Workshop Report

Capacity Building of Content Developers on Blended Learning

Organized by
Odisha State Open University (OSOU)

Supported by
Commonwealth Educational Media Center for Asia (CEMCA)

Under the Project
Skill Based and Value-Added Modular Programmes for Learners through Blended Learning
About the project

Both unemployment and unemployable graduates are the typical problems of Indian job market. There are vacancies yet there are job seekers. This is primarily because of the mismatch between the essential qualities of the job seekers and the requirements of the job role. Hence, there are many positions vacant in many organizations and there are vast majority of the graduated and professional degree holders those unemployed.

This calls for serious introspection, intervention and up gradation of strategy for a fresh look at the way teaching and learning is being provided to the youth and the adolescent in the country. At graduation level, the students hardly get any course which helps them in culminating skills for being a successful professional or to develop entrepreneurial mindset. As a result, after graduation the students are in many ways isolated and select a career that is mostly routine and conventional.

In this regard OSOU with the support of CEMCA designed an outcome-based project to integrate skill-based value-added courses for the under graduate students and offer through blended learning approach to enhance employability. For better implementation of the idea through this project the Odisha State Open University has signed Memorandum of Understandings to offer various skill based programmes for the benefit of Under Graduate students of the following universities:

- Ravenshaw University
- Berhampur University
- Khallikote University
- Gangadhar Meher University
- Sambalpur University

The objectives of the project are:

1. To up-skill learners to get into job market and make them employable with job ready skills.
2. Development and delivery of online/blended learning programmes through Moodle LMS.
3. Enhance Capacity of faculty members and counselors for development of quality learning materials (as OER) and online learning facilitation to learners.
4. Improvement of learner support system (online support through a dedicated web portal and toll-free number etc.)
5. Development of a network of Higher Education Institutions (Universities) and linking the learners to the need-based courses for enhancement of employability.
Programme details

To bridge the skill gap and make the graduate students competent and enhance employability; Odisha State Open University (OSOU) has collaborated with above mentioned universities of the state. Through this collaboration, OSOU will offer skill based and value-added short term programmes to the UG students of the partner universities in the following areas.

1. Leadership Development
2. Entrepreneurship Development
3. Communicative English
4. Soft Skills
5. Information Technology Skills
6. Cyber Security
7. Media Management
8. Disaster Management
9. Legal Awareness

OSOU has designed and developed programme curriculums in each area mentioned above. The students of the partner universities will enroll to the specific course(s) and OSOU will provide teaching-learning support through blended learning approach and conduct evaluation for certification.

About the workshop

Odisha State Open University (OSOU) has organised a “Capacity building workshop for Content Developers on Blended Learning” from 26\(^{th}\) to 27\(^{th}\) December 2018 with the support of CEMCA. This is a part of the unique initiative from OSOU to provide skill-based value-added courses to the students of universities offering programmes in regular mode. These courses are designed to up-skill and make the students competent by enhancing their employability.

Objectives of the workshop

- To acquaint the participants with Open and Distance Learning (ODL) system and the use of Open Educational Resources (OER).
- To make the participants learn the development (structure, format, language etc.) of the Self-Learning Material (SLM) and blended learning materials.
- To make the participants understand about the nuances of the e-learning ecosystem and e-content development using the four-quadrant approach.
- To provide hands-on training on course/content development using Moodle LMS.
**Date:** 26th to 27th December 2018 (Programme Schedule: Appendix-1)

**Venue:** National Academy of Broadcasting and Multimedia (NABM), Bhubaneswar.

**Participants:** 35 (24 Male and 11 Female) content developers for 09 need-based courses participated in the workshop. (List of Participants: Appendix-2)

**Resource Persons:** The workshop was facilitated by Dr. Manas Ranjan Panigrahi, CEMCA; Dr. Silima Nanda, IGNOU; and Dr. Mrinal Chatterjee, Head, IIMC, Dhenkanal.

**Opening Session**
The workshop started with the welcome address by Dr. Jayanta Kar Sharma, Registrar, OSOU. In his address Dr. Sharma highlighted OSOU’s mission, vision and commitment to produce OER content. He also stated that, OSOU is committed to take education to the learners and use technology to make it engaging and interactive. He also informed the support received from Commonwealth of Learning and Commonwealth Educational Media Center for Asia earlier and receiving now. This was followed by a briefing on the workshop objective and expected outcomes by Dr. Ansuman Jena, Academic Consultant, OSOU.

Dr. Manas Ranjan Panigrahi, Programme Officer – Education, CEMCA discussed about the working philosophy of COL and CEMCA. He also stated the engagement strategy of CEMCA with various stakeholders in both the sectors of education and skill development. Dr. Silima Nanda, Director, International Division, IGNOU stated the role and contribution of open universities in promoting higher education in India. She emphasised on the creation of quality content for the ODL learners. Sj. A. C. Subudhi, DDG (E), NABM discussed about the growing importance of content in various forms and for various purpose. He cited examples and narrated the process of content creation for All India Radio (AIR) and Doordarshan. The opening session was concluded with the vote of thanks by Dr. Ansuman Jena.

