



e-SHE



FACILITATOR'S GUIDE - INSTRUCTIONAL DESIGN AND LEARNING TECHNOLOGY TRAINING COURSE

In partnership with



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1. INTRODUCTION

Instructional Design and Learning Technology Training Course Facilitator Guide—a comprehensive resource crafted to support facilitators in navigating the dynamic world of online instructional design. This guide serves as a foundational roadmap, offering structured insights into course objectives, learning theories, digital tools, and facilitation strategies. This document is designed to foster clarity, engagement, and excellence in digital learning environments.

This introductory section establishes the conceptual and operational foundation of the Facilitator's Guidebook for the Instructional Design and Learning Technology Training Digital Course. It clarifies the purpose of the guide, defines its intended users, outlines its scope and structure, and provides guidance on how to apply it effectively throughout all stages of facilitation. Understanding this section is essential for transforming the guidebook from a static document into a dynamic, adaptive, and practice-oriented resource that drives digital learning excellence in Ethiopia's higher education ecosys-



1.1 Purpose of the Guidebook

The Facilitator's Guidebook serves as both a strategic framework and a pedagogical toolkit, crafted to empower facilitators delivering the Instructional Design and Learning Technology Training Digital Course under Ethiopia's national Strengthening Higher Education (e-SHE) initiative. Far more than a manual for instruction, it functions as a national capacity-building instrument, aligning institutional practices, enhancing facilitator competence, and ensuring the sustainable, high-quality implementation of digital learning. It aims to standardize facilitation across institutions by promoting consistent, equitable, and rigorous pedagogical practices, ensuring that every learner—regardless of region or university—receives the same quality of digital engagement. It also translates national policy into practice by operationalizing Outcome-Based Education (OBE) and digital pedagogy, converting strategic goals into observable facilitation behaviors. Facilitators are positioned not as passive conveyors of information but as architects of interactive, learner-centered experiences that embody the digital competencies they

To support this transformation, the guidebook provides practical guidance, examples, and reflection tools that foster professional confidence and pedagogical mastery, particularly in navigating challenges such as online engagement, forum moderation, and feedback delivery. Inclusivity and accessibility are embedded throughout, with Universal Design for Learning (UDL) principles ensuring that facilitation is responsive and equitable for all learners. As a lasting institutional asset, the guidebook supports ongoing training, onboarding, and quality assurance beyond the lifespan of individual projects. It also fosters a culture of continuous reflection and improvement, encouraging facilitators to evaluate their practices, share insights, and contribute to a national movement toward evidence-based digital education. Ultimately, this guidebook serves as a living framework, bridging policy vision with pedagogical action and cultivating a community of reflective, adaptive, and innovative digital educators across Ethiopia's higher education landscape.

1.2 Target Audience

This guidebook has been developed for a diverse ecosystem of professionals engaged in the facilitation, coordination, and governance of the Instructional Design and Learning Technologies Training Digital Course. Each audience interacts with the guidebook through a distinct lens—facilitators rely on it for practical guidance; coordinators use it for oversight and implementation. At the same time, policymakers and administrators reference it for quality assurance and strategic alignment. The primary audience includes university lecturers, instructional designers, and e-learning specialists who are directly responsible for delivering course modules, moderating online discussions, supporting participants, and evaluating performance.



These professionals require structured, actionable, and adaptable guidance, including practical digital facilitation strategies, to ensure effective and engaging instruction.

1.3 Scope and Structure

The scope of this guidebook is comprehensive yet modular, covering the entire facilitation lifecycle—before, during, and after the course.

It functions as both a conceptual framework and a hands-on manual for facilitators navigating Ethiopia's digital education ecosystem.

a) Scope of the Guidebook

It encompasses:

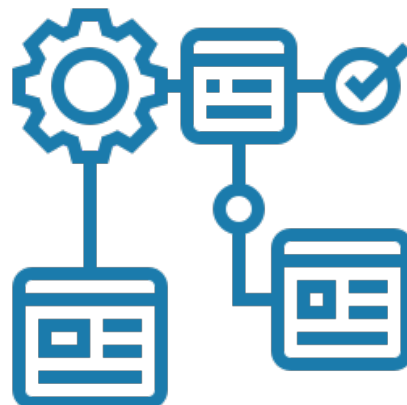
- Pedagogical Foundations
Grounded in adult learning theories—Andragogy, Constructivism, and Connectivism—and instructional design models such as ADDIE, SAM, and Bloom's Taxonomy.
- Course Implementation Framework

- Provides detailed, module-by-module facilitation plans, objectives, activities, and assessment strategies that exemplify constructive alignment between learning outcomes and teaching methods.
- Digital Tool Integration
Offers clear guidance on leveraging platforms like Open edX, authoring tools (H5P, Articulate 360), and communication tools (Zoom, Teams, discussion forums) to enhance engagement and interactivity.
- Inclusivity and Accessibility
Embeds Universal Design for Learning principles, promoting accessibility, cultural responsiveness, and equitable participation across linguistic and technological contexts. For example, materials can be offered in text, audio, and video formats with captions and transcripts to support learners with different abilities; activities can include both online interactive forums and offline worksheets to address connectivity challenges; and learners may be given flexible options to express understanding—such as essays, recorded presentations, or infographics—while culturally responsive case studies and low-bandwidth resources ensure relevance and fairness. Together, these practices foster accessibility, responsiveness, and meaningful participation for all learners.
- Monitoring and Quality Assurance
Presents performance indicators, evaluation rubrics, and checklists that support both facilitator self-review and institutional assessment.
- Continuous Professional Development
Encourages reflective practice, peer learning, and contribution to professional communities of practice that sustain long-term educational reform.

b) Structure of the Guidebook

The guidebook is organized into thirteen interlinked parts that reflect the instructional design process and facilitation cycle, including: Introduction, Course Overview, Instructional Design Framework, Module Structure, Digital Tools & Platforms, Assessment Strategy, Facilitation Guidelines, Communication Protocols, Quality Assurance Checklist, and supporting appendices. This modular design ensures usability, logical flow, and easy navigation from conceptual grounding to operational practice.

