Heidi-Hayes Jacobs

### 1.1 Introduction

*'Teaching in the Internet age means we must teach tomorrow's skills today'.*

— Jennifer Fleming



Exhibit 1.1 Online Learning 1

You are already convinced that unloading your resources on your Learning Management System (LMS) or Course Management System (CMS) really helped your students in having an improved learning experience. They were better able to access content at any time, at any place, to suit their personal convenience and existing circumstances. Your learners reported feeling very comfortable in their own space without having to travel long distances from ‘remote’ destinations to sit in a traditional classroom setting. Your learners no longer needed to wait until they were physically present in your face-to-face classes to begin interacting with content and with each other. In fact, you began to appreciate the concept of a flipped classroom and use it more and more for the benefit of your learners.

However, to date you may have continued to say that you were in fact teaching ‘online’. To clarify terminology, let’s properly define what is online teaching and learning. While it may be true that many persons refer to online learning or e-learning as education occurring over the Internet, there is much more to it than meets the eye. Let’s begin to say what online learning is not, before we get to what it really is.

As intimated before, teaching online is not merely uploading resources on a LMS or CMS. While that may be useful, uploaded resources by themselves do not constitute teaching online and by extension learning online. Furthermore, the quality of the resources must be carefully examined to ensure that they meet required international standards. Perhaps, web-supported courses may be a better way of referring to those courses for which you have uploaded resources.

What then is online learning? Generally speaking, online learning or e-learning is education occurring over the Internet. According to The Centre for Educational Innovation at the University of Buffalo, New York in today’s society where learning takes place anytime and anywhere, online learning provides meaningful learning opportunities, using a wide variety of teaching modalities. Some important features of teaching and learning need to be discussed in the next section to lay the groundwork for moving forward.



with the intention of someone learning something and considering people's feelings, experiences and needs.

What then is learning? According to Driscoll (2000, p.11) **learning** is 'a persisting change in human performance or performance potential...[which] must come about as a result of the learner's experience and interaction with the world'. We shall not delve here into the various learning theories except to say that many of the attributes usually associated with the learning paradigms of behaviorism, cognitivism, constructivism and connectivism are incorporated in Driscoll's foregoing definition of learning and relate directly to the epistemological mores of objectivism, pragmatism and interpretivism.

Because in objectivism, **reality is objective and external**, knowledge is gained through experience (behaviourism). In the case of pragmatism, **reality is interpreted** and knowledge is negotiated through thinking and experience (cognitivism). Lastly, **reality is internal** and knowledge is constructed for interpretivism (constructivism).

According to Siemens (2005), learning is a process that occurs within 'nebulous environments of shifting core elements' – not entirely under the control of the individual. He contended that learning can reside outside of ourselves, for example within an organisation or a database and is focused on connecting specialised information sets. He therefore reasoned that it is the connections that enable us to learn more which are even more important than our current state of knowing (actionable knowledge).

Having had a general overview of teaching and learning, it is time to differentiate between andragogy and pedagogy. Diffen (n.d.) offered the following comparison:

<b>Definition</b>	The methods and practices used in teaching adults.	The methods and practices used in teaching, especially of children.
<b>Focus</b>	On independent, self-directed, and/or cooperative learning among adults.	On a teacher's methods of transferring knowledge to a student, who is dependent on the teacher's methods and understanding.
<b>Authority</b>	Adults have control over much of their learning experience and must be motivated to learn. Can often seek out new or different learning experience, at will.	Teacher controls the learning experience for children, and much of what is taught is based on rigid curricula.
<b>Importance of Grades</b>	May be very low	High

Source: [https://www.diffen.com/difference/Andragogy\\_vs\\_Pedagogy](https://www.diffen.com/difference/Andragogy_vs_Pedagogy)  
Exhibit 1.3 Andragogy vs Pedagogy

Essentially, while andragogy refers to the methods and practices utilised in teaching adults, pedagogy refers to those methods and practices used in teaching especially children. In andragogy, while the focus is on independent, self-directed and/or corporative learning among adults, in pedagogy the student is dependent on the teacher's methods and understanding of transferring knowledge.