**Ice-breaking session**
Dr. Manas Ranjan Panigrahi conducted the ice-breaking session. In this session the participants introduced themselves and came to know about the academic, research and the overall professional interest of the fellow participants.

**Development of SLM for ODL**
In this session, Dr. Silima Nanda discussed about the structure, format, and language to be used for developing SLM for ODL learners. She also emphasized upon the use of gender-neutral language. She stated the critical importance of clearly defining the learning objectives and learning outcomes for each unit, block and the programme in general. (Presentation of Dr. Silima Nanda: Appendix-3)
e-Learning for Higher Education
In this session, Dr. Manas Ranjan Panigrahi presented various definition and interpretations of e-learning along with its importance. He also discussed about the use of online learning through blended mode, approaches of e-learning, content delivery mode, various components of e-learning. (Presentation of Dr. Manas Ranjan Panigrahi: Appendix-4)

Development of e-content
In this session, Dr. Manas Ranjan Panigrahi discussed about the various types of content and their corresponding impact on different types of learners. He highlighted the role of the type of content in producing the desired engagement of the learner. He also discussed the four-quadrant approach for e-content development. In this session the participants prepared the plan for the e-contents using four quadrant approach in their respective subject. They also identify the hard spots from the course for video-based content development.

Demonstration on Moodle LMS
Mr. Kumar Jaganmaya Jagajeet, Managing Director, Web Era Technology (P) Ltd. introduced Moodle to the participants. He also demonstrated how to create a course, manage class and participants, manage (upload, edit and modify) content, conduct evaluation and use Moodle course analytics. (Presentation of Mr. Kumar Jaganmaya Jagajeet: Appendix-5)

Hands-on and Demonstration on e-Gyanjyoti (OSOU LMS)
In this session, the participants created their own Moodle account. Then they created a course, uploaded SLMs, integrated video lectures from YouTube, created MCQ based quiz. This hands-on training was followed by a live demonstration by Dr. Ansuman Jena on e-Gyanjyoti: the smart learning management platform of Odisha State Open University (http://egyanjyoti.osou.ac.in/).

Instructional design
The AIDDE model of institutional design along with the basic concepts were discussed by Dr. Manas Ranjan Panigrahi. He emphasized that instructional design is the most critical aspect of the teaching learning process. He also discussed various stages of instructional design. (Presentation of Dr. Manas Ranjan Panigrahi: Appendix-6)

OER: Conceptualization and usages
In this session, Dr. Manas Ranjan Panigrahi discussed the philosophy behind the Open Educational Resources. He gave example of several popular OER repositories and how to use these OERs to develop content. He also discussed about the Creative Commons licensing, its types and usages.
Preparation of audio-visual content
In this session, Dr. Manas Ranjan Panigrahi discussed about the role of audio-visual content in the e-learning environment. He discussed about the various techniques and also shared tips for the preparation of audio and video content.

Creativity and blended learning
Dr. Mrinal Chatterjee, Head, IIMC, Dhenkanal conducted this session on creativity and blended learning. He emphasized the need of the faculty to be more creative in designing and developing the programme structure, curriculum and the content. He stressed on the creative use of technology for effective teaching and learning. (*Presentation of Dr. Mrinal Chatterjee: Appendix-7*)

Exposure visit
An exposure visit was carried out to the various facilities and studios of NABM. This visit was coordinated by Sj. A. C. Subudhi, DDG (E), NABM. He also guided and explained how content is created for AIR and Doordarshan. He demonstrated each stage and the use of technology for recording, mixing, editing, output and the broadcast mechanism adopted. Many of the participants recorded demo video and audio in these facilities.

Closing and way forward
In this session Dr. Ansuman Jena presented a report on the two-day workshop proceedings. Dr. Mrinal Chatterjee, Head, IIMC, Dhenkanal, Dr Manas Ranjan Panigrahi, Programme Officer, CEMCA and Dr. Jayanta Kar Sharma, Registrar, OSOU were also present in this session. The participants gave their feedback shared their learning experience of the workshop. The workshop was concluded with the offer of vote of thanks by Dr. Ansuman Jena.

Output of the Workshop
In this two days’ workshop ten hands-on technical sessions were conducted. The participants were trained on Development of SLM for ODL, understanding e-Learning, E-Content development, hands-on session on Moodle, instructional design, OER and its uses, preparation of video lessons and tutorials; Creativity & Blended Learning.
### Appendix-1: Workshop Schedule

