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 26th to 27th 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 elearning, 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 studious 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			
Time	**Sessions/ Content/Topic**	**Learning Outcomes**	**Facilitator**
10.00-10.45 am	Opening • Welcome Address: Dr. Jayanta Kar Sharma, Registrar, OSOU • Briefing on the workshop objective and expected outcomes: Dr. Ansuman Jena, Academic Consultant, OSOU • Address by facilitator: Dr Manas Ranjan Panigrahi, CEMCA • Address by: Dr Silima Nanda, IGNOU • Address by: Sj. A. C. Subudhi, DDG (E), NABM • Vote of Thanks: Dr. Ansuman Jena, Academic Consultant, OSOU • Group Photo		
10.45-11.00 am	To know each other	Participants will be able to • introduce their fellow participants • understand each other's professional and academic involvement • start Community of Practice	Dr. Manas Ranjan Panigrahi, CEMCA
11.00-11.15 am	Health Break		
11.15-12.00 pm	Development of SLM for ODL: structure, format, and language	Participants will be able to • use the format and structure for writing of SLM • understand the use of language and gender responsive in SLM writing with suitable to the context	Dr Silima Nanda, IGNOU
12.00-01.00 pm	Understanding of e-Learning	Participants will be able to • define e-learning • explain the components of e-learning • appreciate the importance of e-learning	Dr. Manas Ranjan Panigrahi, CEMCA
01.00-01.45 pm	Lunch Break		

01.45-02.15 pm	E-Content: What it is; Definition, Types, four quadrant approach	Participants will be able to • describe the various types of e-content • identify the type of e-content suitable to their context • able to use four quadrant approach for e-content development	Dr. Manas Ranjan Panigrahi, CEMCA
02.15-03.15 pm	Introduction to Moodle	Participants will be able to • create a new course • manage course class and participants • manage (upload, edit and modify) content on Moodle • conduct evaluation • use Moodle course analytics	Mr. Kumar Jaganmaya Jagajeet, Managing Director, Web Era Technology (P) Ltd.
03.15-03.30 pm	Health Break		
03.30-04.30 pm	Introduction to eGyanjyoti and modular programme of OSOU	Participants will be able to • use of OSOU LMS • understand about the contents and components of learning	Mr. Kumar Jaganmaya Jagajeet, Managing Director, Web Era Technology (P) Ltd.
04.30-05.00 pm	Open Discussion / Networking Session		
Day – II: 27th December 2018			
10.00-11.00 am	Instructional Design: Concept; Basics and ID Model: AIDDE	• Participants will be able to realize the importance of ID • Use AIDDE model of ID	Dr. Manas Ranjan Panigrahi, CEMCA
11.00-11.15 am	Health Break		
11.15-12.15 pm	Conceptualisation of OER and its use for content development.	Participants will be able to • design e-content using OER • identify which component will be available as OER and which they have to develop	Dr. Manas Ranjan Panigrahi, CEMCA

12.15-01.00 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
01.00-02.00 pm	Lunch Break		
02.00-03.00 pm	Creativity and Blended Learning	Participants will be able to • use innovative and creative techniques	Dr. Mrinal Chatterjee, Head, IIMC, Dhenkanal
03.15-03.30 pm	Health Break		
03.30-04.30 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

Sl. No.	Name of the participant	Designation	Name of the organization
1	Dr. V. Vijay Kumar	Academic Coordinator	Xavier School of Communications, Xavier University Bhubaneswar
2	Dr. Sambhu Dayal Agrawal	Academic Consultant	Odisha State Open University
3	DEBIDATTA BEHERA	Multimedia Consultant	Odisha State Open University
4	H. Maheshwari	Assistant Professor (Visiting Faculty)	Xavier School of Commerce, Xavier University Bhubaneswar
5	Dr. Dillip Kumar Nayak	Faculty. Odia Department	Odisha State Open University
6	Aseem Kumar Patel	Academic Consultant	Odisha State Open University
7	DIPTIMAYEE DHALASAMANTA	FACULTY (B.A Hindi and diploma in translation)	Nibedita institute for science, tecnology and languages (NISTAL)
8	Jyoti Prakash Mohapatra	Faculty	Odisha State Open University
9	SANJAYA KUMAR SAHOO	Research Scholar & Media Academician	Utkal University
10	Bichitrananda Panda	Assistant Professor	Amity School of Communication, Amity University Chhattisgarh, Raipur
11	Sambit Mishra	Academic Consultant	OSOU
12	Hrushikesh Mishra	Academic Assistant	IIMC, Dhenkanal
12	Dr. Santosh Kumar Ratha	Sr Consultant Odia	Odisha State Open University
14	Dr. Ansuman Jena	Academic Consultant	Odisha State Open University
15	Mahendra prasad mishra	Consultant non academic	Odisha State open university
16	Debashis Barik	Jr. consultant	ODSHA STATE OPEN UNIVERSITY
17	Dr. RAJESH KUMAR PANDA	Assistance Professor	KIIT, Deemed to be University
18	SATYA SOBHAN PANIGRAHI	Assistant Professor	SIT, Barang
19	Bimal Choudhury	assistant professor	Kalam Institute of Technology