With regard to authority, adults have and often take control over much of their learning experience so they need to be motivated to learn, which they will if they are interested and see the importance of the new learning to their immediate needs. In the case of pedagogy, the teacher controls the learning experiences for the children who are often taught from fairly rigid curricula with given timelines. While the importance of grades may be very low in andragogy, in pedagogy grades are of great importance (Exhibit 1.3).

The next exhibit summarises six core learning principles of andragogy: learner's need to know (why, what, how, *etc.*); self concept of the learner; prior experience of the learner; learner readiness; problem and contextual orientation to learning; and intrinsic motivation to learn. It also highlights the subject matter, individual, situational and learning differences enveloped in individual, institutional, societal growth, with clear goals and purposes for learning.

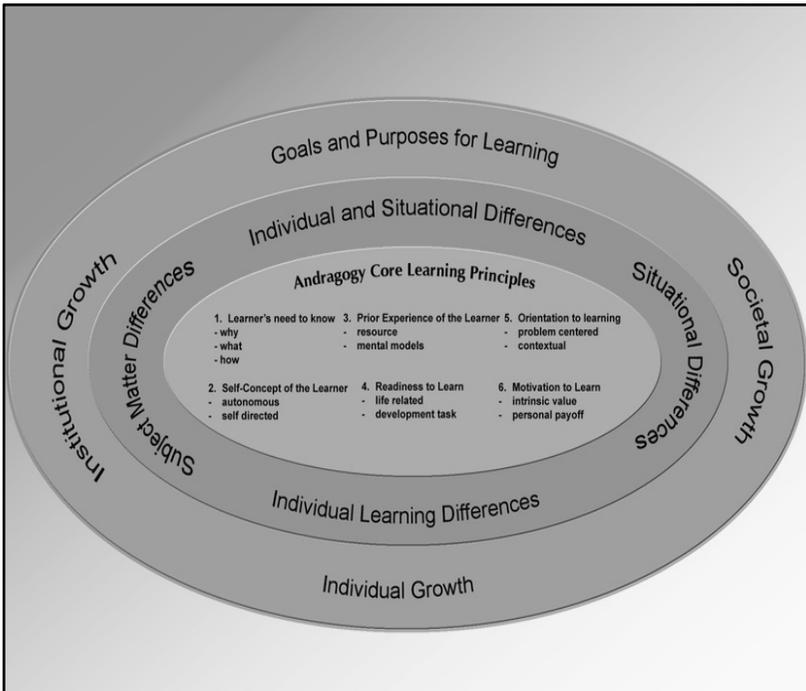


Exhibit 1. 4 Core learning principles of andragogy

The assumption is that the resources you uploaded would be directly related to whether you are primarily involved in andragogy or pedagogy. However, noting the foregoing differences between andragogy and pedagogy was important to ensure that did upload resources that were appropriate to the age and developmental stage of your learners. Now you are better informed regarding which uploaded resources you may wish to withdraw on second thought.

It is now time to move on to Bloom’s (1960) dimensions of knowledge cognition/learning, attitudes/values and behavior/skills to provide the background necessary for converting your uploaded resources into an online course.

### 1.3 Bloom’s Taxonomy

*‘We don’t care what people know, we care what they do. It’s all about performance’.*