The introductory section establishes the guidebook's purpose, intended users, scope, and structure, and provides practical guidance for applying its content throughout all stages of facilitation. More than a static document, it is a dynamic, adaptive resource that drives digital learning excellence across Ethiopia's higher education ecosystem. Developed under the national Ethiopian Strengthening Higher Education (e-SHE) initiative, the guidebook serves as a practical toolkit, providing step-by-step guidance on course preparation, delivery, and evaluation. It offers ready-to-use templates, checklists, facilitation tips, and guides for integrating digital tools, helping facilitators plan modules, manage discussions, assess learner progress, and ensure that quality standards are consistently applied. By embedding these resources into daily practice, the guidebook directly supports facilitators in building competence, maintaining inclusivity, and sustaining high-quality digital learning across institutions.



The guidebook serves a diverse ecosystem of professionals engaged in facilitation, coordination, and governance. Its primary audience includes university lecturers, instructional designers, and e-learning specialists who deliver modules, moderate discussions, and evaluate performance. Thus, facilitators are encouraged to use it iteratively—before, during, and after course delivery—to prepare, engage, and reflect. As a living framework, it evolves with emerging technologies and pedagogical shifts, cultivating reflective, adaptive, and innovative digital educators who advance Ethiopia’s higher education toward a sustainable and inclusive future.

1.4 How to Use This Guide

This guidebook should be approached as a practical facilitation toolkit rather than merely a static reference. It is designed for iterative use—supporting facilitators before, during, and after each course delivery cycle.

- a. Before the Course — This phase involves preparation and orientation, during which facilitators
 - Review the Course Overview and Instructional Design Framework to understand learning philosophies, objectives, and assessment expectations.
 - Familiarize yourself with the Module Structure and identify key learning outcomes, required tools, and facilitation checkpoints.
 - Complete the Preparation Checklist in the Appendices to ensure readiness in both technical and pedagogical dimensions.
 - Localize examples and activities to institutional or disciplinary contexts while maintaining alignment with the national e-SHE framework.
- b. During the Course — This phase involves Facilitation and Engagement, where facilitators
 - Apply the Facilitation Guidelines to moderate discussions, encourage collaboration, and sustain learner motivation.
 - Utilize the Digital Tools and Platforms effectively—integrating multimedia, interactive exercises, and peer feedback mechanisms.
 - Refer to Communication Protocols for structured interaction with learners and timely feedback loops.
 - Monitor participation and performance using LMS analytics and formative assessments to guide adaptive instruction.
- c. After the Course — This phase involves reflection and ongoing improvement, during which facilitators
 - Conduct a self-evaluation using the Quality Assurance Checklist, assessing facilitation quality, learner engagement, and outcome achievement.
 - Document reflections, challenges, and successful strategies to refine future facilitation cycles.
 - Contribute insights to institutional and national communities of practice, fostering collective growth and innovation in digital education.

1.5 Guiding Philosophy

Facilitators are encouraged to treat this guidebook as a living document—one that evolves with emerging technologies, shifting pedagogical paradigms, and institutional learning.

Its ultimate purpose is to cultivate a professional identity among facilitators as reflective practitioners who can lead Ethiopia’s higher education system toward a sustainable and inclusive digital future.

2. COURSE OVERVIEW

This 12-week professional development program is designed to equip university instructors with the essential instructional design competencies necessary for digital learning environments. Through facilitated online sessions, participants will explore foundational theories, practical frameworks, and innovative tools tailored to the Ethiopian higher education context. The course culminates in a capstone project that allows participants to demonstrate mastery by designing inclusive, learner-centered digital courses.



Learning Objectives

Course-Level Objectives: By the end of the training, participants will be able to:

- Apply instructional design principles, models, and learning theories to digital course development.
- Create inclusive and accessible digital learning experiences using Universal Design for Learning (UDL).
- Design and evaluate assessments aligned with learning objectives and continuous improvement strategies.
- Utilize digital tools to develop engaging, learner-centric instructional content.

Note that Module-level objectives are detailed in Section 4 below.

The course is delivered in a facilitated online format, combining synchronous and asynchronous components. Participants engage in interactive sessions, peer collaboration, and self-paced activities supported by digital platforms. This flexible structure ensures accessibility while maintaining instructional rigour.

3. INSTRUCTIONAL DESIGN FRAMEWORK

Learning Philosophies: As a facilitator, your role is not only to transmit knowledge but to create engaging learning environments where participants can actively construct meaning, apply ideas, and collaborate. Understanding these philosophies will enable you to make informed choices about methods, tools, and activities that align with how people learn best in digital spaces.

Every digital learning experience reflects an underlying view of how people learn. Effective digital content is not about technology alone—it is about how technology supports pedagogy. Theories of learning guide facilitators to choose strategies that encourage active participation, reflection, and authentic learning. The five major learning theories that shape online training facilitation are Behaviorism, Cognitivism, Constructivism, Social Learning Theory, and Connectivism. Each offers unique insights and practical approaches for facilitating high-quality digital learning.



3.1 Behaviorism

Behaviorism views learning as the acquisition of new behaviors through reinforcement and repetition. In digital environments, this means that learners need clear expectations, structured activities, and immediate feedback to reinforce correct responses.

Facilitator Tips:

- Present clear and measurable learning objectives at the start of each module.
- Use interactive quizzes, polls, and automated feedback to reinforce key ideas.
- Provide immediate corrective feedback that guides improvement and celebrates progress.

3.2 Cognitivism

Cognitivism emphasizes the mental processes involved in learning—how learners perceive, organize, and retrieve information. As a facilitator, your task is to promote learning experiences that help participants connect new knowledge to what they already know.

Facilitator Tips:

- Present content in logical sequences and manageable segments (“chunking”).
- Ensure the use of multimedia, visuals, and diagrams to help learners process complex information.
- Encourage trainees to summarize, reflect, or create concept maps to consolidate learning during the discussion forum.