20	Dr. Nargis Begum	HOD, BBA	TACT, Bhubaneswar
21	Preseela Satapathy	Post Doctoral Researcher	Utkal University
22	Abhinandan Tripathy	Jr. Consultant (Multimedia)	Odisha State Open University, Sambalpur
23	Anasuya Swain	Asst. Prof.	College of engineering Bhubaneswar
24	Dr. NAMITA RATH	ASSISTANT PROFESSOR	UGC, SRI SRI UNIVERSITY
25	Tapaswini Swain	Documentation Officer	Prelude Novel Ventures Pvt. Ltd
26	R Mohana Sundaram	Creative Director	Jai Sri Ram Institute of Visual Academy
27	Subhasri S Nayak	Assistant Professor	Regional College of Management
28	SMRUTI SUBHRA SAMAL	Lecturer	Laxmi Narayan Sahu Mahavidyalaya, Jagatpur,Cuttack
29	Dr. Manas Kumar Pal	Assistant Professor	Birla Global University
30	PARBATI BARIK	Guest faculty in Hindi	Ramadevi Women's Junior College
31	Ms. Kuntirani Padhan	Research Associate cum teaching assistant	National Law University Odisha
32	S T Rehman	Academic Consultant	Odisha State Open University (OSOU)
33	Dr.Prabhuram Tripathy	Assistant Professor	Sri Sri University, Cuttack
34	Dr. Bijan Kumar Mohapatra	Senior Academic Consultant	Odisha State Open University (OSOU)
35	Dr. Prasanna Kumar Nayak	Senior Academic Consultant	Odisha State Open University (OSOU)

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

Steps	Tasks	Output/Products of the stage
Analysis: The process of defining what is to be learned (Pre-development phase)	• Needs assessment • Problem identification •Task analysis • Defining goals of instruction	• Learner profile (Needs analysis document) • Task analysis, time and cost
Design: The process of specifying how it is to be learned	• Deciding number of content modules, • Identifying content and media to be used in modules, • Instruction to be followed, identifying instructional design strategy, appropriate delivery method, ,deciding number, structure and duration of modules , establishing an evaluation methodology • Write objectives • Develop test items • Plan instruction • Identify resources	• Measurable objectives • Instructional strategy • Prototype specifications • Detail design documents. • Story boards, development of user interface, graphics, animation /media components.

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

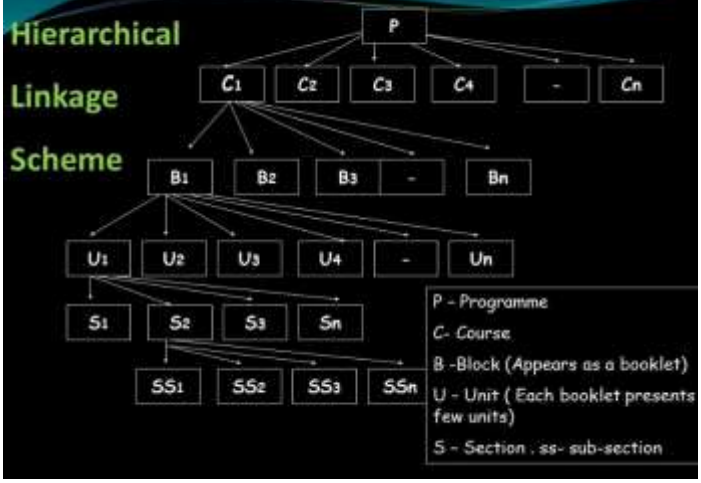
Should be simple and clear

Should make the content more accessible

Example:

Unit 2	
Section 1 of Unit 2	2.1
1st sub-section of section 2	2.1.1
2nd sub-section of section 1	2.1.2
Section 2 of unit 2	2.2
1st sub-section of section 2	2.2.1
2nd sub-section of section 2	2.2.2

Hierarchical Linkage Scheme



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

FORMAT -

Unit Structure (Unit X)

X.0 Objectives
X.1 Introduction
X.2 Section 1 (Main theme)
X.2.1 Sub-section 1 of section 1
X.2.2 Sub-section 2 of section 1

Check Your Progress
ACTIVITY

X.3 Section 2 (Main theme)
X.3.1 Sub-section 1 of section 2
X.3.2 Sub-section 2 of section 2

Check Your Progress
ACTIVITY

X.n+1 Let Us Sum Up
X.n+2 Answers to Self-Check Exercises
X.n+3 Glossary

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

COGNITIVE

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

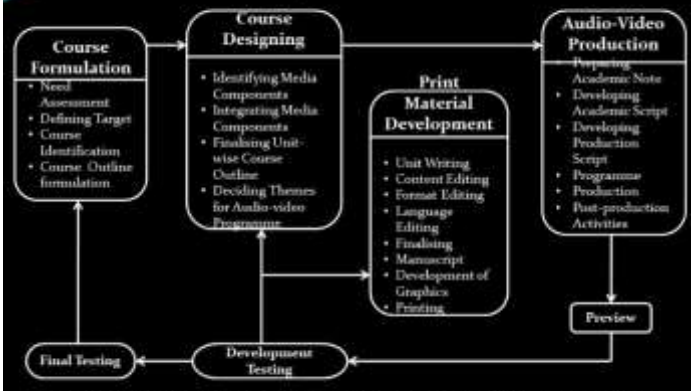
(Use of verbs: Argue, Enquire, Answer, Share, Defend, Praise, Pursue, Negotiate, Respond and so on)

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



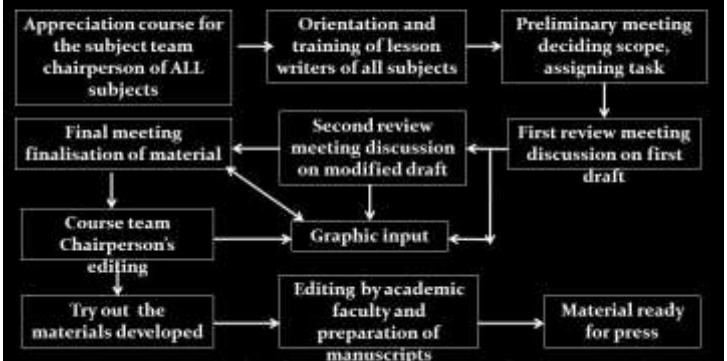
(Source: Models of Course Design and Development: Four decades of Distance Education in India (Reflections on Policy and Practice) 2006, IGNOU, p. 121)

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 naïve 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