— Michael Allen

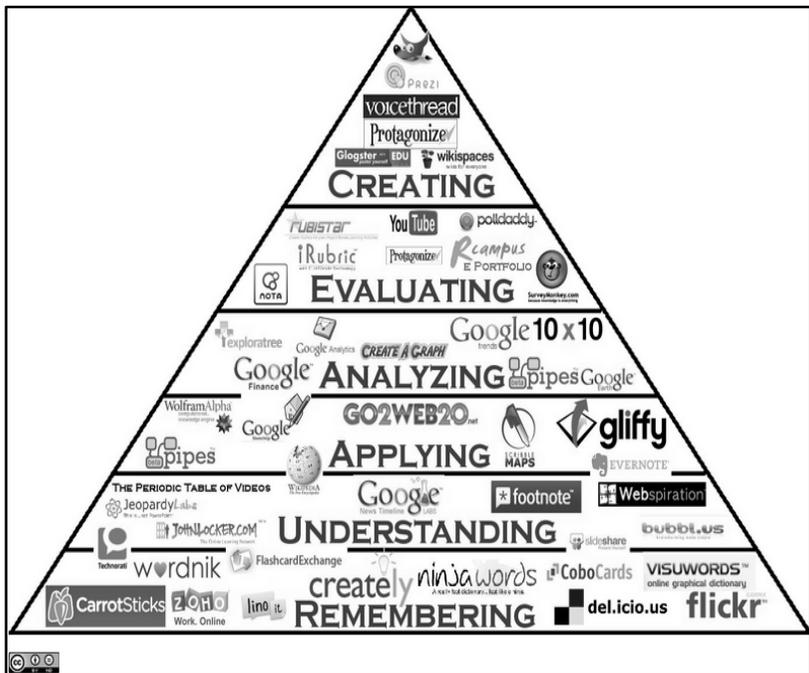


Exhibit 1. 5 Cognitive Domain

It may well be that you did not give much thought to your uploaded learning resources in terms of difficulty level. Understanding Bloom’s (1960) taxonomic domains of knowledge **cognition**/learning/level of thought, **attitudes**/values, feelings, dispositions and **behavior**/physical skills which form the backbone to teaching and learning in any setting,

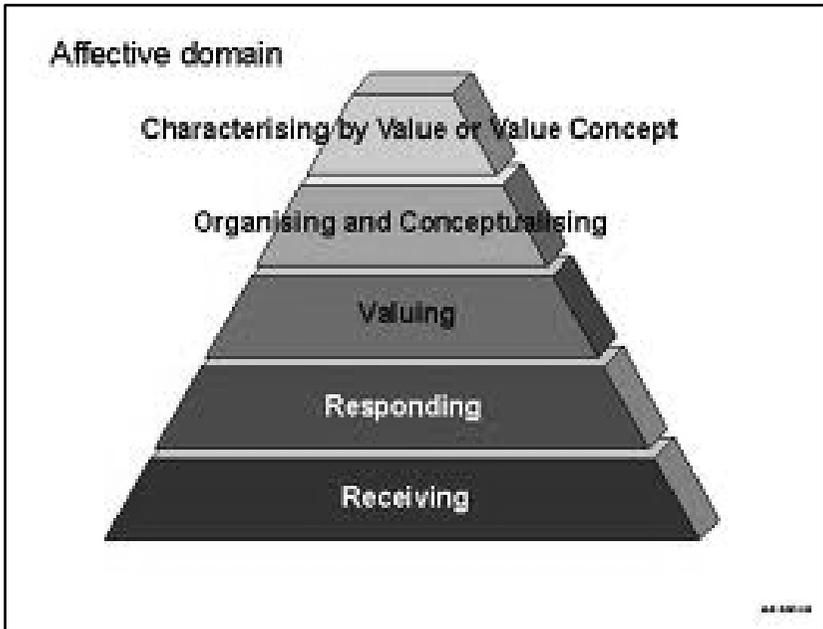
whether online or face-to-face, would be useful. For this reason, let's spend some time discussing the various domains and their related levels.

Knowledge, comprehension, application, synthesis, analysis, evaluation and creation are the levels identified as belonging to the **cognitive** domain (Exhibit 1.5). Your teaching and learning that focus primarily on recall of facts by way of definitions, statement of facts or rote memorisation lie at the **knowledge level**. Similarly, your resource materials that are meant to enhance recall of facts by way of definitions, statement of facts or rote memorisation will belong to the knowledge level.

Your teaching and learning including your relevant resource materials that point to understanding of information focus on the **comprehension level**. At this level you'll provide multiple ways of representation and your learners are expected to explain concepts in their own words. At the **application** stage, your appropriate resource materials will afford your learners opportunities to apply knowledge learned by presenting different scenarios, operating in different contexts, to determine your learners' ability to apply knowledge.

