

Orientation to the course and modern concepts of learning

Module 1-6

Concluding remarks





Topics



- **The main remarks on orientation to the course,**
- **The main lessons and experiences based on workpackage1,**
- **The main considerations on concept, models and implementations of e-learning,**
- **The main remarks on designing quality e-learning,**
- **The main remarks in process of e-Learning Design.**

Learning objectives



- 1. learners will be introduced to the main remarks on orientation to the course,**
- 2. Learners will be introduced to the main lessons and experiences learnt from work package 1,**
- 3. Learners will be introduced to the main considerations on concept, models and implementations of e-learning,**
- 4. Learners will be introduced to the main remarks on Designing quality e-learning,**
- 5. Learners will be introduced to the main remarks in Process of e-Learning Design.**



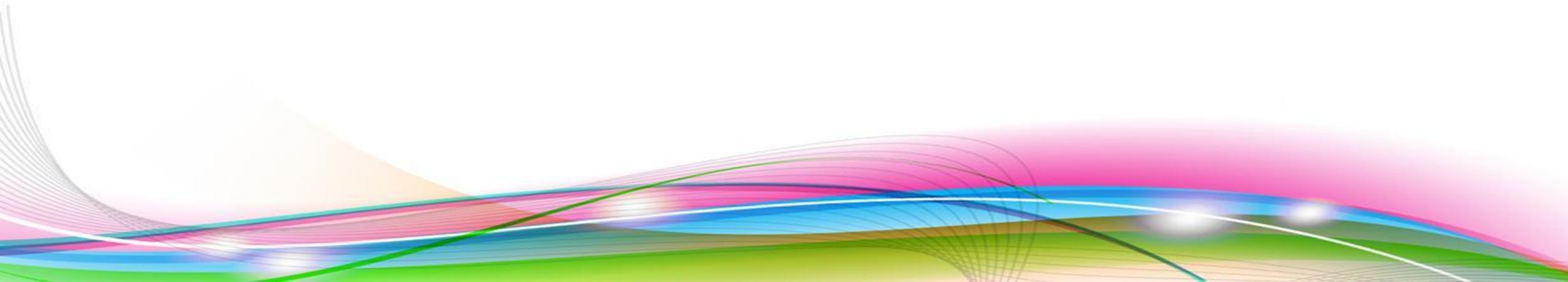
Overview




Title	Number
Orientation to the course	M1-1
The current state of Iranian higher education - Lessons learnt from the Uni-Tel Project survey (WP1)	M1-2
The concept, models and implementations of e-learning	M1-3
Designing quality e-learning	M1-4
Process of e-Learning Design	M1-5

