



# Creating Online Learning Materials

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## Who?

- Target Audience -
  - What will they learn? Course Objectives
  - Decides the level of difficulty
  - Workflow

## Why?

- Why will it be useful to them?
  - organize e-Learning content into learning outcomes (LOs)
  - Once they understand the “why”, they will be more emotionally invested and engaged in learning.

## How?

- Create materials for their courses such as lectures, handouts, and supplementary readings and materials.
- Video Recordings
- Audio Recordings
- Multimedia Webpages
- Interactive Texts



Three different learning styles: **VAK** (visual, auditory, kinesthetic) model.

## Visual

- **Strengths of the visual learner:**

Instinctively follows directions, Can easily visualize objects, Has a great sense of balance and alignment, Is an excellent organizer

- **Best ways to learn:**

Studying notes on overhead slides, whiteboards, Smartboards, PowerPoint presentations, etc., Reading diagrams and handouts, Following a distributed study guide, Reading from a textbook, Studying alone

## Auditory

- **Strengths of the auditory learner:**

Understanding subtle changes in tone in a person's voice, Writing responses to lectures, Oral exams, Story-telling, Solving difficult problems, Working in groups

- **Best ways to learn:**

Participating vocally in class, Making recordings of class notes and listening to them, Reading assignments out loud, Studying with a partner or group



## Kinesthetic

**Kinesthetic learners tend to want to move while learning.**

- **Strengths of the kinesthetic learner:**

Great hand-eye coordination, Quick reception, Excellent experimenters, Good at sports, art, and drama. High levels of energy

- **Best ways to learn:**

Conducting experiments, Acting out a play, Studying while standing or moving, Doodling during lectures, Studying while performing an athletic activity like bouncing a ball or shooting hoops



- **Recording a live video conference for later viewing**

Synchronous class meeting: recording using the built-in recording capability on Zoom or another tool can be a low-investment to make the content available to students

**Caution:** Live video conference with students fall under the category of protected information since student identities and contributions will be evident to the later viewers

Also video conferencing requires a lot of internet bandwidth.

- **Pre-recording a screencast, whiteboard video, or webcam video for later asynchronous viewing**

There are many tools available for recording videos

Zoom meeting with no guests and use the Zoom whiteboard, screen sharing, webcam, and other useful features to record an engaging lecture video for students to watch later.

**Caution:** For using video to deliver content, keep accessibility in mind. If you use slides or a whiteboard, audibly describe what is happening on the screen.

- **Use a studio space on campus**



- **Audio recording**

In contrast with a video lecture, audio lectures do not take up much bandwidth and do not require any special background or lighting to do well.

Creating a listening guide worksheet that students fill in with important information as they listen.

**Caution:** If you are providing accompanying slides or a handout to go with the audio lecture, consider labelling them well so you can say in your audio lecture.

- **Multimedia webpages**

Dynamic way of presenting course content is to assemble all resources in a multimedia webpage.

Combine text, images, audio, video, links, and other resources all together in one coherent page that guides students down a learning path.



- **Interactive Texts**

Consider creating interactive texts that have formative assessment checkpoints built-in:

Read a section, then stop to answer a comprehension, analysis, or reflection question before moving on.

**Caution:** Keep accessibility in mind at every step.





# Design Practices

- **Module Level Learning Objectives:**
  - Divide Course into Modules
  - Build measurable and clear objectives that outline what is expected of the learner
  - Use actionable verbs to create objectives: Explain, Discuss, Compare etc.
  - A.B.C.D method for creating learning objectives: Audience, Behaviour, Condition and Degree
- **Alignment through a Conceptual Framework**
  - Course components: activity, assignment, material, technology and/or assessment help to meet the learning objectives
  - Add a sequence and timeframe to framework
- **Assessment for Learning**
  - Summative and Formative





## Summative Assessment

Evaluates student learning, skill and academic achievement at the end of a defined instructional period (i.e. project, unit, course, semester, etc.)

## Formative Assessments

monitor student learning through formal and informal processes to gather evidence to improve learning (i.e. guiding learning from concept to concept, activity to activity and lesson to lesson; identifying clarifications and misconceptions before moving on to the next concept)

**C.A.T. (Classroom Assessment Technique):** highly effective type of Formative Assessment

1. Assesses how well your students are learning the content and
2. provides invaluable feedback to guide instruction

C.A.T.s also serve to regularly check that your students are participating and comprehending the content before they get to a Summative Assessment.