#### Day – I: 26th December 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Sessions/ Content/Topic</th>
<th>Learning Outcomes</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00-10.45 am</td>
<td>Opening</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Welcome Address: Dr. Jayanta Kar Sharma, Registrar, OSOU</td>
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<tr>
<td></td>
<td>• Briefing on the workshop objective and expected outcomes: Dr. Ansuman Jena, Academic Consultant, OSOU</td>
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<td></td>
<td>• Address by facilitator: Dr Manas Ranjan Panigrahi, CEMCA</td>
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<tr>
<td></td>
<td>• Address by: Dr Silima Nanda, IGNOU</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Address by: Sj. A. C. Subudhi, DDG (E), NABM</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vote of Thanks: Dr. Ansuman Jena, Academic Consultant, OSOU</td>
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<tr>
<td></td>
<td>• Group Photo</td>
<td></td>
<td></td>
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<tr>
<td>10.45-11.00 am</td>
<td>To know each other</td>
<td>Participants will be able to</td>
<td>Dr. Manas Ranjan Panigrahi, CEMCA</td>
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<tr>
<td></td>
<td></td>
<td>• introduce their fellow participants</td>
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<td></td>
<td></td>
<td>• understand each other’s professional and academic involvement</td>
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<td></td>
<td></td>
<td>• start Community of Practice</td>
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</tr>
<tr>
<td>11.00-11.15 am</td>
<td>Health Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.15-12.00 pm</td>
<td>Development of SLM for ODL: structure, format, and language</td>
<td>Participants will be able to</td>
<td>Dr Silima Nanda, IGNOU</td>
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<tr>
<td></td>
<td></td>
<td>• use the format and structure for writing of SLM</td>
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<td></td>
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<td>• understand the use of language and gender responsive in SLM writing with</td>
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<td></td>
<td></td>
<td>suitable to the context</td>
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</tr>
<tr>
<td>12.00-01.00 pm</td>
<td>Understanding of e-Learning</td>
<td>Participants will be able to</td>
<td>Dr. Manas Ranjan Panigrahi, CEMCA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• define e-learning</td>
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<td></td>
<td></td>
<td>• explain the components of e-learning</td>
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<tr>
<td></td>
<td></td>
<td>• appreciate the importance of e-learning</td>
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<tr>
<td>01.00-01.45 pm</td>
<td>Lunch Break</td>
<td></td>
<td></td>
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<tr>
<td>Time</td>
<td>Session</td>
<td>Participants will be able to</td>
<td>Presenter/Instructor</td>
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<tr>
<td>01.45-02.15 pm</td>
<td>E-Content: What it is; Definition, Types, four quadrant approach</td>
<td>• describe the various types of e-content &lt;br&gt; • identify the type of e-content suitable to their context &lt;br&gt; • able to use four quadrant approach for e-content development</td>
<td>Dr. Manas Ranjan Panigrahi, CEMCA</td>
</tr>
<tr>
<td>02.15-03.15 pm</td>
<td>Introduction to Moodle</td>
<td>• create a new course &lt;br&gt; • manage course class and participants &lt;br&gt; • manage (upload, edit and modify) content on Moodle &lt;br&gt; • conduct evaluation &lt;br&gt; • use Moodle course analytics</td>
<td>Mr. Kumar Jaganmaya Jagajeet, Managing Director, Web Era Technology (P) Ltd.</td>
</tr>
<tr>
<td>03.15-03.30 pm</td>
<td>Health Break</td>
<td></td>
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<tr>
<td>03.30-04.30 pm</td>
<td>Introduction to eGyanjyoti and modular programme of OSOU</td>
<td>• use of OSOU LMS &lt;br&gt; • understand about the contents and components of learning</td>
<td>Mr. Kumar Jaganmaya Jagajeet, Managing Director, Web Era Technology (P) Ltd.</td>
</tr>
<tr>
<td>04.30-05.00 pm</td>
<td>Open Discussion / Networking Session</td>
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</tbody>
</table>

Day – II: 27th December 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Participants will be able to</th>
<th>Presenter/Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00-11.00 am</td>
<td>Instructional Design: Concept; Basics and ID Model: AIDDE</td>
<td>• Participants will be able to realize the importance of ID &lt;br&gt; • Use AIDDE model of ID</td>
<td>Dr. Manas Ranjan Panigrahi, CEMCA</td>
</tr>
<tr>
<td>11.00-11.15 am</td>
<td>Health Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.15-12.15 pm</td>
<td>Conceptualisation of OER and its use for content development.</td>
<td>• design e-content using OER &lt;br&gt; • identify which component will be available as OER and which they have to develop</td>
<td>Dr. Manas Ranjan Panigrahi, CEMCA</td>
</tr>
<tr>
<td>Time</td>
<td>Session Title</td>
<td>Session Details</td>
<td>Presenter(s)</td>
</tr>
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</tbody>
</table>
| 12.15-1.00 pm   | Identification of hard spots and Requirements of video contents, additional resources, etc. | Participants will be able to  
• identify Hard Spots  
• justify for number of video contents required  
• Presentation on Group Activity | Dr. Manas Ranjan Panigrahi, CEMCA |
| 1.00-2.00 pm    | Lunch Break                                                     |                                                                                  |                                                  |
| 2.00-3.00 pm    | Creativity and Blended Learning                                 | Participants will be able to  
• use innovative and creative techniques | Dr. Mrinal Chatterjee, Head, IIMC, Dhenkanal |
| 3.15-3.30 pm    | Health Break                                                    |                                                                                  |                                                  |
| 3.30-4.30 pm    | Way Forward and Concluding                                     |  
• Workshop Report Presentation: Dr. Ansuman Jena, Academic Consultant, OSOU  
• Feedback / Experience Sharing of the Participants  
• Concluding Remarks: Dr. Mrinal Chatterjee, Head, IIMC, Dhenkanal  
• Vote of Thanks: Dr. Jayanta Kar Sharma, Registrar, OSOU |                                                  |
Appendix-2: List of participants