M1-1

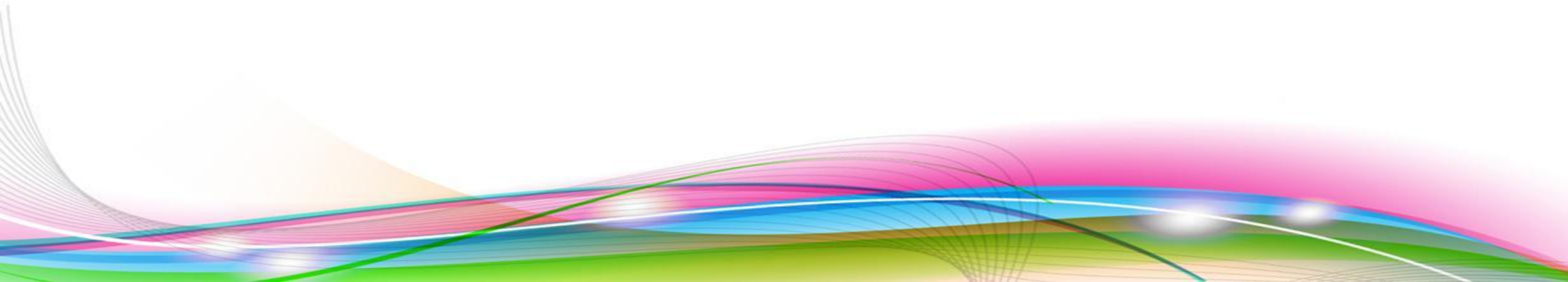
Orientation to the Course



Main Discussed themes

- Theme 1. Welcome to the UNI-TEL e-course!
 - Theme 2. Course's objectives and target groups
 - Theme 3. Course's content and learning model
 - Theme 4. Course's technical operating environment
 - Theme 5. Course's progress and forms of studying
 - Theme 6. Project work/plan and its role
 - Theme 7. Tasks and role of the participants
 - Theme 8. Course's performance criteria
 - Theme 9. Course's assessment
 - Theme 10. Guidance and support provided
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Remarks

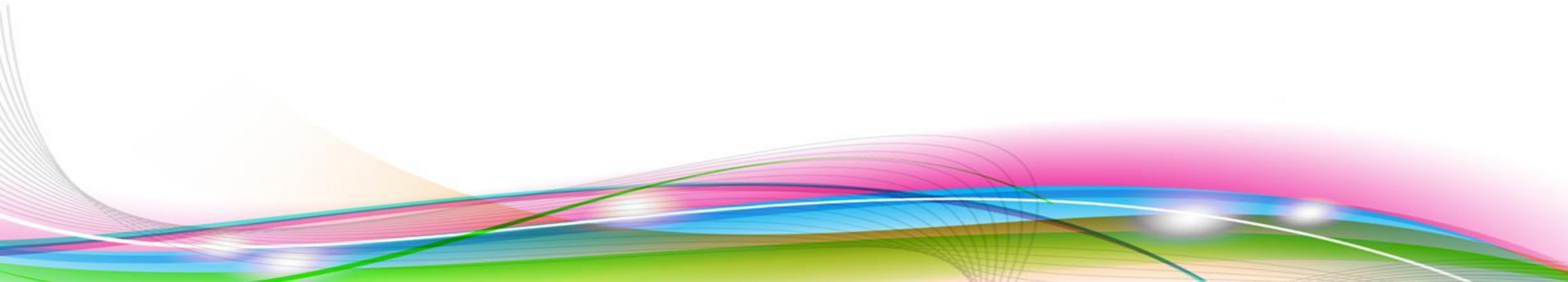
- **Information about UNI-TEL e-course process: content, learning objectives and practices.**
 - **Expectations of participating into UNI-TEL e-courses**
 - **Introducing the role of participants in the learning process**
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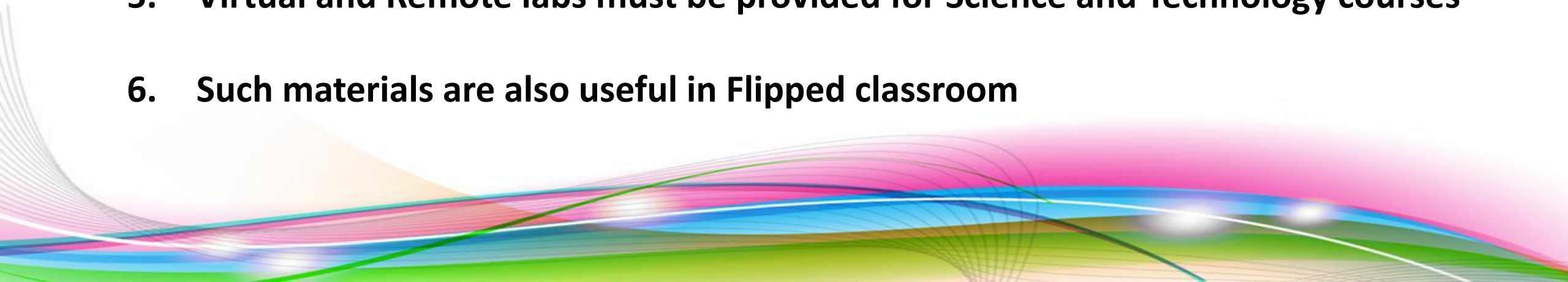
M1-2