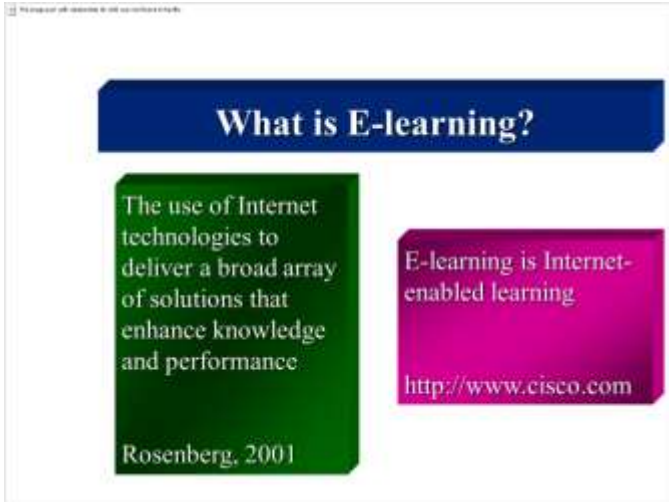


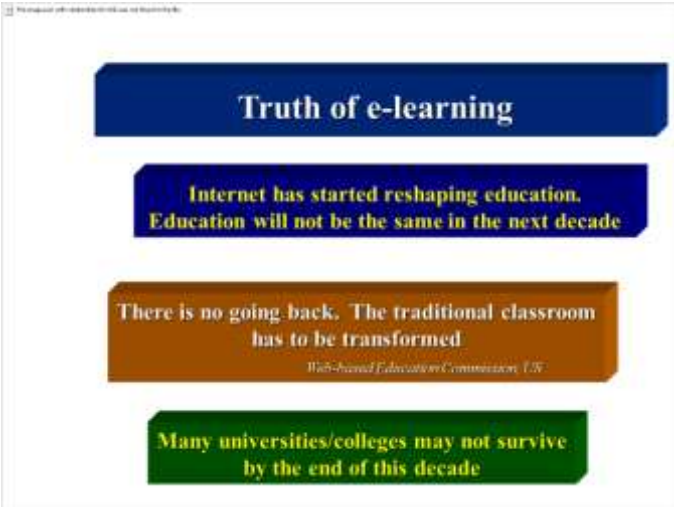
Source : Four Decades of Distance Education in India, Instructional Development and Delivery, Mitra and Anita Priyadarshini, (2006)

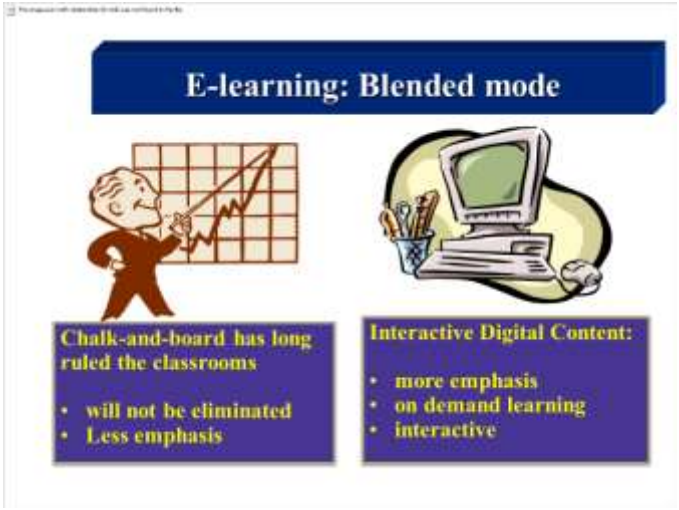
OUTCOME

- 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.

Appendix-4: Presentation slides of Dr. Manas Ranjan Panigrahi







Delivery mode will change

BRICK

Delivery Mode
100 : 0 (F/T)
80 : 20 (F/T)
20 : 80 (DE)

CLICK

Growing student population

Increase in tuition fee

Lack of facilities and funding

More virtual universities

Cost effective solutions (e.g. e-learning)

Privatisation of education

Teaching aids will change

Blackboard → OHP → TV/VHS → LCD PC Whiteboard

E-learning

- In an on-line multimedia learning environment:
  - teaching & learning is 'one-to-one' (individual)
  - more interactivity (in normal classroom, it varies with the class size)
  - learner-centred
  - Learner monitoring & grading system

Benefits

- Convenient
  - self-service (mix and match)
  - on-demand (anytime, anywhere)
  - private learning
  - self-paced
  - Flexibility: (modular package)

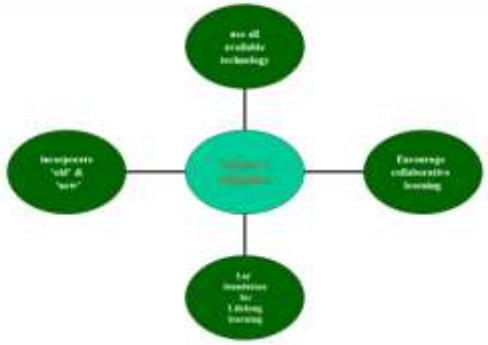
Benefits

- Cost-effective
  - Virtual learning environment
  - Share lessons among schools
  - Reduce material cost
  - Reduce travel/accommodation costs

Benefits

- media-rich
  - Easier to understand & more engaging
- repeatable
  - As many times as you like
- easier to monitor progress
  - less administrative work
  - can be more precise

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 assignment
- 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

LCMS

LMS

What we need in LMS: Rosters/ Attendance

What we need in LMS: Registration Control

What we need in LMS?