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the participant</th>
<th>Designation</th>
<th>Name of the organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. V. Vijay Kumar</td>
<td>Academic Coordinator</td>
<td>Xavier School of Communications, Xavier University Bhubaneswar</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Sambhu Dayal Agrawal</td>
<td>Academic Consultant</td>
<td>Odisha State Open University</td>
</tr>
<tr>
<td>3</td>
<td>DEBIDATTA BEHERA</td>
<td>Multimedia Consultant</td>
<td>Odisha State Open University</td>
</tr>
<tr>
<td>4</td>
<td>H. Maheshwari</td>
<td>Assistant Professor (Visiting Faculty)</td>
<td>Xavier School of Commerce, Xavier University Bhubaneswar</td>
</tr>
<tr>
<td>5</td>
<td>Dr. Dillip Kumar Nayak</td>
<td>Faculty, Odia Department</td>
<td>Odisha State Open University</td>
</tr>
<tr>
<td>6</td>
<td>Aseem Kumar Patel</td>
<td>Academic Consultant</td>
<td>Odisha State Open University</td>
</tr>
<tr>
<td>7</td>
<td>DIPTIMAYEE DHALASAMANTA</td>
<td>FACULTY (B.A Hindi and diploma in translation)</td>
<td>Nibedita institute for science, tecnology and languages (NISTAL)</td>
</tr>
<tr>
<td>8</td>
<td>Jyoti Prakash Mohapatra</td>
<td>Faculty</td>
<td>Odisha State Open University</td>
</tr>
<tr>
<td>9</td>
<td>SANJAYA KUMAR SAHOO</td>
<td>Research Scholar &amp; Media Academician</td>
<td>Utkal University</td>
</tr>
<tr>
<td>10</td>
<td>Bichitranaanda Panda</td>
<td>Assistant Professor</td>
<td>Amity School of Communication, Amity University Chhattisgarh, Raipur</td>
</tr>
<tr>
<td>11</td>
<td>Sambit Mishra</td>
<td>Academic Consultant</td>
<td>OSOU</td>
</tr>
<tr>
<td>12</td>
<td>Hrushikesh Mishra</td>
<td>Academic Assistant</td>
<td>IIMC, Dhenkanal</td>
</tr>
<tr>
<td>13</td>
<td>Dr. Santosh Kumar Ratha</td>
<td>Sr Consultant Odia</td>
<td>Odisha State Open University</td>
</tr>
<tr>
<td>14</td>
<td>Dr. Ansuman Jena</td>
<td>Academic Consultant</td>
<td>Odisha State Open University</td>
</tr>
<tr>
<td>15</td>
<td>Mahendra prasad mishra</td>
<td>Consultant non academic</td>
<td>Odisha State open university</td>
</tr>
<tr>
<td>16</td>
<td>Debashis Barik</td>
<td>Jr. consultant</td>
<td>ODSHA STATE OPEN UNIVERSITY</td>
</tr>
<tr>
<td>17</td>
<td>Dr. RAJESH KUMAR PANDA</td>
<td>Assistance Professor</td>
<td>KIIT, Deemed to be University</td>
</tr>
<tr>
<td>18</td>
<td>SATYA SOBHAH PANIGRAHI</td>
<td>Assistant Professor</td>
<td>SIT, Barang</td>
</tr>
<tr>
<td>19</td>
<td>Bimal Choudhury</td>
<td>assistant professor</td>
<td>Kalam Institute of Technology</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Position/Title</td>
<td>Institution/University</td>
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</tr>
<tr>
<td>20</td>
<td>Dr. Nargis Begum</td>
<td>HOD, BBA</td>
<td>TACT, Bhubaneswar</td>
</tr>
<tr>
<td>21</td>
<td>Preseela Satapathy</td>
<td>Post Doctoral Researcher</td>
<td>Utkal University</td>
</tr>
<tr>
<td>22</td>
<td>Abhinandan Tripathy</td>
<td>Jr. Consultant (Multimedia)</td>
<td>Odisha State Open University, Sambalpur</td>
</tr>
<tr>
<td>23</td>
<td>Anasuya Swain</td>
<td>Asst. Prof.</td>
<td>College of engineering Bhubaneswar</td>
</tr>
<tr>
<td>24</td>
<td>Dr. Namita Rath</td>
<td>Assistant Professor</td>
<td>UGC, SRI SRI UNIVERSITY</td>
</tr>
<tr>
<td>25</td>
<td>Tapaswini Swain</td>
<td>Documentation Officer</td>
<td>Prelude Novel Ventures Pvt. Ltd</td>
</tr>
<tr>
<td>26</td>
<td>R Mohana Sundaram</td>
<td>Creative Director</td>
<td>Jai Sri Ram Institute of Visual Academy</td>
</tr>
<tr>
<td>27</td>
<td>Subhasri S Nayak</td>
<td>Assistant Professor</td>
<td>Regional College of Management</td>
</tr>
<tr>
<td>28</td>
<td>Smruti Subhra Samal</td>
<td>Lecturer</td>
<td>Laxmi Narayan Sahu Mahavidyalaya, Jagatpur, Cuttack</td>
</tr>
<tr>
<td>29</td>
<td>Dr. Manas Kumar Pal</td>
<td>Assistant Professor</td>
<td>Birla Global University</td>
</tr>
<tr>
<td>30</td>
<td>Parbat Barik</td>
<td>Guest faculty in Hindi</td>
<td>Ramadevi Women's Junior College</td>
</tr>
<tr>
<td>31</td>
<td>Ms. Kuntirani Padhan</td>
<td>Research Associate cum teaching assistant</td>
<td>National Law University Odisha</td>
</tr>
<tr>
<td>32</td>
<td>S T Rehman</td>
<td>Academic Consultant</td>
<td>Odisha State Open University (OSOU)</td>
</tr>
<tr>
<td>33</td>
<td>Dr. Prabhakr Tripathy</td>
<td>Assistant Professor</td>
<td>Sri Sri University, Cuttack</td>
</tr>
<tr>
<td>34</td>
<td>Dr. Bijan Kumar Mohapatra</td>
<td>Senior Academic Consultant</td>
<td>Odisha State Open University (OSOU)</td>
</tr>
<tr>
<td>35</td>
<td>Dr. Prasanna Kumar Nayak</td>
<td>Senior Academic Consultant</td>
<td>Odisha State Open University (OSOU)</td>
</tr>
</tbody>
</table>
Appendix-3: Presentation slides of Dr. Silima Nanda