**The current state of Iranian higher education -
Lessons learnt from the UNITEL Project survey**

Main Discussed themes

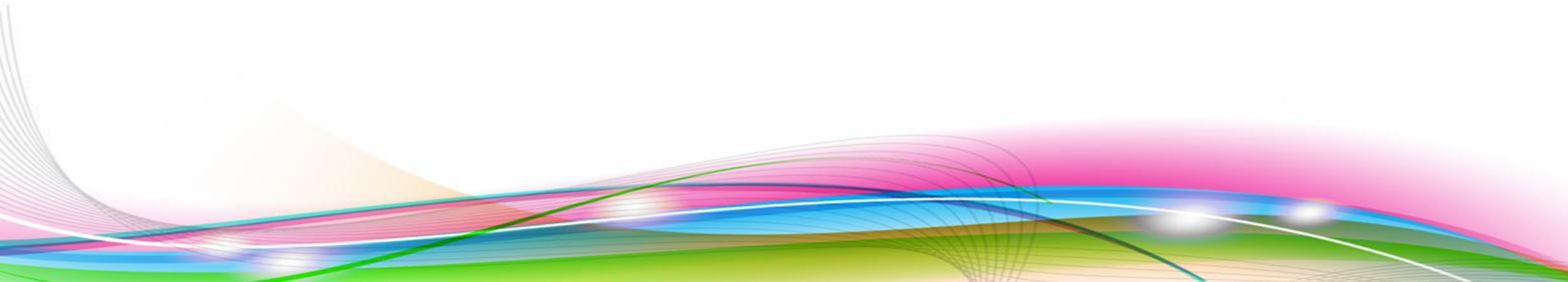
- **Pedagogical concepts used to design the UNITEL Project survey (WP1)**
 - **The methods used to assess the validity and reliability of questionnaires**
 - **Extracting information from the WP1 questionnaire using statistical and data mining methods**
 - **The limitations and future activity of current pedagogical concepts of the courses presented in Iranian universities, compared to the state-of-the-art.**
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Remarks

- 1. Proper survey analysis is important for policy-making**
 - 2. Some statistical methods are required for such a validation**
 - 3. Emergency online teaching leads to various learning problems**
 - 4. Proper e-learning is required for pandemics**
 - 5. Virtual and Remote labs must be provided for Science and Technology courses**
 - 6. Such materials are also useful in Flipped classroom**
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M1-3