A cognitively informed facilitator focuses on helping participants make sense of information rather than memorize it.

3.3 Constructivism

Constructivism views learning as an active process of constructing meaning based on experience. Learners are not passive recipients of information but co-creators of knowledge. Facilitators serve as guides—posing problems, prompting inquiry, and encouraging reflection.

Facilitator Tips:

- Encourage the application of problem-based learning activities where participants explore real-world challenges.
- Facilitate discussion forums and group projects that require collaboration and knowledge sharing.
- Encourage participants to apply theories to authentic situations in their institutions.
- Support reflection and dialogue to help learners internalize their experiences.

3.4 Social Learning Theory

Social Learning Theory, developed by Bandura, emphasizes that people learn through observing others, sharing experiences, and receiving feedback. In digital learning, this theory reminds facilitators that learning is social and that technology should be used to connect learners rather than isolate them.

Facilitator Tips:

- Build a sense of community by encouraging introductions, peer feedback, and group work.
- Encourage the use of video demonstrations, role plays, or case studies to model good practice.
- Reinforce positive collaboration norms and celebrate shared achievements.

As a facilitator, you become a role model—your behavior, tone, and openness shape the learning culture in your virtual classroom.

3.5 Connectivism

Connectivism recognizes that learning today occurs through networks—among people, systems, and digital platforms. Learners must know not just what to learn but how to find and connect knowledge across digital sources.

Facilitator Tips:

- Encourage learners to explore multiple sources, including open educational resources (OERs) and online communities.
- Promote digital literacy by guiding learners to evaluate information critically and ethically.
- Integrate AI-driven tools, simulations, or adaptive learning systems that personalize learning.
- Encourage learners to share knowledge and collaborate across networks, using forums, blogs, or professional platforms.

4. MODULE STRUCTURE

The module structure is presented in two formats: Module 0 is outlined in text, while Modules 1–3 are organized in table format as indicated in Table 1, Table 2, and Table 3 below. Each table details the units and lessons within the module, specifying intended learning objectives, core activities, required resources, assessment methods, and time allocations. This structured presentation provides a comprehensive, organized overview of the curriculum, supporting effective planning and implementation. The sequence begins with Module 0 (Orientation and Digital Readiness), followed by Modules 1 (Introduction to Instructional Design), 2 (Designing Effective Instruction), and 3 (Assessment, Evaluation, and Continuous Improvement), providing a coherent progression from initial preparation to advanced facilitation and reflective practice.



MODULE 0: START COURSEWORK

1. Purpose and Rationale of Module 0

Module 0 serves as the foundation for orientation in the entire Instructional Design Digital Course. It prepares trainees emotionally, cognitively, and technically before they begin formal instruction.

Facilitators must understand that this module is designed to:

- Create psychological safety by welcoming trainees and setting expectations.
- Ensure familiarity with the LMS (Open edX) before the actual coursework begins.
- Provide structured access to essential documents (syllabus, course calendar, tracker).
- Establish ethical and legal compliance through mandatory agreements.
- Develop early self-regulation habits (deadline tracking, progress monitoring, calendar syncing).
- Reduce technical barriers that may hinder future learning.

From a pedagogical standpoint, Module 0 establishes readiness, orientation, motivation, and compliance—all of which are vital for successful online learning. Therefore, completing Module 0 is required before participating in Modules 1–3 and the Capstone Project.

2. Facilitator Role in Module 0

As a facilitator, your primary role is to guide the trainees through each step, ensure clarity, and verify that all pre-launch requirements are met before Week 1 begins.

In this module, the facilitator is:

- **A guide** who walks learners through the environment.
- **A coach** who supports planning and organization.
- **A monitor** who verifies that critical prerequisites are completed.
- **A bridge** between technical and academic expectations.
- **A motivator** who sets the tone for professionalism and engagement.

Therefore, your presence at this early stage significantly impacts learner retention, confidence, and orientation.

3. Deep-Dive Facilitator Instructions for Each Component

Below is the facilitator's narrative for each component A–G.

A. Overview — Setting the Stage for Learning

The Overview section introduces the course, its purpose, and the 12-week structure.

What the Trainees Experience: Trainees begin with a welcoming message that sets the tone for the course and introduces them to its duration, structure, and expectations. They are guided through a brief orientation video that provides an overview of the learning journey, followed by a clear summary of the course modules. To support effective participation, trainees are introduced to recommended learning tools and software and provided with guidance on how to use them. Finally, they are informed about available support mechanisms, including discussion forums and communication channels, ensuring they feel connected and supported throughout the course.



Facilitator Guidance: A facilitator should

- Encourage full reading and reflection
 - Post a welcome announcement telling trainees why this overview matters.
 - Reinforce that it frames expectations, commitments, and a learning mindset.
- Prompt engagement with reflective questions:

Use prompts like:

 - What are your expectations for this course?
 - Which part of the instructional design journey excites you most?

Have trainees respond in the discussion forum.
- Normalize challenges

Reassure them that:

 - They may find digital design tools new, but they will learn progressively.
 - Facilitators will support throughout the program.

- Ask trainees to watch the Welcome Video
 - Video orientation significantly reduces anxiety and confusion.
 - **Facilitator Key Check:** Ensure that every trainee has entered the course and viewed this section.

B. Syllabus — The Contract of Learning

Trainee Actions: Trainees are expected to download the syllabus (hyperlinked “Download here”) and carefully review the course objectives, assessments, expectations, and point system to understand how their performance will be evaluated. They should also familiarize themselves with all deadlines, the late submission policy, and the certification requirements to ensure timely participation and successful completion of the course.



Facilitator Guidance: A facilitator should

- Highlight critical sections
Direct trainees to
 - Required 80% completion rate
 - Module learning objectives
 - Capstone requirements
 - Assessment point distribution
- Model how to read a syllabus
 - Explain the structure in a short 5-minute LMS announcement.
 - Show where key policies are located (“Grading,” “Expectations”).
- Anticipate trainee questions
You may clarify:
 - Whether they can resubmit work
 - How discussions are graded
 - What constitutes professional behavior
 - **Facilitator Key Check:** Review the discussion forum for syllabus-related questions—an early indicator of learner engagement.

