Final eLearning Design Project Document

Planning and designing a course on Moodle's free learning management system for

Peace New Mexico

by

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OILS 532 eLearning Course Design

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Introduction

This document illustrates the steps involved in planning and designing a course on Moodle's free learning management system for Peace New Mexico, an organization based in Albuquerque, New Mexico, specializing in assisting patients in acquiring their medical cannabis card. The project is intended to give Peace New Mexico an opportunity to evaluate online courses and training for implementation. The process involved conducting a learner analysis, developing an initial design document, and revising it after acquiring feedback, conducting a usability testing feedback document based on user assessment and survey results. The document also describes two modules developed for the review process. Other areas addressed include learner support, strategies for creating a social environment and rationale for activities. The document concludes with evaluation assessment and results from a peer evaluation.

Learner Analysis

Conducting a learner analysis was the first phase of the project design. I arranged two interviews through Peace New Mexico's General Manager. I conducted the interviews based on a Learner Analysis Questionnaire provided for this class. The first interview was done by phone, while the second one was in person at Peace New Mexico's main office. These interviews were reviewed, transcribed, and included in the Learner Assessment document.

This process focused on demographic, educational background, learning preferences and cultural perspectives and influences. In terms of demographic information, I learned the target audience ages ranged from twenty-six to forty-five. The educational background ranged from high school

with occupational training to three years of college with additional occupational certifications. In terms of technology, these learners are comfortable with training and sharing information online. Both experienced frustration with online learning as being stagnant and lacking dynamic visual media. I also learned of their desire to have structured content to address evolving regulations in Medical Cannabis set by New Mexico's Department of Health. Learners also express a desire to collaborate with other healthcare providers in this growing industry.

This cumulative information, served as a foundation for the course development, utilizing collaborative interaction, developing social presence to encourage mentoring and scaffolding to build knowledge and to support a dynamic learning environment with visual media, thematic structure, while utilizing current and accessible information.

For the full Learner Analysis document, see **Appendix A**.

Revised Initial Design Document

After submitting the initial design document, I benefited greatly from the feedback provided by Linda Barril, PhD, Instructor for this class in eLearning Course Design. Barril suggested adding a course outline or Course Content at the Conceptual Level to enhance clarity in structure. This provided essential structural development for the course and its elements. Barril also suggested clarifying the meaning of social presence and why it is important to the course and addressing the facilitator's role as a humanizing collaborator that promotes knowledge building for both teacher and learner. Since the course is placing an emphasis on collaboration, this was valuable in establishing a thematic foundation. Establishing social presence would be achieved through online video conferencing as an essential part of this course design. Barril felt learner support

methods and rationale to enhance learner's experience, needed further clarification. Clarifying

learner support resources significantly reinforces the course's thematic collaborative design.

These learner support methods like using video conferencing, discussion forums and technical

support connects learners to instructor and peers, so they feel recognized as individuals and aides

them in developing a social presence through scaffolding, active learning, and mentoring.

For full Revised Initial Design Document, see **Appendix B**

Usability Testing Feedback Document

After developing the initial shell of the course and adding content to the orientation section, I

asked Barril, and Lauryn DuBerry, Administrative Assistant, Peace New Mexico to assess the

usability and fill out a survey within the course I developed online through SurveyMonkey. This

was a valuable phase in the project's development. New perspectives enhanced my objectivity.

The main areas my reviewers felt needed improvement included: Design Focus, Site

Framework, Navigation and Access. Barril suggested adding more text to describe features

rather than expecting the user to determine its use. This suggestion helped me bring clarity and

thematic consistency to the course's visibility. Responding to framework inconsistencies which

were requiring users to click multiple times to access content, enhanced the logical flow of the

course. In terms of navigation, prioritizing element location, it was suggested to add contact

information to the top Orientation section, which improved clarity and overall structure.

For the full Usability Testing Feedback Document, see **Appendix C.**

Outline of Two Course Modules

Module One, Orientation Section

- Instructional goal,

    o Provide an orientation and inform users of course structure and how to gain access to learner support resources.

- Objectives,

    o Express Client's goal of providing patient care

    o Gain access to instructor through contact information

    o Contact technical support

    o Navigation within the course

    o Gain access to learner resources

- Outline,

    o Welcome statement on behalf of Peace New Mexico's General Manager, in text and video format

    o Technical Support with contact information

    o Course Structure for all Course Topics

        ▪ Instructor Introduction/Description of Topic through video

        ▪ Objectives and Outcome

        ▪ Directions for activities

        ▪ Collaboration & Mentoring through Social Media/video conference

        ▪ Reflection through discussion forum or video conference

        ▪ Survey on course content and design

    o Course Navigation illustrated in both text and video

    o Informational links to website resources

    o Discussion Forum for Reflection, Questions and Collaborations

- o Course Survey to gain formative feedback on course design and content

- Overview,

  - o This section provides an introduction to the organization's philosophy in the welcome, provides technical support to users. Describes the basis of the course design based on collaborations through social media tools, and describes the structure used across all the sections. It also shows how to access learner resources.