**The concept, models and implementations of
e-learning**

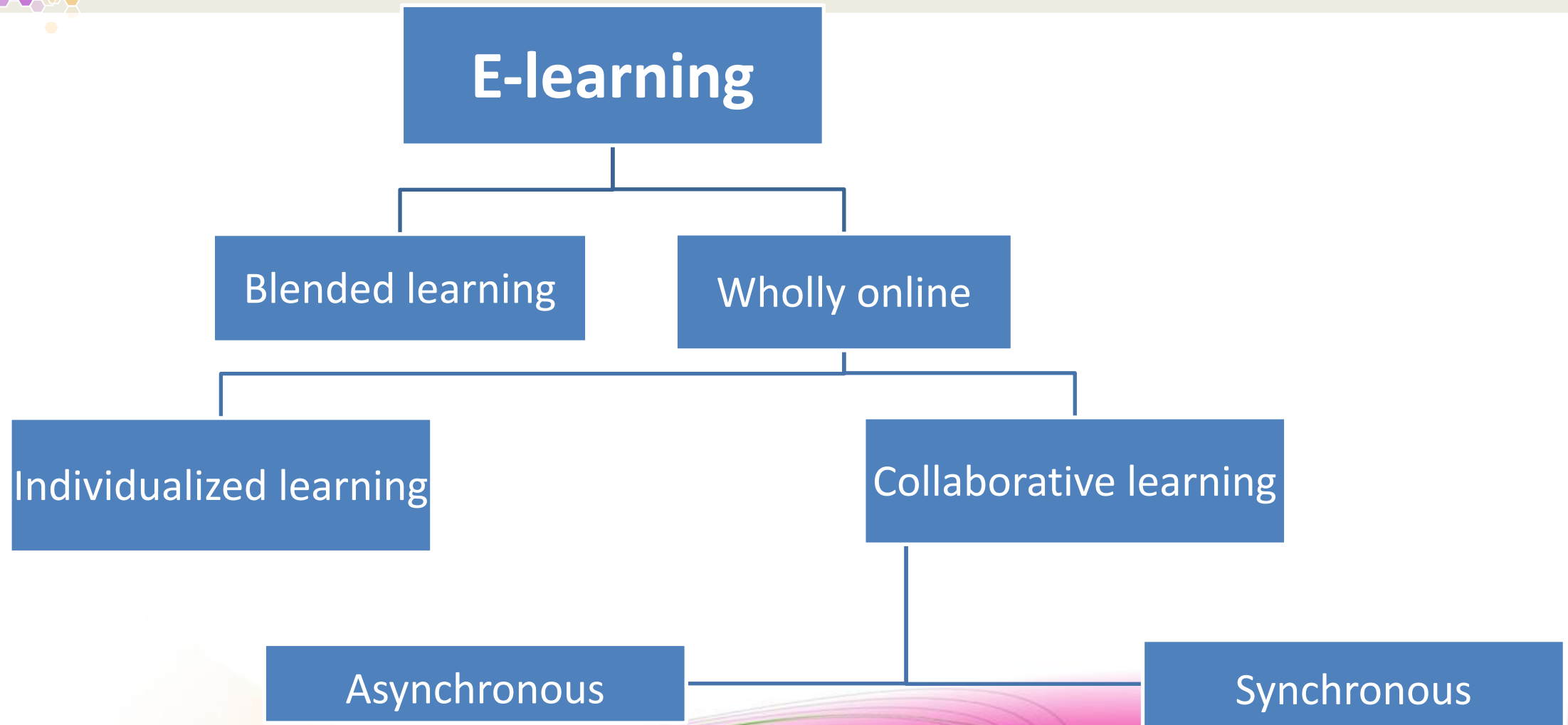
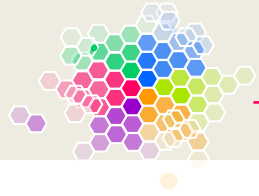


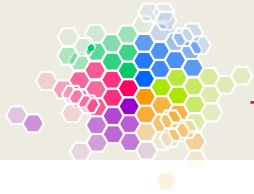
Main Discussed themes



- ***Concept of e-learning***
- ***Benefits of e-learning***
- ***Limitations of e-learning***
- ***E-learning strategies***
- ***Types of e-learning***
- ***E-learning implementation strategies***

Types of e-learning





Implementing a Successful E-Learning Solution

Step 1: PREPARE

- Research the technology
- Identify the need
- Identify barriers and potential resistance
- Create and communicate a common vision
- Draw up a clear action plan

Step 2: IMPLEMENT

- Execute the plan
- Train and coach
- Motivate the team
- Communicate to all parties
- Lead by example and support the change

Step 3: REVIEW & SUSTAIN

- Regular feedback and review
- Communicate and celebrate success
- Identify opportunities for further improvement