C. Course Schedule — “Creating Structure & Predictability”

This section provides the weekly calendar and milestone dates.

Trainee Actions: Trainees are expected to download the course schedule and sync it with their Google or Outlook calendar to stay organized. They should set weekly task reminders to ensure timely completion and maintain awareness of deadlines. In addition, trainees need to understand the overall course pacing so they can manage their workload effectively and remain engaged throughout the learning process.

Facilitator Guidance: A facilitator should

- Show them how to use the schedule effectively
Record or text a walkthrough:
 - Click the download link -> Save to device -> Import into calendar app.
- Explain the importance of pacing
 - Weekly discussions have strict Thursday/Sunday cutoffs.
 - Assignments close Sundays at 11:59 PM EAT.
- Coach them on time management
Sample language:
 - Review the schedule every Monday to plan your week.
 - Set 2 weekly learning blocks—one for content, one for assignments.
- Remind them about Progress Tracking
The LMS auto-updates progress with checkmarks.
Show how to reach: Navigation bar -> Progress tab.
 - **Facilitator Key Check:** During Week 0, verify that the majority have downloaded the schedule.

D. Privacy Agreement — Legal Compliance and Learner Protection

This is a mandatory pre-course requirement.

Trainee Actions: Trainees must read the Privacy Agreement carefully, scroll to the bottom of the document, and select “I Agree” as a mandatory step. This action confirms their acknowledgment of the terms and ensures compliance with the course’s privacy and data protection standards.

Why This Matters: This agreement ensures that trainees understand how their data is collected, how it is used in compliance with national and international law, what digital rights and protections they are entitled to, and the responsibilities of the platforms involved, including Open edX and the hosting institution. By clarifying these elements, the agreement promotes transparency, safeguards trust, and reinforces ethical standards in digital learning.

Facilitator Guidance: A facilitator should

- Explain the significance
Use this language:
 - This agreement protects your digital identity and clarifies how your data is handled.
- Clarify consequences
 - If trainees select “**Disagree**,” they cannot proceed to the course.
- Troubleshoot hesitation
A few trainees might hesitate due to privacy concerns.
Respond with:
 - Your data is only used for course access, performance tracking, and certification. It is not shared with third parties.
 - **Facilitator Key Check:** Monitor completion: No trainee should move to Module 1 without the monitor’s agreement.

E. FAQs — Self-Support and Reducing Facilitator Load

Trainee Actions: Trainees are expected to read the FAQs to familiarize themselves with common questions and solutions, learn basic troubleshooting techniques to address minor technical issues independently, and develop a clear understanding of platform navigation. In addition, they should review the late work policy and certification requirements to ensure compliance with course expectations and successful completion.

Facilitator Guidance: A facilitator should

- Encourage the use of FAQs before asking questions
This builds learner autonomy.
- Emphasize common issues
 - Password reset
 - Browser compatibility
 - Access issues
 - Late submission rules
 - Certificate requirements
- Use FAQs to model effective problem-solving
 - Suggest reviewing FAQs before posting to the forum.
 - **Facilitator Key Check:** Observe whether FAQs reduce repetitive questions in the discussion forum.

F. Academic Integrity Agreement — Ethical Alignment and Professional Conduct

Another mandatory prerequisite

Trainee Actions: Trainees are required to review the integrity guidelines carefully and then select “I Agree” as a mandatory step. This action confirms their commitment to uphold academic honesty, ethical conduct, and responsible participation throughout the course.

Why this Agreement is Critical: This course relies heavily on AI-assisted design, creative digital content, collaborative tasks, and the integrity of the capstone project. To safeguard these processes, the agreement establishes clear rules that emphasize originality, proper citation, ethical use of tools and AI, honest collaboration, and transparency in the use of technology. By adhering to these principles, participants ensure that their work reflects both academic integrity and professional responsibility, fostering a trustworthy and innovative learning environment.



Facilitator Guidance: A facilitator should

- Explain the professional importance
Use language like:
 - Academic integrity defines your professionalism as an instructional designer.

- Clarify what is acceptable vs. unacceptable
 - AI tools may be used, but must be **acknowledged**.
 - Plagiarism is strictly prohibited.
 - Group work should be equitable and transparent.
 - Violations can result in grade penalties or removal.
- Remind them this is the gateway to assessments
This agreement is critical for digital content creation and the Capstone Project.
Without agreement, their learning cannot proceed.
 - **Facilitator Key Check:** Run a weekly report to confirm 100% agreement before Module 1 opens.

G. Track Your Assignments — Building Self-Regulated Learning Skills

Trainee Actions: Trainees are expected to download the Assignment Tracker and use it on a weekly basis to stay organized and consistent in their coursework. By regularly updating the tracker, they can monitor their progress and ensure they are meeting the required performance threshold of at least 80%. This practice helps maintain accountability and supports successful course completion.

Facilitator Guidance: A facilitator should

- Show them how to complete the tracker
 - Mark tasks as done
 - Focus on high-weight assignments
 - Track group and individual tasks
 - Plan capstone stages (draft -> feedback -> final)
- Explain the alignment with Course Objectives (CO1–CO4)
Helps learners see purpose behind each task.
- Coach them on productivity strategies
Share tips such as:
 - *“Review tracker each Monday and Friday.”*
 - *“Double-check progress page weekly.”*
- Encourage proactive communication
For missed deadlines, notify facilitators early.
 - **Facilitator Key Check:** Ask trainees to confirm (in a discussion forum or poll) that they downloaded the tracker.

4. Step-by-Step Table for Facilitators: Navigating Module 0

Below is a structured table summarizing how facilitators guide trainees through Module 0.