**Development of SLM for ODL.**

**Access Devices in SLM**
- Title of the unit
- Structure of the content
- Clear statement of the objectives
- Study guide
- Division of the unit sections and sub-sections
- Appropriate section, sub-section headings
- SAQs/CYPS and Activities
- Summary
- Glossary
- Check your Progress: Model Answers

**Structure of SLM**
- Title of the unit
- Structure of the content
- Learning outcomes
- Introduction
- Study guide
- Division of the unit sections and sub-sections
- Appropriate section, sub-section headings
- SAQs/CYPS and Activities
- Summary
- Glossary
- Check your Progress: Model Answers

**Design and Development Process**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Tasks</th>
<th>Output/Products of the stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis:</td>
<td>Need identification, Problem identification, Task analysis</td>
<td>Learner profile (Needs analysis document)</td>
</tr>
<tr>
<td>Design:</td>
<td>Decide number of content modules, Identify content and media to be used, Instruction to be followed, Identify instructional design strategy, Decide delivery method, Decide number structure and duration of modules, Establishing an evaluation methodology, Write objectives, Develop test items, Test instruction, Identify resources</td>
<td>Task analysis, Time and cost, Measurable objectives, Instructional Strategy, Prototype Specifications, Detailed Design Documents, Story boards, Development of user interface, graphics, animation, multimedia components.</td>
</tr>
</tbody>
</table>

**Features of SLM**
- To facilitate self-learning.
- Motivate learners
- To make the content more accessible or user friendly.
- To customize the material.
- To help learner to grasp what is presented, evoke interest in content to be learnt with the already existing knowledge
- To perform the functions of a live class room teacher i.e. a teacher is built in the text.

**UNIT**
- A self-contained portion of a distance teaching text, distinct from other learning resources.
- Approx. 5000-6000 words.
- Divided into sections and sub-sections for the clarity of the presentation of concepts, information, illustration etc.
**Beginning of unit**
- Title: Precise, clear and communicative
- Contents Outline/Structure: (Objectives, Introduction, Headings/Sub-headings of main themes, Summary, Glossary, Check - your Progress: Model answers).
- Learning outcome
- Introduction

**Body of a unit**
- Headings/Sub-headings with numbering
- In-text questions
- CYP (Check your progress)/SAQ (Self-assessment Questions)
- Signposts: Fixed symbols (pen, instrument, open book, human face etc.)
- Graphics/ Illustrations

**Ending a unit**
- Summary/Let Us Sum Up (High light the main points, Running paragraph, Diagram, Table etc-)Recapitulation, Reinforcement.
- Glossary of the terms used in the text (Explain difficult words)
- Arrange in alphabetic order
- Check your progress: Possible Answers
- Reference materials/Further reading/sources
- Assignments

**Numbering of Sections & Sub-Sections**

Should be simple and clear

Should make the content more accessible

Example:

<table>
<thead>
<tr>
<th>Unit 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1 of Unit 2</td>
<td>2.1</td>
</tr>
<tr>
<td>1st sub-section of section 2</td>
<td>2.1.1</td>
</tr>
<tr>
<td>2nd sub-section of section 1</td>
<td>2.1.2</td>
</tr>
<tr>
<td>Section 2 of unit 2</td>
<td>2.2</td>
</tr>
<tr>
<td>1st sub-section of section 2</td>
<td>2.2.1</td>
</tr>
<tr>
<td>2nd sub-section of section 2</td>
<td>2.2.2</td>
</tr>
</tbody>
</table>

**Process of SLM development**

- A clear, relevant & appealing Title
- An introduction with purpose of stimulating interest of the learner in the theme/topic to be unfolded
- A set of objectives with the purpose to make clear to the learner what she/he needs to achieve or be able to at the end of a particular lesson.

Organization of Content
- In text Questions
- Summary
- A set of Terminal Questions
- Key/Answers to the questions
**Bloom's Taxonomy**

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge

**Revised Bloom's Taxonomy**
(Anderson et al., 2001)

Create
Evaluate
Analyse
Apply
Understand
Remember

**Learning Outcomes**
(SMART STATEMENT)

- S – Specific
- M – Measurable
- A - Achievable
- R - Relevant
- T - Time bound

**Sequencing of objectives**

Basic Principle: Simple to complex
Sequencing in Cognitive Domain

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge

**Objectives:**

Cognitive domain: (Six levels of educational objectives)

- Knowledge (remembering of previously learned materials)
- Comprehension (ability to grasp the meaning of materials)
- Application (ability to use learned materials in new concrete situation)
- Analysis: (ability to break down material into its components/parts)
- Synthesis: (ability to put parts together to form a new whole)
- Evaluation (ability to judge the value of material for a given purpose)
**Affective domain**

Development of interest, attitudes, values toward certain ideas and activities

(Use of verbs: Argue, Enquire, Answer, Share, Defend, Praise, Pursue, Negotiate, Respond and so on)

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**Psychomotor domain**

Practical skills involved in manipulating tools/machines or performing experiments, engaging construction of buildings, and so on

(Use of verbs: Draw, Prepare, Handle, Manipulate, Compute, Calculate, Construct, Tabulate, Build, Collect, Assemble, Dismantle, Devise, Calibrate, Conduct, Sketch and so on)

---

**Course Development Process**

- **Course Formulation**
  - Needs Assessment
  - Outlining Stage
  - Course Identification
  - Course Outline Formulation

- **Course Designing**
  - Identifying Media Components
  - Integrating Media Components
  - Finalizing Unithwise Course Outline
  - DevelopingThruster for Audio-Video Programmes

- **Print Material Development**
  - Unit Writing
  - Content Editing
  - Designing Language
  - Editing
  - Preparing Manuscript
  - Development of Graphics
  - Printing

- **Audio-Video Production**
  - Preparing Assignments
  - Developing Audio-Visual Scripts
  - Developing Production Script
  - Recording
  - Production
  - Post-production Activities

**Questions for a Unit Writer**

For example:
- Do I understand or am I confused?
- Is there an ambiguity?
- Is there a clear learning path?
- Am I being transformed from a naive learner to an expert?
- Would an example help me understand?
- Would an exercise help me learn by doing?
- Do I consider that the writer is writing for me personally, or is the writer impersonal and needlessly "academic"?

---

**SLM: A brief**

- Appreciation course for the subject team chairperson of ALL subjects
- Orientation and training of lesson writers of all subjects
- Preliminary meeting deciding scope, assigning task
- Final meeting finalisation of material
- Course team Chairperson’s editing
- Second review meeting discussion on modified draft
- Graphic input
- Editing by academic faculty and preparation of manuscript
- Material ready for press

**OUTCOME**

- After viewing this session the learner should be able to explain the concept of distance education.
- After 5 months of practice, you will be able to type 30 words per minute.
- After attending the workshop, you should be able to list at least four access devices.

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**Source:** Model of Course Design and Development: Four decades of Distance Education in India (Reflections on Policy and Practice) 2006, IGNOU, p. 121

**Source:** Four Decades of Distance Education in India, Instructional Development and Delivery, Mitra and Anita Priyadarshini. (2006)
Appendix-4: Presentation slides of Dr. Manas Ranjan Panigrahi

E-learning for Higher Education

Manas Ranjan Panigrahi
Programme officer, CEMCA, New Delhi

What is E-learning?
The use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance

Rosenberg, 2001

E-learning is Internet-enabled learning

http://www.cisco.com

Truth of e-learning

Internet has started reshaping education. Education will not be the same in the next decade.