:Key Factors for Successful e-learning Implementation

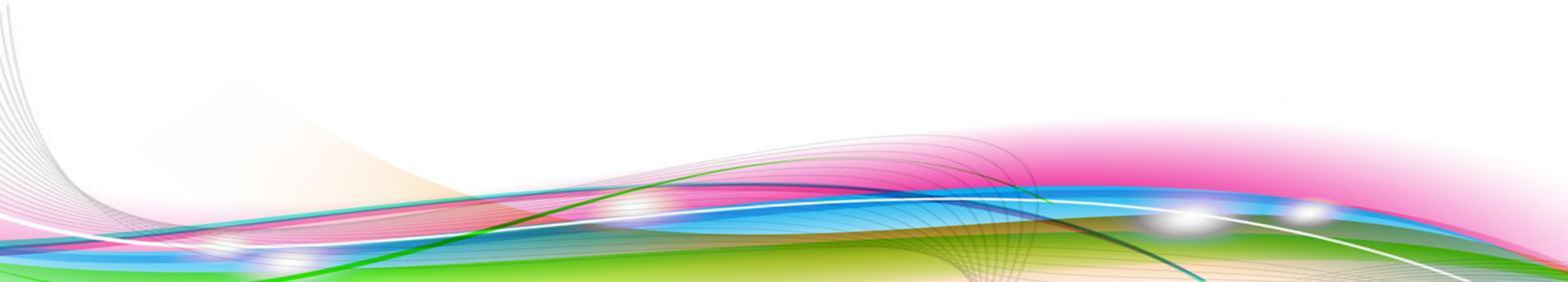


- **Clear, Measurable Objectives**
- **LMS Implementation Plan**
- **Team Leaders and Dates**
- **Quality Standards**
- **Risk Management Guidelines**
- **Training Timetable**
- **Communication and Promotion Strategy**
- **Success Metrics**