Module 0 Component	Trainee Action	Facilitator Responsibility	Monitoring Method	Sample Facilitator Prompt
A. Overview	Read the introduction and watch the video.	Welcome trainees, highlight the importance, and explain the purpose of Module 0	Check early logins; Confirm they viewed the section (LMS checkmark)	<i>"Please watch the intro video and share one expectation in the forum."</i>
B. Syllabus	Download and review the syllabus	Guide trainees to download via the "Download here" link; answer questions	Monitor questions asked; Check forum engagement and questions	<i>"Download the syllabus and ask one clarifying question."</i>
c. Course Schedule	Download, Sync, Set Reminders	Demonstrate calendar syncing; Demonstrate how to import a calendar and use the Progress page	Track discussion activity; Check if trainees acknowledge deadlines	<i>"Please sync the course calendar today."</i>
D. Privacy Agreement	Read the agreement and select "I Agree."	Stress its importance; remind trainees to agree	LMS automatically records the response	<i>"Please complete the Privacy Agreement to unlock Module 1."</i>
E. FAQs	Review FAQs for clarity	Encourage independent troubleshooting, encourage self-help through FAQ; clarify as needed	Reduce repeated forum questions; Monitor forum; address unclear items	<i>"Review the FAQ before posting your question."</i>
F. Academic Integrity Agreement	Read and select "I Agree."	Reinforce integrity expectations; remind them to complete	LMS auto-records - LMS records whether they agreed	<i>"Agree to the policy to access assignments."</i>
G. Track Your Assignments	Download + Begin Using	Teach self-regulation strategies Show how to plan weekly tasks	Ask for confirmation Confirm via checkmarks and progress monitoring	<i>"Download the tracker and highlight your Week 1 tasks."</i>

5. Anticipated Learner Challenges & Facilitator Solutions

Challenge	Why It Happens	Facilitator Strategy
Skipping documents	Overwhelm or unfamiliarity	Use reminders + clarify importance
Not syncing calendar	Low digital literacy	Provide a step-by-step demo video
Not Selecting "Agree"	Fear of legal terms	Summarize agreements simply
Technical issues	Browser/cache problems	Use troubleshooting notes from the FAQ
Weak time management	New to online learning	Teach weekly planning using a tracker

6. Notes for the Facilitator

- Module 0 sets the tone for the entire course—your guidance here is essential, it determines how smoothly trainees transition into the main instructional modules.
- A well-supported and stress-free onboarding phase increases success rates in Modules 1–3, prevents confusion, reduces early dropout, and builds learner confidence.
- Reinforce patience and community-building.
- Provide frequent, positive feedback for trainees completing steps promptly.

Module 1: Introduction to Instructional Design

Upon completing this module, you will be able to:

- Analyze the evolution of instructional design
- Identify core competencies for instructional designers
- Explore learning theories and their applications
- Evaluate instructional design models
- Compare and contrast learning modalities.

Table 1

Module 1: Schedule, Units and Lessons, Learning Objectives and Activities, Resources, and Assessment

Weeks	Unit and Key Lessons	Learning Objectives	Learning Activities	Resources	Assessment	Time Allocation
Week 1	Unit 1: Foundations of Instructional Design <ul style="list-style-type: none"> Historical Development of Instructional Design Skills & competencies required of instructional designers 	<ul style="list-style-type: none"> Analyze the concept of instructional design Discuss the evolution of instructional design Identify the skills and competencies required for instructional designers Reflect on your current instructional design competencies, challenges, and interests using relevant standards Analyze how the training course can help you address these gaps and develop a plan for skill improvement. 	<ul style="list-style-type: none"> Announcement regarding the weekly lesson Collaborative learning activities through active participation on the Discussion Forum Independent learning through learners' engagement in Individual Assignment Interactive quizzes 	Slides, readings, introductory video, ID history articles McDonald and West's (2021) Design for Learning: Principles, Processes, and Practice and West's (2018) Foundations of Learning and Instructional Design Technology (2018).	<ul style="list-style-type: none"> Discussion on the historical development of instructional design 40 points, Initial Posts Due: mid-week 1 Week 1, Replies Due: end of Week 1) Skills and competencies for instructional designers (70 points, Due: mid-week 1). 	~ 10 Hrs
Week 2	Unit2: Learning Theories & Instructional Design Models <ul style="list-style-type: none"> Major Learning Theories and their influence on Instructional Design practices 	<ul style="list-style-type: none"> Identify appropriate learning theories Compare and contrast learning theories in terms of their assumptions about how learning occurs, the role of the teacher, and implications for classroom instruction. 	<ul style="list-style-type: none"> Announcement regarding the weekly lesson Independent learning through learners' engagement in Individual Assignment 	Case studies, theory charts, the ADDIE framework guide, and readings Branch, R. M. (2009). Instructional design: The ADDIE approach.	<ul style="list-style-type: none"> Discussion Forum on Reflection on learning theory: (85 points, Initial Posts Due: mid-week 2, Replies Due: end of Week 2). 	~ 12 Hrs

	<ul style="list-style-type: none"> • Instructional Design Models 	<ul style="list-style-type: none"> • Analyze the implications of learning theories on instructional design approaches. • Investigate the Use of Design Models in Instructional Design Practice. • Use the ADDIE Model to evaluate part of a course material. 	<ul style="list-style-type: none"> • Collaborative work- interact learners in Group Assignment • Assessment-based learning activity through Interactive quizzes 	<p><i>Christensen, T. K. (2008). The role of theory in instructional design: Some views of an ID practitioner. Performance Improvement, 47(4), 25–32</i></p>	<ul style="list-style-type: none"> • Individual Assignment on comparing learning theories, including their applications in instructional design (100 points, due by the end of week 2). • Group Assignment on Evaluate an existing course material (module) using the ADDIE framework (100 points, Due date end of week 6). 	
Week 3	<p>Unit3: Online & Blended Learning Modalities</p> <ul style="list-style-type: none"> • Getting to Know Online and Blended Learning Modalities • Tools, Challenges, and Equity in Online/Blended Learning. 	<ul style="list-style-type: none"> • Distinguish between online and blended learning modalities, including their strengths and limitations. • Identify technology tools and platforms that enhance effective online/blended instruction. • Assess the benefits and challenges related to the modalities regarding digital 	<ul style="list-style-type: none"> • Announcement regarding the weekly lesson • Active learning activities: <ul style="list-style-type: none"> ○ Independent learning through learners' engagement in Individual Assignment ○ Collaborative work- interact learners in Group Assignment 	<p>LMS demonstrations, sample blended course, digital toolkits</p> <p><i>Cheung, S. K. S., Wang, F. L., & Kwok, L. F. (2023). Online learning and blended learning: New practices derived from the pandemic-driven disruption. <i>Journal of Computing in Higher Education</i>, 35(1), 1–5.</i></p> <p><i>Watson, J. (2008). Blended Learning: The Convergence of Online and Face-to-Face Education. <i>Promising Practices in Online Learning</i>. North American Council for Online Learning.</i></p>	<ul style="list-style-type: none"> • Discussion Forum on compare and contrast Online and blended Learning (85 points, Initial Posts Due: mid-week 3, Week, Replies Due: end of Week 3). • Individual Assignment on Strategies to create engaging and interactive instruction in the Online and Blended Modalities (85 points, Due date end of week 3) 	~ 10 Hrs