- **Rosters:** A digital roll call sheet for tracking attendance and for sending invitations to class participants.
- **Registration Control:** The ability to monitor and customize the registration processes of elearning curriculum.
- **Document Management:** Upload and management of documents containing curricular content.
- **Multiple device access:** Delivery of course content over web-based interfaces such as desktops, phones or tablets.

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.

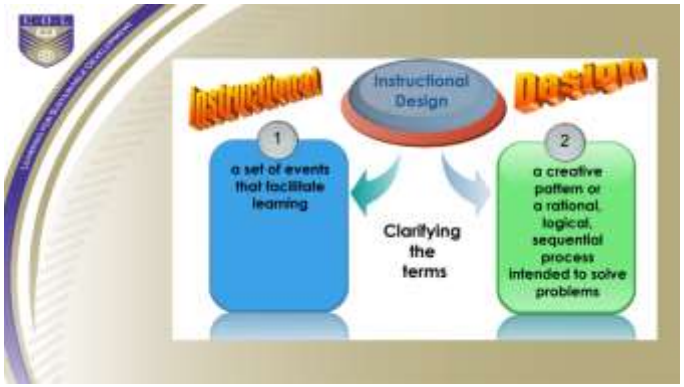
Kind of LMS

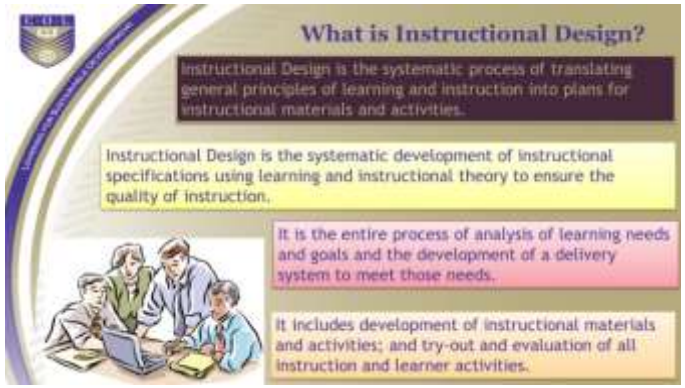
- Open Source
- SAAS
- Proprietary

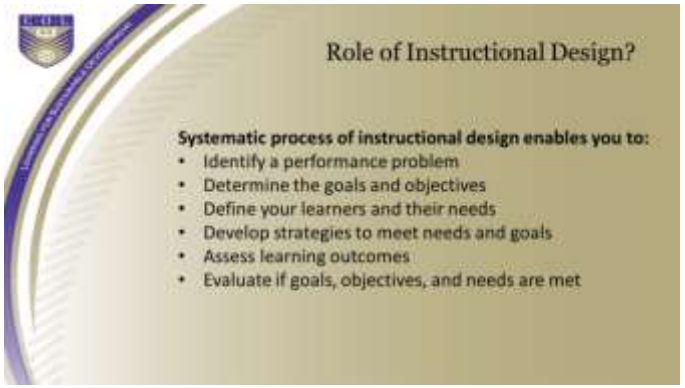
Egyanjyoti.osou.ac.in

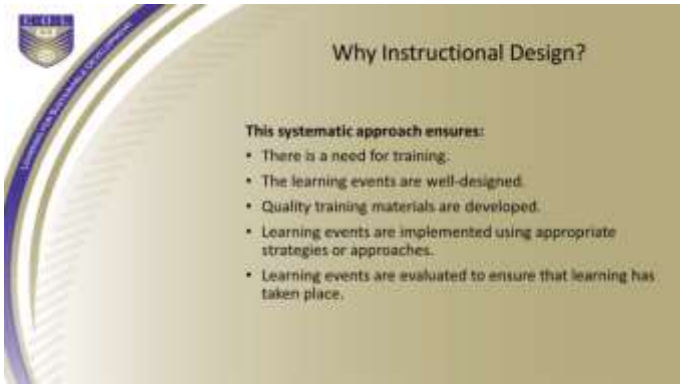
Live DEMO

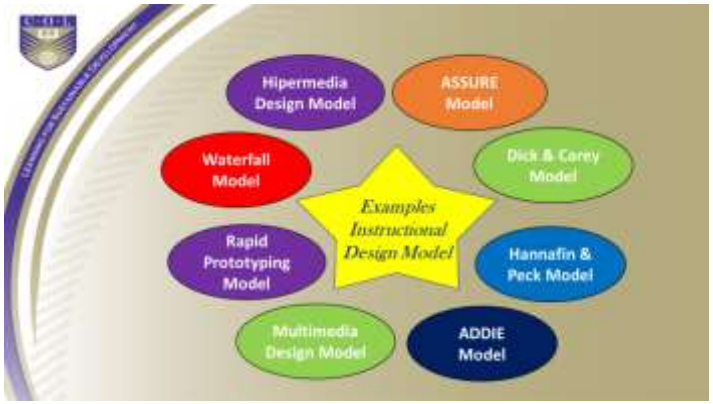
Appendix-6: Presentation slides of Dr. Manas Ranjan Panigrahi