At the **analysis level**, your relevant resource materials are meant to encourage your learners to take a stand about their personal views by being able to compare and contrast relationships between and among things. Moving higher up the hierarchy of Bloom's Cognitive domain to the **synthesis level** (oftentimes viewed as the 'reverse' of analysis), your relevant resource materials should allow your learners to extract and put together elements or parts to form a whole, thereby demonstrating better holistic appreciation of what is being learned.

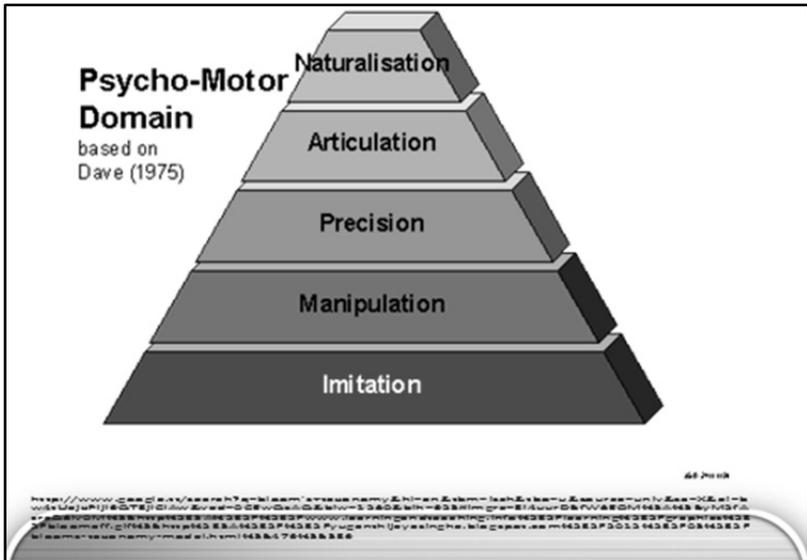
Your relevant resource materials at the **evaluation level** should encourage your learners to be engaged in value judgments of materials. All of the previously mentioned levels in one way or another are incorporated, culminating in **creation** of something novel (constructivism).



Referenced in <https://www.amazon.com/Introduction-Assessment-Companion-Betty-McDonald/dp/3659936324>

Exhibit 1. 6 Affective Domain

As explained earlier, your uploaded learning resources may not be properly organised in terms of difficulty level in the **affective domain**. Needless to say, whether or not you're operating in an online environment, teaching and learning would be much more effective if your learning resources and learning experiences are properly organised so that the natural order of **receiving, responding, valuing, organising and conceptualising and characterising by value or value concept** is respected (affective domain) (Exhibit 1.6). When we get to Chapter 3 you will observe that the Learning Outcomes, Learning Resources and Learning Activities are skillfully arranged to facilitate this natural order.



Referenced in <https://www.amazon.com/Introduction-Assessment-Companion-Betty-McDonald/dp/3659936324>  
Exhibit 1. 7 Psychomotor Domain

In the **psychomotor domain** your learning resources and learning experiences need to be organised to facilitate (in order) **imitation, manipulation, precision, articulation, and naturalisation** (Exhibit 1.7). It is for this reason that for the examples provided in Chapter 3, the Learning Outcomes, Learning Resources and Learning Activities are carefully arranged to facilitate this natural order in the psychomotor domain. Let's move on to Gagné's Nine Events of Instruction as they relate to using your uploaded resources to have a well designed online course.

## 1.4 Gagné's Events of Instruction

*'Creativity follows mastery, so mastery of skills is the first priority for young talent'.*