Module 2: Designing Effective Instruction

Upon completing this module, trainees will be able to:

- Discuss different domains of educational objectives
- Develop SMART learning objectives aligned with Bloom's taxonomy
- Integrate multimedia elements to enhance learner engagement.
- Apply accessibility standards to instructional content.

Table 2

Module 2: Schedule, Units and Lessons, Learning Objectives and Activities, Resources, and Assessment

Weeks	Unit and Key Lessons	Learning Objectives	Learning Activities	Resources	Assessment	Time Allocation
Week 4	<p>Writing SMART Learning Objectives</p> <p>Lesson 1: Understanding Bloom's Taxonomy and Its Role in Writing Learning Objectives</p> <p>Lesson 2: Writing and Evaluating Effective Learning Objectives</p>	<ul style="list-style-type: none"> • Align objectives with Bloom's Taxonomy • Evaluate clarity of objectives 	<ul style="list-style-type: none"> • Kick-off: Post a welcome announcement summarizing Week 4 tasks. • Active learning activities <ul style="list-style-type: none"> ○ Independent learning- Mastery demonstration through individual assignments ○ Collaborative learning activities through discussion forums 	<p>Core Readings: Crosslin et al. (2018), Johnson (2015), Simonson (2015), Berger (2018), Raible, Bennett, & Bastedo (2016) Tool: Objectives Builder Tool ASU Objectives Builder</p> <p>Other Recourses:</p> <ul style="list-style-type: none"> - Peer feedback from discussions - Reflection prompts 	<ol style="list-style-type: none"> 1. Discussion Forum (30 pts): <ul style="list-style-type: none"> • Evaluation of Bloom's Taxonomy. • Due: Initial Post (Week 3), Replies (Week 4). - U1 Individual SMART Objectives (130 pts, end of week) 2. Individual Assignment (130 pts): <ul style="list-style-type: none"> • Crafting SMART Objectives for a course/capstone. • Due: End of Week 4. 	12 Hrs

<p>Week 5</p>	<p>Unit 2: Accessibility and Universal Design for Learning (UDL) Lesson 1: Principles of Universal Design for Learning (UDL) Lesson 2: Accessibility Guidelines and Assistive Technology</p>	<ul style="list-style-type: none"> Identify WCAG standards and guidelines as the foundation for accessibility. Apply UDL principles to support diverse learner needs. Use assistive technology tools effectively to enhance access. Design inclusive learning experiences that integrate accessibility best practices. Evaluate and continuously enhance material accessibility to ensure ongoing improvement. 	<ul style="list-style-type: none"> Independent learning-Mastery demonstration through individual assignments Collaborative learning activities through discussion forums 	<ul style="list-style-type: none"> CAST (2018) UDL Guidelines Burgstahler (2021) Phipps & Kelly (2006) WCAG 2.1 Poore-Pariseau (2013) <ul style="list-style-type: none"> UDL checklists WCAG video tutorials <p>Key Resource:</p> <ul style="list-style-type: none"> Learner Analysis Assignment (Google Doc for redesign task) <p>Other Recourses:</p> <ul style="list-style-type: none"> Peer feedback from discussions Reflection prompts 	<ul style="list-style-type: none"> 1. Discussion Forum (50 pts): <ul style="list-style-type: none"> Analyze a past course using UDL principles. Due: Initial Post (Week 5), Replies (Week 5). 2. UDL Implementation Plan (100 pts): <ul style="list-style-type: none"> Staged plan for an institution. Due: End of Week 5. 3. Empathy Challenge (100 pts): <ul style="list-style-type: none"> Redesign an assignment for accessibility/inclusivity. Due: End of Week 5. 	<p>10 Hrs</p>
<p>Week 6</p>	<p>Unit 3: Multimedia Tools for Engagement Lesson 1: The Power of Multimedia in Instruction Lesson 2: Strategies for Integrating and Evaluating Multimedia</p>	<ul style="list-style-type: none"> Select appropriate multimedia tools for instructional purposes. Integrate multimedia effectively to align with learning objectives and enhance engagement. Design and develop instructional videos, including interactive elements where appropriate. Apply accessibility principles in multimedia, ensuring inclusive design for diverse learners. 	<ul style="list-style-type: none"> Collaborative and reflective learning through Discussion Forum and scenario-based discussion Creative, project-based, and experiential learning through multimedia project 	<p>Core Readings:</p> <ul style="list-style-type: none"> Mayer (2020) Malamed (2015) Crosslin et al. (2018) - Chapters 5 & 6 Multimedia design checklist <p>Tools (for suggestion):</p> <ul style="list-style-type: none"> Camtasia, Adobe Premiere, iMovie (Video). H5P, Adobe Captivate, Articulate (Interactivity). 	<ul style="list-style-type: none"> 1. Discussion Forum (50 pts): <ul style="list-style-type: none"> Designing for engagement in a music theory course scenario. Due: Initial Post (Week 6), Replies (Week 6). 2. Multimedia Project (200 pts): <ul style="list-style-type: none"> Interactive Instructional Video (10 mins). Due: End of Week 6. 	<p>12 Hrs</p>