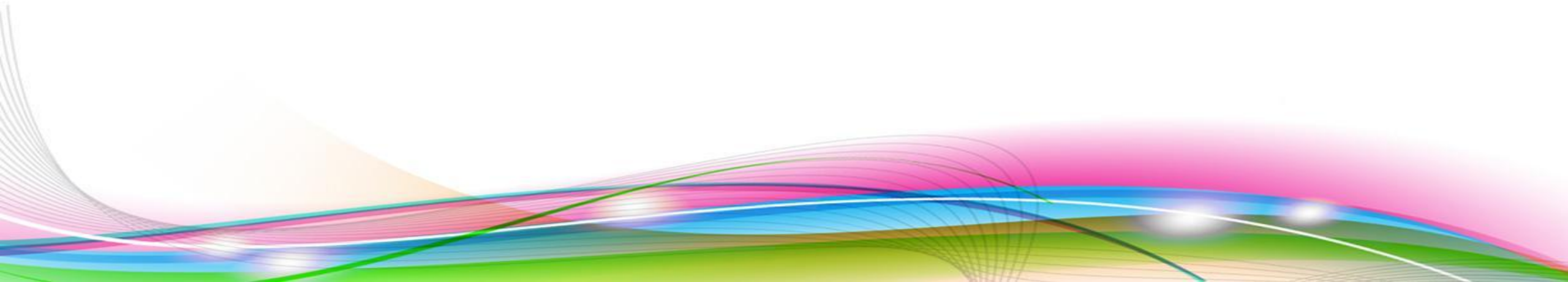


M1-4

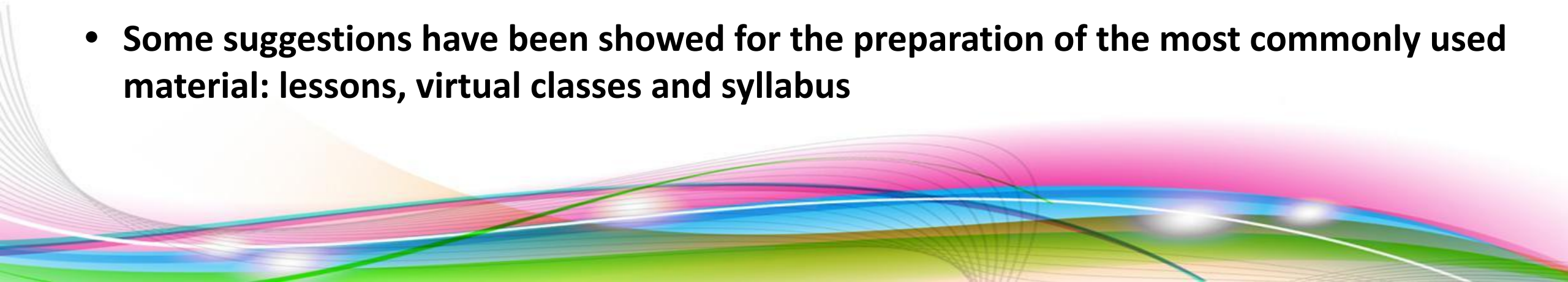
Designing quality e-learning



Main Discussed themes

- **Principal aspects for a quality e-learning**
 - **E-lessons preparation considerations for a distance fruition**
 - **the different possibilities offered by virtual classes**
 - **Creating an effective virtual class**
 - **potentialities of a syllabus as a learning object**
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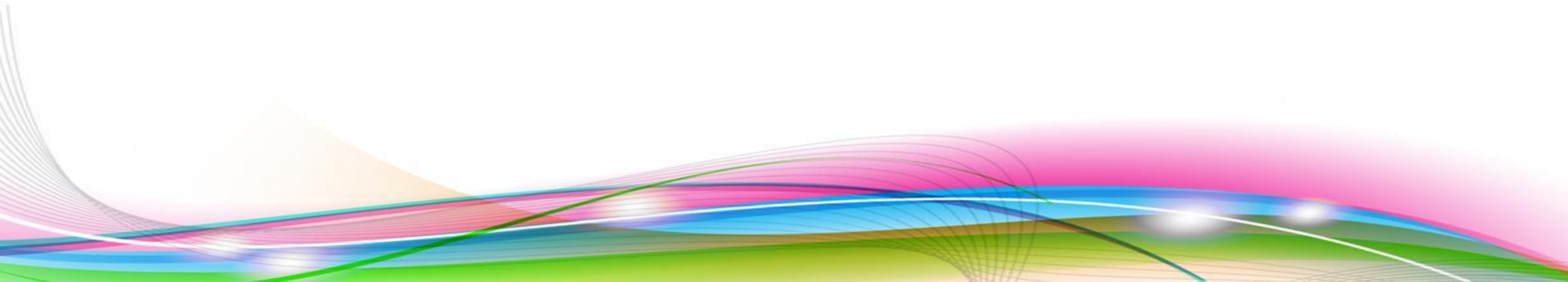
Remarks

- **When designing e-learning materials, we must always keep in mind we are preparing something to be delivered to students not physically present in class**
 - **This means that we must be able to anticipate questions and doubts providing to students all information**
 - **Experience helps a lot in preparing this material but we must always be ready to modify material for a continuous improvement**
 - **Some suggestions have been showed for the preparation of the most commonly used material: lessons, virtual classes and syllabus**
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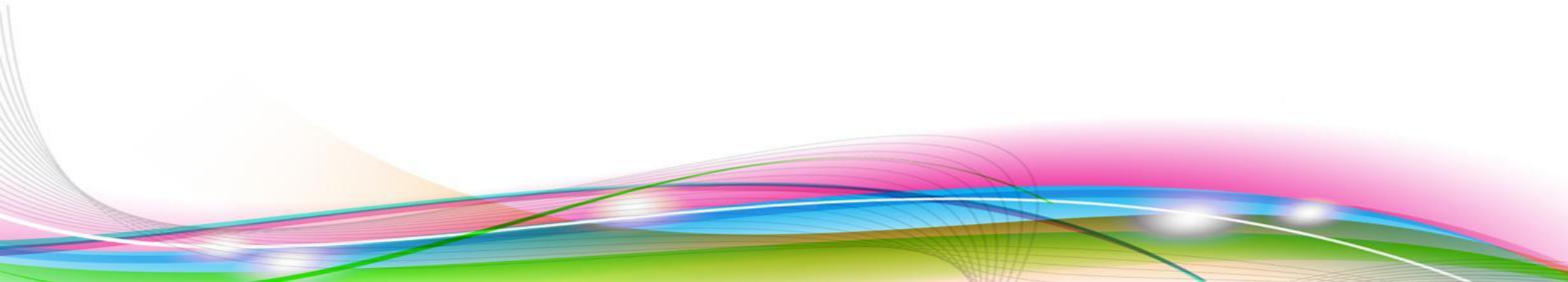