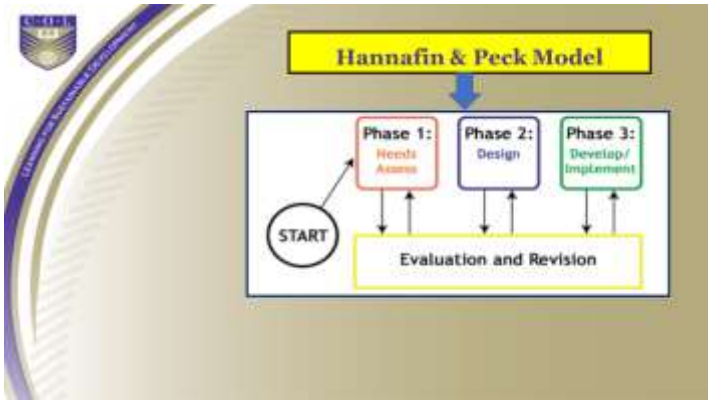


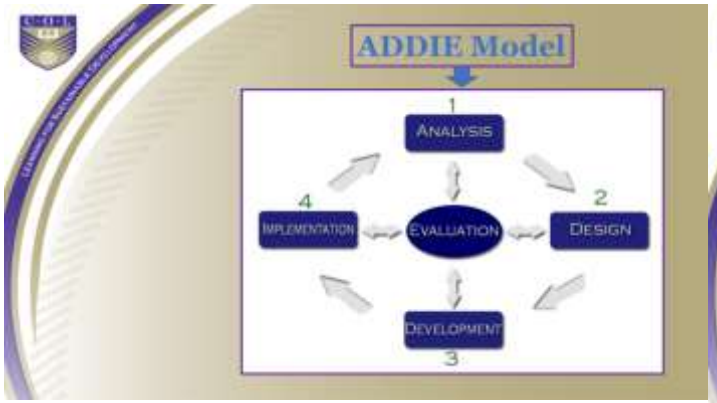


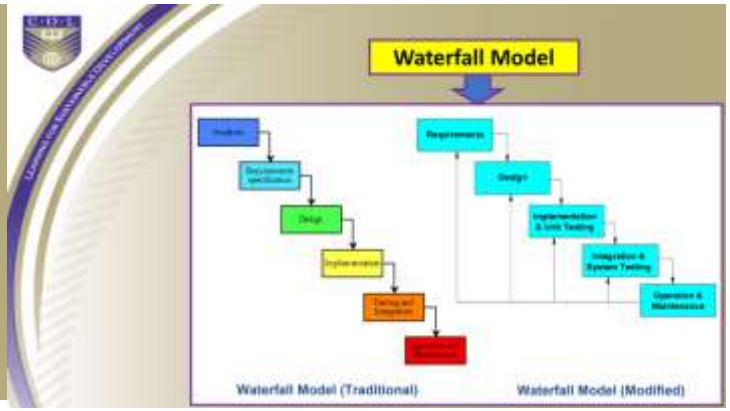


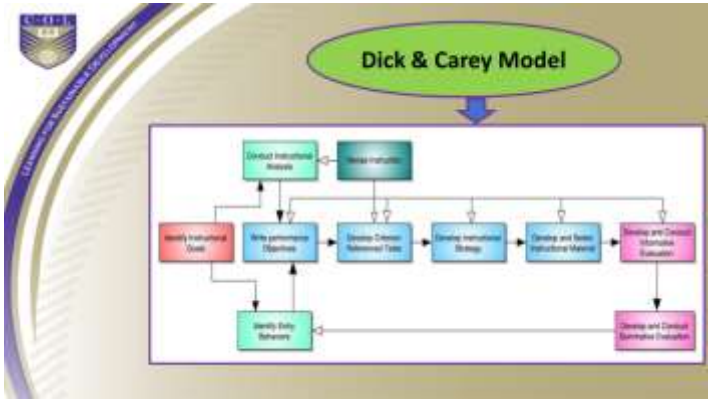


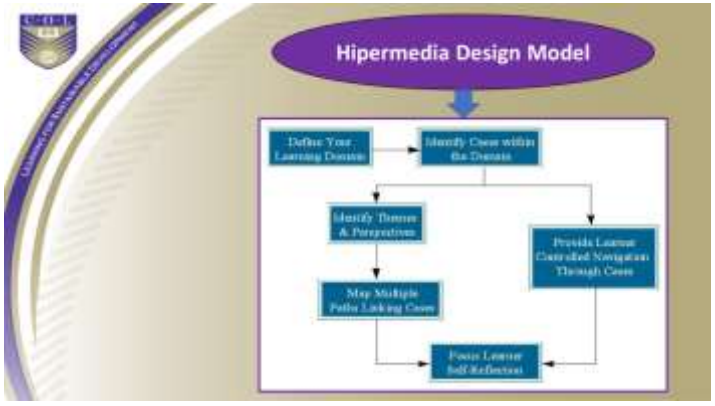


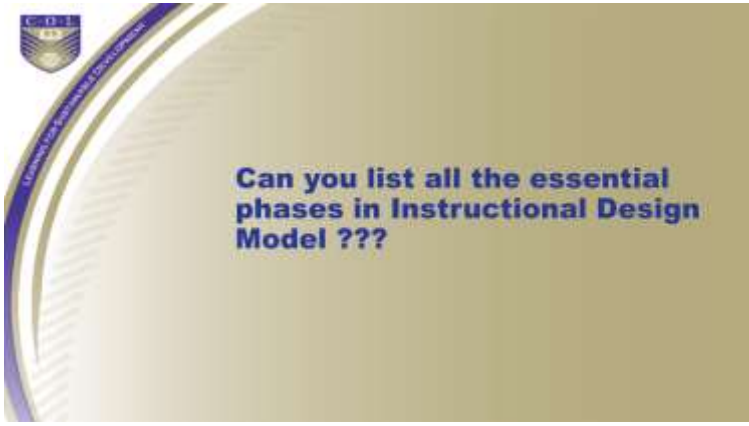

Hannafin & Peck Model
Phase 1:
Needs Assess
Phase 2:
Design
Phase 3:
Develop/ Implement
START
Evaluation and Revision


ADDIE Model
1
ANALYSIS
2
DESIGN
3
DEVELOPMENT
4
IMPLEMENTATION
EVALUATION


Waterfall Model
Waterfall Model (Traditional)
Waterfall Model (Modified)


Dick & Carey Model


Hipermedia Design Model


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.
- Outputs 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

CREATIVITY AND BLENDED LEARNING

WHAT, WHY AND HOW

Dr. Mrinal Chatterjee

OBJECTIVE

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

WHAT IS CREATIVITY?

creativity

[kree-ey-tiv-i-tee]

n. the state or quality of being creative.
The ability to transcend traditional ideas and to create meaningful new ideas.

WHAT IS CREATIVITY?

- Ability to imagine or invent/ create something new

CREATIVITY IS..

.. . 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.

CREATIVE THINKING...

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

CREATIVITY: MYTH

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

THE FACT IS, WE ALL CAN BE CREATIVE.