- Resources,

  - o Links to instructor

  - o Technical support

  - o Discussion forums

  - o Websites for material and software

  - o Discussion forums

- Active learning strategies,

  - o Collaboration, active learning through roleplay in patient service scenarios involving the use of video conferencing to build social presence and facilitate mentoring through scaffolding and reflecting on the learning activity through discussion forum or video conference

- Supporting instructional materials,

  - o Videos for welcome statement and course navigation

- Assessment of student learning

  - o Discussion forum and survey for the module provides learner feedback on the design and structure

Module Two, Patient Intake Process

- Instructional goal,

  - Orient learner to collaborating online through video conferencing and teach patient intake process using the New Mexico Department of Health's Checklist and Instructions for Patient Applications for Medical Cannabis Card.

- Objectives,

  - Connect and collaborate with coworkers in a video conferencing setting

  - Obtain and fill out Checklist and Instructions for Patient Applications

  - Guide patients through the Checklist and Instructions form

- Outline,

  - Topic Introduction by instructor through video

  - Objectives,

    - Collaborate online through video conferencing

    - Obtain patient intake form

    - Guide patients through the intake process

  - Directions explain how to connect with peers through video conferencing system, obtain the Patient Application form, role play with peers while collaborating on filling out the form, sending it to supervisor, reflect on learning experience through discussion forum or video conference and complete the section survey

- Overview,

  - This section Introduces learners to a social media tool, video conferencing as a resource for collaborating and sharing information online. Knowledge is acquired by

interaction based on mentoring. Learner's social presence is developed through use

of video conferencing, reflection of the learning process through learner resources

and providing feedback on course design and learning experience.

- Resources,

  - Personalized video introduction to humanize the experience

  - Access to video conferencing software

  - Technical support

  - Links to New Mexico's checklist and instructions for Patient Applications

  - Discussion forum for reflection

  - Survey to provide feedback

- Active learning strategies,

  - Utilize Zoom video conferencing software to connect and collaborate with mentors

    and peers to take part in role playing scenarios to promote learning. This allows for

    creativity, questioning solving problems and application of content. The reflection

    through either video conferencing or discussion forum also promotes the active

    learning process.

- Supporting instructional materials,

  - Materials are made accessible in both learning section and the main menu provides

    links to website resources to include:

    - Peace New Mexico

    - New Mexico Department of Health

- Zoom video conferencing software

- The course's discussion forum

- Assessment of student learning

   o Assessment can be reviewed in both formative and summative perspectives through observation of video conferences, discussion forums, emails, and surveys. Summative review can be observed through collaborative behaviors resulting from the learning.

For Screenshots of course modules, see **Appendix D**

Learner Support System

Learner support ensures learners have contact with instructors, technical support and peers for questions on content, processes, access to material or technical matters. Learner support connects learners, so they feel recognized as individuals and aides them in developing a social presence through scaffolding, active learning, and mentoring. Learner support includes an email link to instructor for direct communication, a link to technical support and access to video conferencing for person-to-person contact, and discussion forums. These elements are integrated into the thematic structure of each section to ensure learners have consistent access.

Course Calendar, Introductory Pages of the Instructor, online Discussions

For scheduling collaborations, the course calendar is readily available throughout the course. The orientation section features a welcome statement in text and video on behalf of the Peace New Mexico's General Manager. The course structure uses a topic introduction for each section

by the instructor. Online discussions are available through email, discussion forums and video conferences.

Strategies for Creating the Social Environment, and Community Building

The course is designed to establish social presence through collaborations and mentoring. Video conferencing humanizes the collaborative learning experience through face-to-face contact, verbal, and nonverbal exchanges to inform and confirm communication exchanges. Discussion forums allow interpretations and shared ideas to be expanded and built upon through exchanges to strengthen the community's knowledge.

Rationale for Learning Activities

The learning content is based upon client's existing training material which were given in face-to-face settings. The collaborative approach with social media tools expands upon face-to-face trainings and promotes the learner's social presence and enhances their ability to collaborate with the organization's staff distributed over a broad geographic area, and facilitates services with a broad network of healthcare providers.