There is no going back. The traditional classroom has to be transformed

Many universities/colleges may not survive by the end of this decade

Evolution of Education Technology

Internet: Greatest Impact

Impact

Time

E-learning: Blended mode

Chalk-and-board has long ruled the classrooms
- will not be eliminated
- Less emphasis

Interactive Digital Content:
- more emphasis
- on demand learning
- interactive

Traditional & E-learning Approach

Traditional and E-learning approaches

<table>
<thead>
<tr>
<th>Traditional Classroom</th>
<th>E-Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Multimedia/animation</td>
</tr>
<tr>
<td></td>
<td>PowerPoint/Transparencies</td>
</tr>
<tr>
<td></td>
<td>Library</td>
</tr>
<tr>
<td>Personalisation</td>
<td>One learning path</td>
</tr>
</tbody>
</table>
Teacher’s Obligation

Building an e-learning culture

E-learning tools: E-mail

- Every teacher should have an e-mail account
- Communicate with students
- Communicate with parents
- Students can submit assignments
- Can have attachments
- Create a paperless environment
- Simple but effective
- Efficient and cost-effective

E-learning tools: Chat

- Synchronous communication tool
- Communicate with students
- Communicate with parents
- More students participate
- Collaborative learning

E-learning tools: Online Forum

- Asynchronous discussion forum
- Teacher can create discussion groups
- Teacher could post a question and request students to comment
- Students can post their comments
- Can encourage community participation
- Collaborative learning can be fostered
- Feedback from diverse culture

E-learning Tools: Web

- Wide range of materials available
- Teacher will need to narrow down
- It is a resource centre
- Sharing of resources
- Supported by images, audio, simulation and multimedia
E-learning tools: Video Conference

- Can conduct a live lecture
- Communication with students
- Communication with parents
- Support by audio, chat and whiteboard
- Support sharing of applications
- Can be recorded and later be used for on demand lectures
- Demo…

Tools: Learning Management System (LMS)

- Management of content
- Tracking students
- Administrative features
- Integration with various tools such as chat, forum, e-mail, etc.
- Reporting
- Demo... of Multimedia Learning System (MMLS)

Thank You
Appendix-5: Presentation slides of Mr. Kumar Jaganmaya Jagajit

Capacity Building Workshop for Content Developer on Blended Learning

MOOCs - Massive Online Open Courses

CMS

WHAT'S an LMS?

Everything you always wanted to know about Learning Management Systems.
What we need in LMS:

- **Rosters/Attendance**

- **Registration Control**

  - Social learner

  - Connect with Facebook
  - Connect with Google
  - Connect with Twitter

What we need in LMS?

- **Distributed instructor and student base**: Remote participation by the instructor or pupil allows courseware to feature multiple teachers or experts from across the globe.

- **Course calendars**: Creation and publication of course schedules, deadlines and tests.

- **Student Engagement**: Interaction between and among students, such as instant messaging, email, and discussion forums.

- **Assessment and testing**: Creation of varied knowledge retention exercises such as short quizzes and comprehensive exams.

- **Grading and Scoring**: Advanced tracking and charting of student performance over time.

Kind of LMS

- **Open Source**
- **SAAS**
- **Proprietary**

Egyanjyoti.osou.ac.in

Live DEMO
Appendix-6: Presentation slides of Dr. Manas Ranjan Panigrahi

What is Instructional Design?

Instructional Design is the systematic process of translating general principles of learning and instruction into plans for instructional materials and activities.

It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet those needs.

It includes development of instructional materials and activities; and try-out and evaluation of all instruction and learner activities.

Why Instructional Design?

This systematic approach ensures:
- There is a need for training.
- The learning events are well-designed.
- Quality training materials are developed.
- Learning events are implemented using appropriate strategies or approaches.
- Learning events are evaluated to ensure that learning has taken place.

INSTRUCTIONAL DESIGN MODEL

What is Instructional Design Model?
- Procedural and conceptual models.
- Based on theory (learning theory, systems theory) or practice (company, military, software development).
- Give us structure and meaning to a problem.

Role of Instructional Design?

Systematic process of instructional design enables you to:
- Identify a performance problem
- Determine the goals and objectives
- Define your learners and their needs
- Develop strategies to meet needs and goals
- Assess learning outcomes
- Evaluate if goals, objectives, and needs are met
Can you list all the essential phases in Instructional Design Model???
Five essential phases in Instructional Design Model:

- Analysis
- Design
- Development
- Implementation
- Evaluation

ANALYSIS PHASE

- Basis for all other phases in the instructional design process.
- To identify barriers or constraints:
  - define the problems
  - identify the audiences
  - identify the cause of the problems
  - determine possible solutions

DESIGN PHASE

- How will the content be organized?
- How will it be presented to learners?
- What delivery format will be used?
- What types of activities and exercises will be included?
- How will learners’ accomplishments be measured?

DEVELOPMENT PHASE

- Focus on generating the course documents and materials used by faculty, trainers and participants during the delivery of the course.
- Output of this phase include competency-based learning guides and checklists, pre- and midcourse questionnaires, computer-based learning/training, web page, trainer’s notes, presentation plans, assignment sheets, case studies, etc.