## Rubrics

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. The main purpose of rubrics is to assess performances



## Strategy

### 1: Look at Sample Courses

Examine other online courses:

- Merlot provides peer reviewed online teaching and learning materials
- edEx Courses are the Harvard Extension School's Open Learning Initiative.
- MIT course materials are used in the teaching of almost all undergraduate and graduate subjects

### 2: Identify Quality & Aligned Content Materials

Additional resources to supplement your own content:

- Open Educational Resources (OER) are freely accessible - include a single image, assignment or activity OR a full textbook and even an entire course.
- Creative Commons (CC) resources are less specific and include a variety of resources. Items include clip art, images, videos, music and more.
- Publisher Content - Publishers often create online courses and course materials that go with your textbook.



The screenshot shows the Swayam website interface for administrators. At the top, there are logos for Swayam and G20, along with navigation links: "About Swayam", "All Courses", "National Coordinators", and "Local Chapters". A "COURSE CATALOG" dropdown menu is visible, along with a search bar labeled "Search Catalog" and a "SIGN-IN / REGISTER" button. The main banner features a man working on a laptop with the text "For Administrators... Interface with SWAYAM as a Local Chapter". Below the banner, there are five yellow boxes with the following text: "Submit your credit transfer grievances", "SWAYAM Courses in Regional languages", "Let COVID-19 not Stop your Learning. Continue with SWAYAM", "Result for 160 CBT-SWAYAM Exams held on 25-26 Feb 2021", and "Result for all CBT-SWAYAM Exams held on 25-26 Feb 2021". At the bottom, the "NATIONAL COORDINATORS" section lists logos for AICTE, CEC, IGNOU, IIMB, NCERT, NIOS, NITTTR, NPTEL, and UGC.



## MOOCs

[Home](#) / [MOOCs](#)

### ILLL MOOC Related Documents

[Introduction to MOOC](#)

[Sample Filled EOI](#)

[Self Declaration](#)

[FAQs on MOOCs](#)

### UGC Notifications, Guidelines and EOI Format

[EOI Swayam Notification 2021](#)

[EOI Swayam Notification 2020](#)

[UGC Regulation on MOOCs credit transfer 2016](#)

[Swayam Guidelines](#)

[Financial Norms for Swayam MOOCs](#)

[MOOC Orientation Workshop](#)

[EOI Proforma for Inviting Expression of Interest for Developing MOOCs](#)

### Quick Links

[» VLE Portal](#)

[» NME-ICT](#)

[» Notice Board](#)

[» Activity Archives](#)

[» SOL Library](#)

[» Feedback](#)





Glimpses of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching





## Online Teaching & Learning

Share this    

### DU's Virtual Learning Environment



### Online Platforms for Teaching

To provide learning support to students, Google Services are integrated with our DU domain, including our mails etc. Two of their major apps viz. Google Classes and Google Hangout have been integrated. All of us can use these services to teach the students.

Following are the links of user guides for basic know how and to conduct classes online:

[Google Classroom User Guide](#)  
[Google Hangouts Tutorial](#)

There are many video based collaboration services available e.g. webex, Zoom, Loom, Skype etc. Google has both the component and it is free for education.

These services are now very well integrated with your DU email account, just login and click on the top right (multi dot icon) and you will get multiple apps and these two services are listed there.

Please use following link to proceed:  
<https://accounts.google.com>

Please use the following:

1. **Google Classroom:** It works like LMS (learning management system), you can share any type of document (doc, ppt, pdf etc.), create assignments, share links, conduct online test (assessment). You can create multiple classes as per your requirement.
2. **Hangout:** This service is for the live video interaction with your students. You can run this along with the google classroom or as per your requirement and convenience. Here also you can share multiple things (including your laptop/mobile screen) with your students along with your live video.





## Design + Delivery = Learning

- Even a well-designed course can fall short without purposeful delivery throughout the course.
- Delivery includes pacing, feedback, communication, monitoring and adjusting instruction, etc. that will actively engage and support the diverse learner needs.
- Continue professional development by researching and exploring resources on best practices on instructional delivery.



# Thank You