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)

Cave of Altamira, near Santander, Spain

Cueva de las Manos (Spanish for Cave of the Hands) in the Santa Cruz province in Argentina

THINK ABOUT 12 INVENTIONS WHICH CHANGED THE WAY WE LIVED

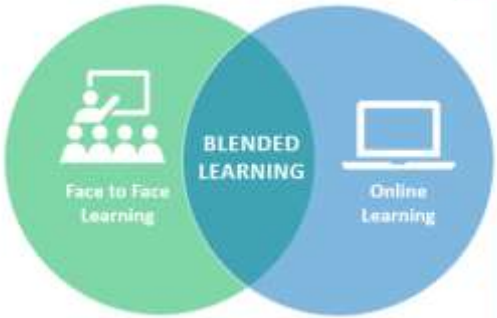
1. Plow. Pre-historic times
2. Wheel. 3500 BC
3. Nail. invented more than 2,000 years ago in the Ancient Roman period
4. Compass. Between 9th and 11th century;
5. Printing Press
6. Steam Engine
7. Internal Combustion Engine
8. Light bulb
9. Telephone
10. Contraceptive
11. Computer
12. Internet

WHAT DOES IT TAKE TO BE CREATIVE?

- Passion
- Time
- Mental energy
- Hard work

BLENDED 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.



BLENDED LEARNING

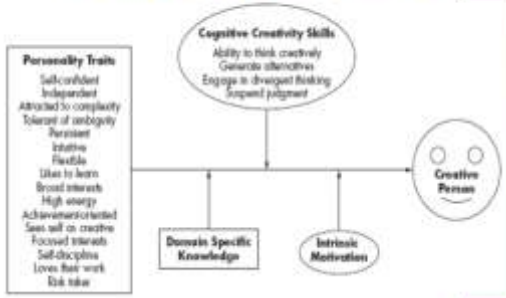
- It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

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

AND THIS REQUIRES CREATIVITY..

CREATIVITY REQUIRES CERTAIN PERSONALITY TRAITS

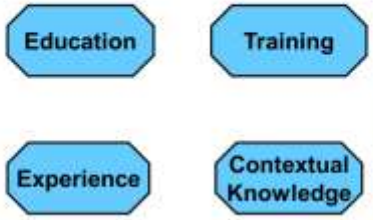
TRAITS OF CREATIVE PEOPLE



Cognitive Creativity Skills

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

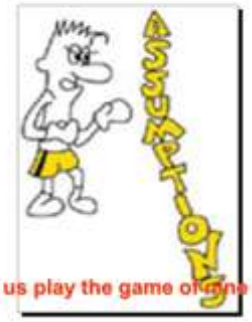
DOMAIN-SPECIFIC KNOWLEDGE DEVELOPS VIA



CREATIVITY PROCESS

SEIZE THE OPPORTUNITY

CHALLENGE ASSUMPTIONS

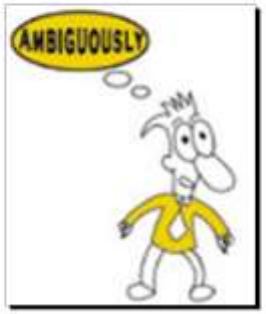


Let us play the game of nine dots

TAKE RISKS

LOOK AT PROBLEMS FROM A NEW PERSPECTIVE

THINK DIFFERENTLY



7 PRINCIPLES OF CREATIVE THINKING TRIGGERING PROCESS

4 HERE..

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

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!

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
- Expand on other people's ideas

Early railroad cars were designed like stagecoaches on tracks.

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.

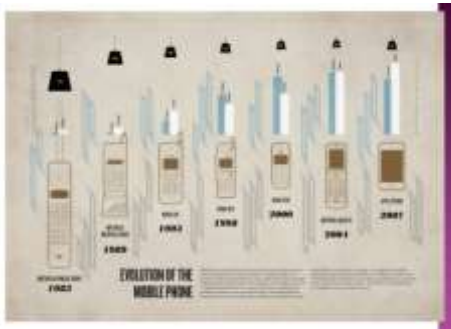
Martin Cooper holds the Motorola DynaTAC phone, the world's first commercial handheld cellular phone, made on April 3 1973 and a more recent model. Photo: REUTERS/Eloy Alonso

REAPPLICATION

Look at something old in a new way.

Consider using washing machine to make lassi.

Using Motor cycle engine to manufacture water pumps



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

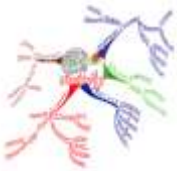
IDEA GENERATION TECHNIQUES

- 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 helps you see new relationships and possibilities. By mapping out your ideas, you get a new kind of insight into your own thoughts.**
- **Next, link related terms or ideas around the central word. This technique allows for branching ideas and offers a very visual way of seeing how these ideas are linked.**

BRAINSTORMING

- Could be done at individual or small group level.
- Sit in a small group.
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