				<ul style="list-style-type: none"> • Canva, Powtoon, Audacity <p>Other Recourses:</p> <ul style="list-style-type: none"> - Peer feedback from discussions - Reflection prompts 		
Week 7-9	<p>Unit 4: Developing Interactive Content</p> <p>Lesson 1: The Power of Interactive Content and Visual Literacy</p> <p>Lesson 2: Designing and Implementing Interactive Learning Activities</p>	<ul style="list-style-type: none"> • Apply visual communication and visual literacy principles in instructional design. • Use technology tools to design interactive content. • Implement interactive strategies and activities (e.g., simulations, games, quizzes) to enhance engagement. • Link UDL principles with interactive content, integrating frameworks such as Bloom's Taxonomy and Multimedia Learning Theory. • Design interactive learning experiences that are accessible and inclusive. • Develop interactive learning experiences that are accessible and inclusive • Synthesize learning and reflect on the design process to inform continuous improvement. 	<ul style="list-style-type: none"> • Collaborative learning activities through different Discussion Forums • Facilitators should synthesize themes at the end of week. • Interactive Content Portfolio (web design, simulations, quizzes): Model by sharing 1–2 examples of interactive redesign. • Facilitator should offer consultation hours (live or async): • Integration Activities: Ask learners to reflect on how SMART objectives, UDL, multimedia, and interactivity connect. • Optional Live Session: Host final synchronous debrief: Lessons learned from designing effective instruction. 	<p>Core Readings:</p> <ul style="list-style-type: none"> • Braden (1996) - Visual Literacy • Malamed (2015) • Allen (2016) Clark & Mayer (2016) • Outgrow guide on interactive content • CAST UDL toolkit <p>Tools (for suggestion):</p> <ul style="list-style-type: none"> • Weebly, Wix, Google Sites (Portfolio). • Articulate, Adobe Captivate (Interactivity). H5P, Canva, Genially, Google Sites, Accessibility testing tools <p>Other Recourses:</p> <ul style="list-style-type: none"> - Peer feedback from discussions - Reflection prompts 	<ol style="list-style-type: none"> 1. Discussion (a): Visual Literacy (40 pts): <ul style="list-style-type: none"> • Share and analyze effective visuals. • Due: Initial Post & Replies in Week 7. 2. Discussion (b): UDL & Accessibility (30 pts): <ul style="list-style-type: none"> • Balance aesthetics and accessibility. • Due: Initial Post & Replies in Week 8. 3. Web Design Portfolio (150 pts): <ul style="list-style-type: none"> • Professional website showcasing skills and work. • Due: End of Week 9. 	24Hrs

Module 3: Assessment, Evaluation, Feedback and Continuous Improvement

By the end of this module, you will be able to:

- Explain foundational principles of effective assessment and evaluation
- Design assessments aligned with learning objectives and outcomes
- Apply continuous improvement strategies to refine instructional materials
- Use learner and facilitator feedback to drive refinement of instructional practices

Table 3

Module 3: Schedule, Units and Lessons, Learning Objectives and Activities, Resources, and Assessment

Weeks	Unit and Key Lessons	Learning Objectives	Learning Activities	Resources	Assessment	Time Allocation
Week 10	Unit 1: Foundations of Effective Assessment and Evaluation Lesson 1: Foundations of Effective Assessment and Evaluation Lesson 2: Designing Effective Assessment Tools	<ul style="list-style-type: none"> • Explain core principles of assessment—validity, reliability, and fairness, • Differentiate between formative and summative assessments and evaluation, • Develop assessment tools that align with specific objectives and intended learning outcomes, • Evaluate the assessment tools through reflective analysis. 	<ul style="list-style-type: none"> • Independent and reflective learning activities through reading activities and watching videos • Collaborative learning activities through the Discussion Forum • Independent learning activities through individual assignment Fix the due date for the post ¹ :	All references listed in the reading list Access to additional scholarly articles Reliable internet connection to access digital readings. Access to Open edX Word processing tool (e.g., MS Word or Google Docs). APA 7th edition guidelines and citation tools (e.g., Scribbr APA Citation Generator). Assessment Planning Template ²	<ul style="list-style-type: none"> • Discussion forum: Designing Assessments and Evaluation Initial post + peer responses (graded). Assessment of Initial Post should focus on clarity, depth of reflection, use of references, APA formatting. Guide peer Responses to focus on constructive engagement, respectfulness and contribution to knowledge-building.	30 Hrs

¹ <https://youtu.be/3rPeuFR6UDI>

² https://docs.google.com/document/d/16LRVAPgkTzrh7VRKvKzSN_ZRrCON8XbXhRB2aJqhK6U/edit?tab=t.0

				<p>PDF conversion tool (if required for submission). Online submission portal in the LMS.</p> <p><i>Brown (2019). Assessment in Learning: Principles and Practices is compulsory reading material for the reflections. The post must be done on the due date.</i></p>	<p>Emphasize timeliness: Posts and replies must be submitted on time.</p> <ul style="list-style-type: none"> Individual Assignment (Designing an aligned assessment plan) (graded) <p>Adhere to the assessment rubrics for the assessment of the individual assignment Provide timely feedback (individual) for the trainees.</p>	
Week 11	<p>Unit Two: Continuous improvement and Feedback Lesson 1: Continuous Improvement in Instructional Design Lesson 2: The Role of Feedback in Driving Continuous Improvement</p>	<ul style="list-style-type: none"> Explain the concepts of continuous improvement and feedback in instructional design. Explain the value of aligning materials with learner needs and goals using feedback 	<ul style="list-style-type: none"> Independent and reflective learning activities through reading activities and watching videos Collaborative learning activities through the Discussion Forum Independent learning activities through individual assignment <p>Adjust due date for the posts³:</p> <ul style="list-style-type: none"> Process oriented learning activities: The PDCA (Plan-Do-Check-Act) model of continuous improvement. 	<p>Core Readings Core reading materials provided as references Supplementary resources are linked in the lesson.</p> <p>Technology and Tools Access to OpenEdX for posting discussions and submitting assignments. Word processing software (e.g., MS Word, Google Docs) for drafting papers. PDF converter (if needed). Internet access to access readings, discussion forums, and submission portal. Academic Support Tools APA 7th edition style guide.</p>	<ul style="list-style-type: none"> Discussion Forum Assessment on Continuous Improvement <p>For the initial post, focus on: Quality of reflections, use of readings, APA formatting, and clarity of arguments. Peer Responses: Depth of engagement, respectfulness, and ability to extend discussion meaningfully. Timeliness: Posting and responding within the discussion window.</p> <p>Individual Assignment Assessment on Continuous Improvement models, methods, and steps</p> <p>During feedback comment on trainees' understanding of PDCA model, methods, and steps of continuous improvement.</p>	30 Hrs