IMPLEMENTATION PHASE

- The implementation phase of the instructional design process refers to the actual delivery of the instruction as designed.
- Competency-based as part of mastery learning
- In-service and pre-service delivery
- Group-based, computer-based

EVALUATION PHASE

- The systematic collection, processing, analysis and interpretation of data to determine whether education or training has met its objectives and to identify aspects of the process that should be strengthened.
- Types of evaluation include participant reaction, participant learning, on-the-job performance and effect of training.
Appendix-7: Presentation slides of Dr. Mrinal Chatterjee

Objective
- To ignite your thought process and make you appreciate how all of us can be creative in teaching and learning.

Creativity is...
- The development of ideas about products, practices, services, or procedures that are novel and that may be potentially useful.

Creativity brings into being something that did not exist before, either as a product, a process or a thought.

Creativity

Creativity: Myth
- Only a few special people possess it.
- Creativity is a gift and not a skill.

What is creativity?
- Ability to imagine or invent/create something new.

Creative thinking...
- Is the process we use to come up with new idea. It can be accidental (eureka!) or deliberate (aha!).

From cave painting to the first wheel - all emerged out of this desire to create.

Please note, it could be just an expression (painting) to practically useful (wheel).
THINK ABOUT 12 INVENTIONS WHICH CHANGED THE WAY WE LIVED

1. Pre-historic times
2. Wheel, 3000 BC
3. Nail, invented more than 2,000 years ago in the Ancient Roman period
4. Compass, between 9th and 11th century
5. Printing Press
6. Steam Engine
7. Internal Combustion Engine
8. Light bulb
9. Telephone
10. Computer
11. Internet
12. Internet

BLENDING LEARNING

- It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

WHAT DOES IT TAKE TO BE CREATIVE?

- Passion
- Time
- Mental energy
- Hard work

BLENDING LEARNING

- Blended learning is a term increasingly used to describe the way e-learning is being combined with traditional classroom methods and independent study to create a new, hybrid teaching methodology.
- Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods.

YOU HAVE BEEN TOLD ABOUT THIS IN THE LAST TWO DAYS. BY NOW YOU MAY HAVE REALIZED WHERE LIES THE CHALLENGE...

CREATIVITY REQUIRES CERTAIN PERSONALITY TRAITS

- Cognitive Creativity Skills
- Ability to think creatively
- Generate ideas
- Engage in divergent thinking
- Engaged participation
- Personality Traits
- Autonomy
- Intrinsic motivation
- Sustained effort
- Open to feedback
- High energy
- Authenticity
- Self-belief
- Risk-taking
- Attention to detail
- High results

TRAITS OF CREATIVE PEOPLE

- Domain-specific knowledge
- Innate motivation
- Persistence
- Self-confidence
- Adaptability
- Openness to new ideas
Cognitive Creativity Skills

- Think creatively
- Generate alternatives
- Engage in divergent thinking
- Suspend judgment

Domain-Specific Knowledge Develops Via

- Education
- Training
- Experience
- Contextual Knowledge

Creativity Process

1. Dream/Reason
2. Idea Generation
3. Incubation
4. Illumination
5. Evaluation

Challenge Assumptions

Let us play the game outside the dots

4 Here..
1. There is no one right answer.
2. The virtue is thinking and free-associating.
4. If at first you can’t think of it, think again. And again. And again.

Take Risks

Look at Problems from a New Perspective

And Here is 3 More
5. The best way to get good ideas is to have lots of them.
6. Involve as many senses as possible.
7. Let there be FUN!

Seize the Opportunity

Think Differently

7 Principles of Creative Thinking / Triggering Process

Methods for Producing Creative Results
BRAINSTORMING
- Could be done at individual or small group level.
- Sit in a small group.
- Say whatever ideas come to mind without focusing on constraints.
- No criticism allowed; all are valuable.
- Produce as many ideas as possible.
- Expound on other people’s ideas.

REVOLUTION
Sometimes the best new idea is a completely different one, a marked change from the previous ones.

SYNTHESIS
With this method, two or more existing ideas are combined into a third, new idea.
- Example: Two-in-one; scanner + fax + printer, etc.
- Consider today’s mobile phones.

REAPPLICATION
Look at something old in a new way.
- Consider using washing machine to make lass. Using motorcycle engine to manufacture water pumps.

IDEA GENERATION TECHNIQUES
- Free Association
- Idea Mapping
- Brainstorming
- Brainwriting

FREE ASSOCIATION
- Let your imagination flow freely. Just follow your imagination.

IDEA MAPPING
- This is a process of writing down ideas in a way that shows the relationships and possibilities. By mapping out your ideas, you get a voice new kind of insight into your own thought.
- Here, look related terms or ideas around the central word. This technique shows for branching ideas and offers a very visual way of seeing how these ideas are linked.

CHANGING DIRECTION
Many creative breakthroughs occur when attention is shifted from one angle of a problem to another.
- Consider the Jaipur Foot or Ready to Eat Food.

BRAINSTORMING
- Could be done at individual or small group level.
- Sit in a small group.
- Say whatever ideas come to mind without focusing on constraints.
- No criticism allowed; all are valuable.
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