— Benjamin Bloom

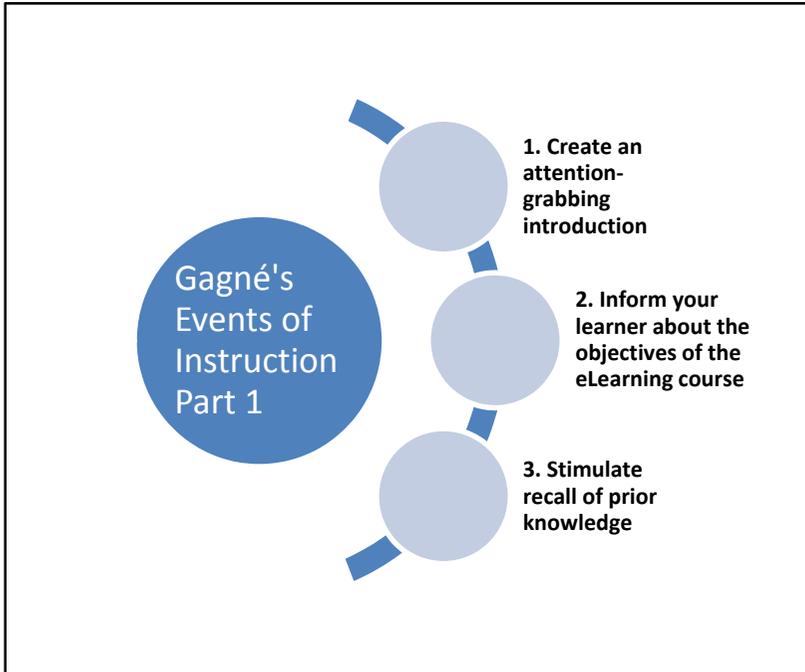


Exhibit 1. 8 Gagné's Events of Instruction Part 1

Very briefly, let us look at Gagné's nine events of instruction as they relate to e-learning. In an effort to create effective and comprehensive e-learning experiences it is instructive that we employ these nine events. For easy internalisation we will address the nine events in three groups of threes using relevant graphics (exhibits) for illustrative purposes.

1. **Create an attention-grabbing introduction:** If you don't have your learner's attention it's all over before you could begin! This means every single learner regardless of ability, aptitude, learning style, learning preference, cultural heritage, educational background, socioeconomic status, religious beliefs, *etc.* should be

accommodated in your course. No one is to be excluded! Inclusivity is the watchword!

By creating a compelling introduction that gets your learners 'hooked' right from the beginning you are better able to grab their undivided attention. Oftentimes, a searching question, animation, surprise, joke, funny story, queer look, light conversation or personal experience could draw your learners to feel an integral part of what's happening online. That emotional connection can be established from the get go! Since your learners could get easily distracted because they are working asynchronously at times, from any place and at any convenient time, initiating that interest is of great importance.

2. **Inform learner about the objectives of the eLearning course:** Needless to say when your learners, especially adults know *why* they are learning *what* they are learning they would better participate purposefully. Even prior to accessing your first online module your learners need to be very clear about the learning outcomes (knowledge/action/feeling to be accomplished as a result of their learning experiences). Tying what is to be done with authentic or real world contemporary experiences would motivate your learners to engage more.
3. **Stimulate recall of prior knowledge:** It's pretty much like a chain with many links... As you link what your learners already know or can do or feel to what they will learn, there is a better chance of having them commit to long term memory important information. You may wish to link prior and present knowledge through a variety of ways like questioning, reciting, rehearsing, recalling, singing, choral speaking, role playing, discussing, debating, dancing, to mention a few. Taking the time and effort to actually point out how the present content or subject matter or skills are connected to previous information they already know allows your learners to fill in the dots and bridge that gap between the known and unknown. Their zone of proximal development (ZPD) could be greatly minimised thereby making online learning a pleasure.