Site Map, Navigation, Interface
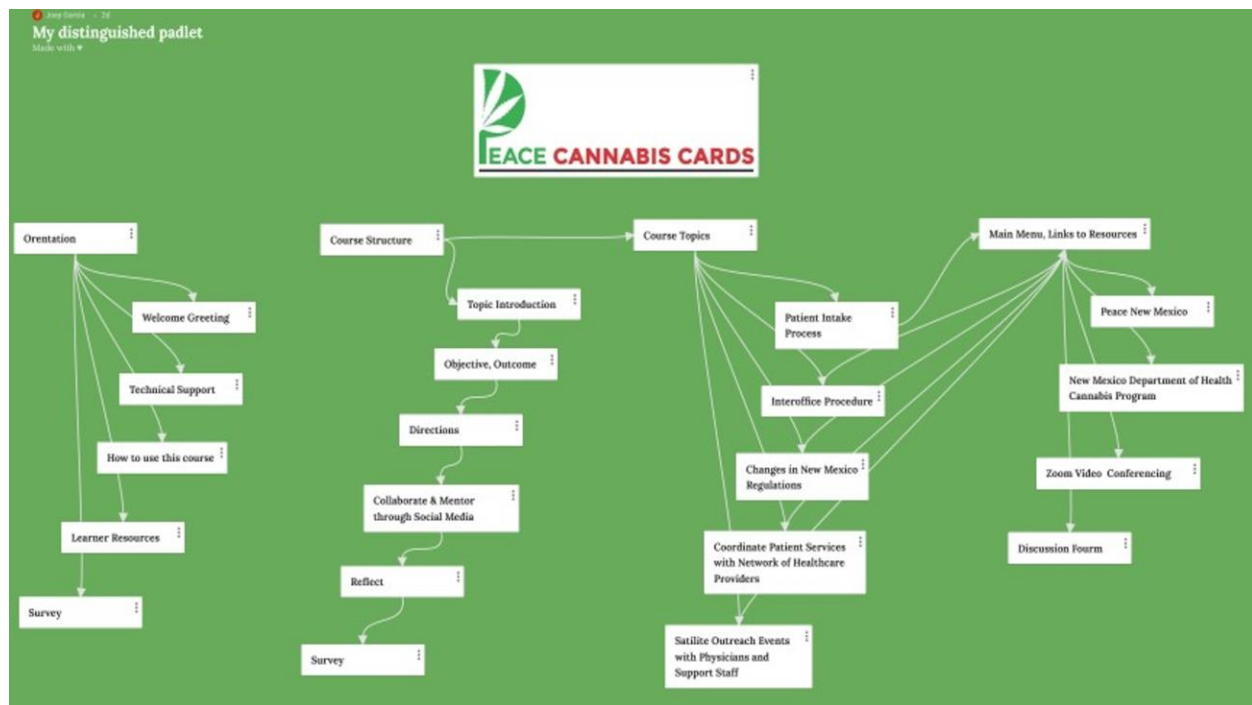
Site/Concept Map facilitated the course design to emphasize a simplified thematic navigational structure. In the Orientation section, I developed a video to show learners how to navigate in the course. I made the video early in the development phase and learned it would be better to make a navigational video closer to implementation, so it shows a true reflection of the current user interphase.

Evaluation

The evaluation will focus on how employees' use of social media tools promoted collaborative learning and how its improved patient services and coordinating resources. It will assess to what extent learners exhibited social presence in collaboration to share knowledge with others. Formative analysis from discussion forums, surveys and video conferences will be used to assess the progress. Summative and qualitative evaluations will be used to assess the overall effectiveness of the program by reviewing the degree learners use social media tools for

collaborations and improving services. The varied data will be review from a triangulation perspective to compare and contrast information from different sources. This data will be presented to the client through video conference to include varied formats like statistical records, graphic representations, learner preferences shown by themes, segments of recorded video conferences, plus narrative reporting.

For the full Evaluation Plan, see **Appendix E**

Quality Assurance Plan

To ensure the course meets current quality standards for online learning design, I referenced the 2018 version of Quality Matters Higher Education Rubric for Online Course Design, which addresses both general and specific review standards. This set of guidelines and review of current academic journals and varied current peer reviews in course design ensure this course meets the current quality standards for online learning.

Peer Evaluation Results

To show the course design, I gave a thirty-minute PowerPoint presentation and demonstrated the course design through a Zoom video conference as a final presentation for this class assignment. After presenting the course design, I had my peers complete a survey to assess the presentation and course design's effectiveness. The survey consisted of five questions on a Likert scale, valuing one to five, and two comment questions.

Seven respondents rated the overall effectiveness at 91%. The lowest rating at 4.4 average was for the design's ability to address target audience needs, with four respondents choosing medium high and three selecting highly effective. Areas addressing the presentation's aim in showing the

course design's ability to establish social presence, overall visual appeal, and overall design structure, all yielded an average score of 4.6, with three respondents rating it at medium high and four rating at highly effective. Open ended questions asked what was most liked about the course and what area needs improvement. Respondents provided positive and constructive feedback, like: "The videos, the role play activity, and almost all of the photos were culturally inclusive," and "Scrolling in navigation could be reduced."

Evaluation, like course design is a dynamic and reflective process. All responses encouraged my commitment to creativity and attention to detail to insure my continued growth as a course designer.

For the full PowerPoint Slides Presentation, Peace New Mexico, see **Appendix F**

For the full Peer Evaluation, see **Appendix G**