M1-5


Process of e-Learning Design



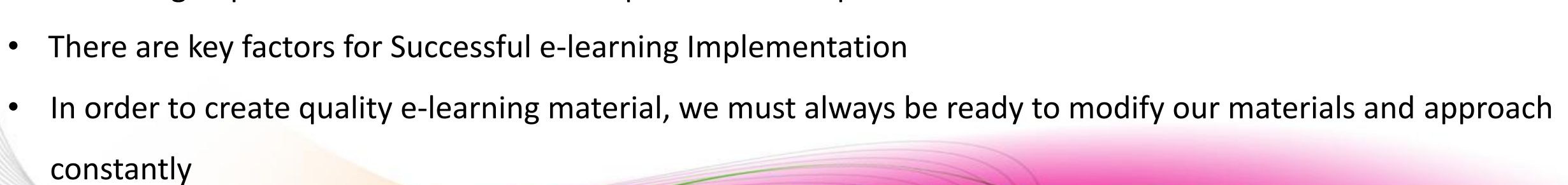
Main Discussed themes

- **Main historical phases of the e-learning development**
 - **Main tools for designing and building quality e-learning**
 - **Important aspects (and limitations) of different solutions for e-lessons**
 - **Potentialities offered by the internet and other professional solution to develop e-courses**
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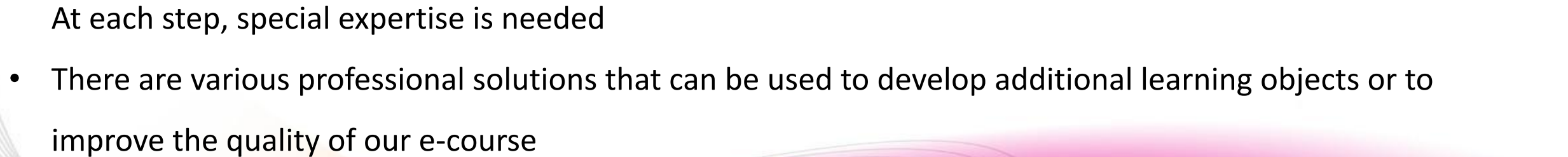
Remarks

- **The evolution of e-learning passed through different phases and solutions**
 - **To prepare an e-lessons we can simply exploit free solutions already present in our OS or computer**
 - **A good e-lesson has to be prepared specifically for distance students**
 - **There are various professional solutions that can be used to develop additional learning objects or to improve the quality of our e-course**
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Concluding final remarks

- Design, develop and implement an e-learning project must be based on proper needs assessment
 - Surveys are good tools for extracting the needs and getting familiar with available facilities in a university
 - The Uni-Tel Survey revealed that Virtual and Remote labs must be provided for Science and Technology courses
 - Uni-Tel project aims to introduce a complete e-learning process
 - E-learning has various types including Collaborative learning, Synchronous, Asynchronous, and Individualized learning
 - E-learning Implementation has several steps and each step has various actions
 - There are key factors for Successful e-learning Implementation
 - In order to create quality e-learning material, we must always be ready to modify our materials and approach constantly
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Concluding final remarks

- Lessons, virtual classes and syllabus are always parts of an e-learning course. The quality of these parts should be checked continuously. Prescriptions are provided for each part.
 - Distance education has passed three generations from one-way and printed instruction to interactive instruction with high-quality material.
 - E-learning covers many phrases such as online learning, open distance learning, computer-based training, web-based training, and distance education.
 - Creating an e-learning course needs three main steps: course design, course production, and course delivery. At each step, special expertise is needed
 - There are various professional solutions that can be used to develop additional learning objects or to improve the quality of our e-course
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With thanks for your attention