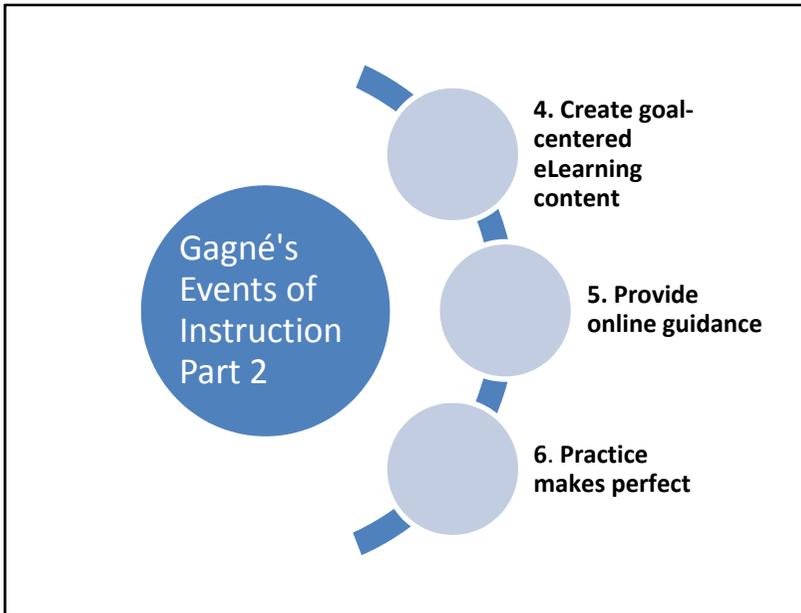


Exhibit 1. 9 Gagné's Events of Instruction Part 2

4. **Create goal-centered eLearning content:** as you constructively align and tie in your learning resources and learning activities to your learning outcomes through focused grouping to create a seamless flow your learners will have a better learning experience. Additionally, you will facilitate better mastery of knowledge and skills with confident feelings as you focus on a single topic or group of related topics at a time.
5. **Provide online guidance:** to avoid discouragement and frustration that could only lead to attrition and disenchantment it would be best if you provide your learners with as much scaffolding and timely support as possible. Think of everyone as a baby (new to certain knowledge and skills) taking first steps in an unknown territory and absolutely need your helping hand. Perhaps have peer tutoring when necessary to provide that familiar base that so many learners may need early in their online experience. Remember too that while some learners may be excited about learning new things and having novel experiences, others may be timid and over cautious and could appear to be uninterested. Needless to say, acceptable online

behavior like any other skill must be taught very early to avoid your learners developing undesirable habits.

6. **Practice makes perfect:** As you provide repetitive activities (in varying forms) your learners will have the opportunity to personally internalise and retain new knowledge and skills, especially real-world or authentic skills that they can see as useful and practical in their daily lives. Problem-Based scenarios are particularly helpful as your learners will be able to have many opportunities to appreciate the rewards and risks arising from their actions/decisions.

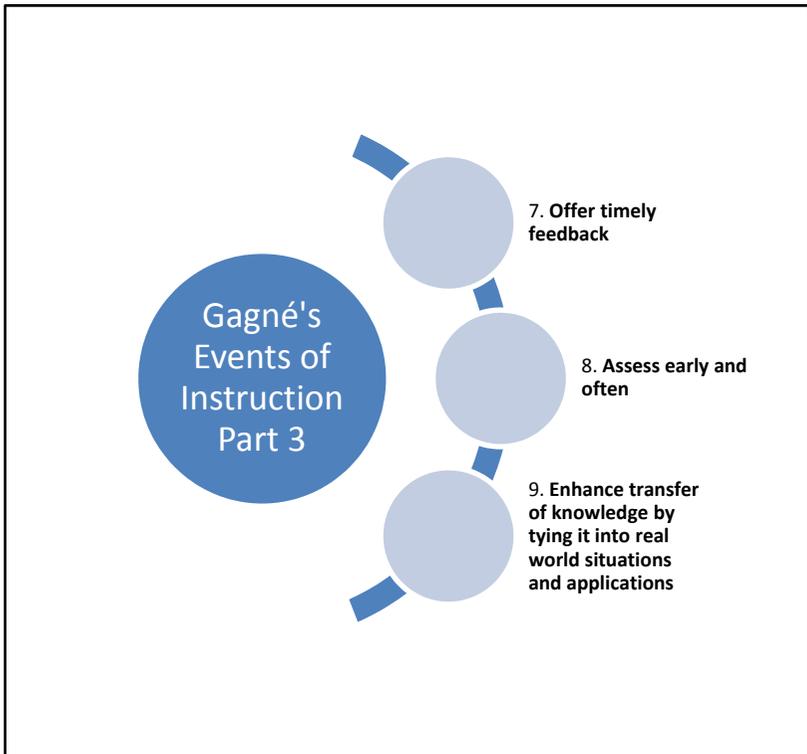


Exhibit 1. 10 Gagné's Events of Instruction Part 3