

COURSE ADMINISTRATORS GUIDE

March 2022



INTRODUCTION

The Administrator Guide assists persons or institutions in delivering the Designing Quality Tech-Enabled learning experiences course content to their employees. This guide provides information on:

- ✓ How to set up and launch a course instance
- ✓ How to establish and maintain relationships in the course
- ✓ How to support learners in the beginning mid-course and end point of the course

If at any point you have questions or technical issues please feel free to contact:

- Email: mobile.oneill@gmail.com

THE ROLES OF THE COURSE ADMINISTRATOR AND eMODERATOR

What are the roles of an administrator/moderator in online teaching?

- Encourage participation and desirable behavior, engage course participants.
- Monitor progress, give feedback (and grading), sort out problems, etc.
- Build a safe learning atmosphere, discourage undesirable behavior, uphold the rules.
- Modify the course as needed according to the needs of the participants and platform to improve the current design and for future course runs.

Important tasks during the course:

- Answer questions and provide feedback to the students in the forum during the course.
- Build the online community and encourage students to aid each other in solving problems and furthering their knowledge.
- Give technical help to guide students in the early stages of the course.

Special attention has to be given to Forums where discussions are directed by you, since more posts are expected here than in regular Q&A forums (e.g. emerging issues/questions).

For more information on the impact this role has on the learner experience check out these [TOP TIPS](#).

Before the course starts: Always review the embedded course syllabus to assure you are able to support learners based on “What learners can expect from us” and “What is expected of learners”.

Setting up and launching the course

The course is provided in two versions. The facilitated version relies on the eModerator to guide learners through the course experience and encourage interaction with and amongst participants.

To set up the facilitator experience download the ‘common core’ course file and import to your LMS following directions found on your LMS platform. Alternatively you can download the digital PDF and embed only relevant chapters, within relevant courses. Access the facilitated course here:

<https://ecampusontario.pressbooks.pub/creatingqualitytelexperiences/>

To set up the self directed study experience download the ‘common core’ course file and import to your LMS following directions found on your LMS platform. Alternatively you can direct your learner groups to complete the course directly within Pressbooks. Access the self directed study course here:

<https://ecampusontario.pressbooks.pub/creatingqualitytelexperiencesselfstudy/>

Supporting learners at the course start

The first two weeks of a course are crucial, since this is when students are becoming familiar with the course.

Before course

- Invite enrolled students to join the group
- Invite students to “bring friends” to the course.*
- Post teasers, sparks: it could be videos (extracts) of the course, pictures of recordings, intriguing questions on a daily basis
- Create discussion sections & threads to support the Learning Community aspects (last section) of each module in this course. The discussion structure should look like this:
 - Section 1: General course discussion space
 - Thread 1: Course Q&A space
 - Thread 2: Designing experiences space
 - Section 2: Design share space
 - Post directions so that each learner creates their own thread to use for the whole course (to share draft and refined designs)
 - Section 3: Tech-enabled learning design, through appreciative inquiry
 - Thread 1: post 1 issue you have with technology enabled learning (TeL)
 - Thread 2: post 1 questions you have with technology enabled learning (TeL) related to your own work
 - Thread 3: based on your course learning what is one solution you can provide for any of the questions and issues posted at the course start?

To start the course

- Send a welcome message to the group outline first and second steps to ‘joining’ the course. [HERE](#) is a welcome message example from the development team.
- For any course ‘getting to know you’ activities make sure to post your own responses (to model and to ‘join’ the community)
- Provide contact details and share how you will be participating, and how you will be responsive to questions.
- Encourage learners to ‘find a buddy’ to move through the course with.*

*: This provides each learner with the opportunity to share ideas and work-in-progress and get some feedback with a trusted person before sharing more widely in the course. Whether the buddy is within the same organization or not depends on how open your course instance is. It’s a strategy that our learners have found to maximize their learning in this course.

Supporting learners at the each module start point (these should give motivating feedback about what happened and introduce the next week/topic)

To start a new module

- Look back to the previous module and identify themes in conversation, and examples shared by participants.
- Write up a summary of the previous week, spotlighting participants who have shared something novel, have been very active, tried something new for them, etc. Include any feedback about areas where the course may have 'veered' off track.
- Assure learners that reviewing the works of others, and commenting on the works of others is allowed and encouraged. It is important to 'give permission' to expand their learning in this way.A
- Send out a course message to the whole group (email or via LMS) to share your summary. Include these key takeaways along with a couple of things that everyone should be focusing on as 'next steps'. [HERE](#) are example module summaries from the development team.

If more than one administrator/eModerator is supporting the course (ideal if the number of active participants is over 50), devise a schedule to assure that learners have the feeling of a responsive/supportive learning space.

OURS

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1			GetStrt: 11-12am		Mod1: 2-4pm		Mod1: 9-10am
2		Mod1: 9-10am		Mod1: 2-4pm	draft/refine summary	Mod2: 9-11am	
3	Mod2: 2-4pm		Mod2: 10-11am		Mod2: 2-4pm draft/refine summary	Mod3: 1-3pm	Mod3: 9-10am
4		Mod3: 2-4pm		Mod3: 9-10am	Mod3: 2-4pm draft/refine summary	Mod4: 2-4pm	
5	Mod4: 9-10am		Mod4: 10-11am		Mod4: 9-10am draft/refine summary		FNL: 2-4pm
6	write a course summary and thank you						

Supporting learners at the course close

At the end of the course

- Write up a final course message highlighting elements of the course experience you will take away, spotlight a participant contribution that has stood out (perhaps had many other learners comment on, etc), and outline possible next steps to take their learning beyond the course.
- Congratulate learners and draw attention to distance traveled.
- Considering what to do with the community? Include any guidance on how to remain connected with you or your department in your final message.

Issuing certificate/badge for meeting course requirements

A badge can be issue for completing course requirements outlined in the course syllabus. Directions are provided in the [eCampusOntario Passport](#).

To issue from your own account you can use the badge image provided:



To issue a (traditional) certificate you can use the template provided here (see next page).

THIS CERTIFIES THAT

<<First Name>> <<Last Name>>

HAS SUCCESSFULLY COMPLETED

DESIGNING QUALITY TECH-ENABLED
LEARNING EXPERIENCES

An open course on designing learning experiences with embedded technology