³ <https://youtu.be/3rPeuFR6UDI>

				<p>Citation generators (e.g., Scribbr APA Citation Generator).</p>	<p>Critical Thinking: Ability to analyze and connect continuous improvement to instructional design practice.</p> <p>Organization and Writing: Structure, coherence, APA compliance, and clarity of expression.</p>	
Week 12	The Role of Feedback in Driving Continuous Improvement	<ul style="list-style-type: none"> Identify key feedback sources in instructional design Analyze feedback to identify areas for improvement Apply feedback at various stages to improve instructional quality Investigate how feedback affects learner outcomes and instructional effectiveness 	<ul style="list-style-type: none"> Independent and reflective learning activities through reading activity Collaborative learning activities through Discussion Forum Independent learning activities through individual assignment 	<p>Readings & Multimedia</p> <p>Online articles and video on PDCA cycle (provided in the unit).</p> <p>Scholarly references (e.g., journal articles, e-books on feedback in instructional design).</p> <p>Tools & Platforms</p> <p>Access to Open EdX for forum participation and assignment submission.</p> <p>Word processor (MS Word or Google Docs) for drafting posts and assignments.</p> <p>PDF converter (if required for submission).</p>	<p>Discussion Forum (85 Points)</p> <p>Assessment of Initial Post: Clarity, depth of reflection, use of references, APA formatting.</p> <p>Peer Responses: Focus on constructive engagement, respectfulness, contribution to knowledge-building.</p> <p>Timeliness: Posts and replies submitted within deadlines.</p> <p>Individual Assignment (70 Points)</p> <p>Assess Content: Comprehensive coverage of feedback mechanisms and integration into instructional design.</p> <p>Critical Analysis: Ability to apply concepts to continuous improvement and instructional processes.</p>	30 Hrs

				<p>APA 7th style guide or citation generator (e.g., Scribbr).</p> <p>Reliable internet connection for readings, discussions, and uploads.</p>	<p>Organization & Writing: Clear structure, coherence, APA formatting.</p> <p>Submission Quality: Proper file format (.docx or .pdf), on-time submission.</p>	
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Capstone Project

In parallel with each module, beginning at the midpoint of Module 1, trainees are required to engage in a Capstone Project. This project is designed to develop hands-on skills and culminates in the development of a digital course via Open edX, a primary requirement of this training. Facilitators should be aware of this major component and provide appropriate support to trainees. Please refer to the following detailed guidance.

Dear facilitator, guide the capstone project in a phased approach as stated below:

Phase/ section	Purpose	Facilitator Responsibility	Tools / Resources Needed	Time
Pre-Project Preparation	Ensure readiness to guide trainees effectively.	<ul style="list-style-type: none"> Review all project documents (overview, instructions, and deliverables). Prepare templates, samples, and an accessibility checklist. Plan key touch points (orientation, re-orientation, reviews, final office hours). 	Project overview, deliverables checklist, templates, WCAG checklist, tutorial links.	Before module 0
Phase 1 — Orientation & Founda- tion	Ensure trainees fully understand expectations and can begin with confidence.	<ol style="list-style-type: none"> 1.1 Orientation Session: Present project purpose, objectives, and expectations. 1.2 Emphasize real-world ID simulation and the importance of the checklist. 1.3 Instruction Walkthrough: Explain project steps and deliverables clearly. Show templates and rubrics. 1.4 Topic Selection & Analysis: Facilitate topic brainstorming, ask probing questions on target learners and learning needs. Approve final topics before the design phase. 	Project instructions, deliverables checklist, topic selection prompts, and sample projects.	During modules 0 and 1
Phase 2 — Design & Develop- ment Sup- port	Support trainees in applying ID principles to design and create materials.	<ol style="list-style-type: none"> 2.1 Re-Orientation/Q&A /Q&A Re-align expectations. Clarify the use of ADDIE, common mistakes, and scope issues. 2.2 Course Framework Design: <ul style="list-style-type: none"> Guide the development of objectives, outline instructional strategies, and assessments. Provide templates and samples. Review for alignment and scope; 	Syllabus/module outline templates, alignment examples, media tool tutorials, and accessibility checklist.	Right after module 3 and before project submission

		<ul style="list-style-type: none"> • give formative feedback. • Develop Sample Instructional Material: • Support the creation of one instructional material item. • Guide tools (Camtasia, Canva, etc.). • Provide a WCAG-based accessibility checklist. • Ensure the accessibility report demonstrates inclusive design thinking. 		
3. Phase 3 — Refinement & Integration	Help trainees polish and integrate components into a professional portfolio.	<p>3.1 Assessment Plan Review: Check alignment of assessments with objectives. Ensure both formative and summative assessments are included. Guide reflection depth.</p> <p>3.2 Portfolio Integration: Support trainees in assembling the final portfolio, reviewing clarity, coherence, and formatting, and ensuring accessibility and completeness.</p>	Assessment plan rubric, reflection prompts, and formatting guidelines.	
4. Final Week Actions	Ensure smooth submission and boost trainee confidence.	<p>4.1 Submission Reminder: Send reminders about the deadline, format, and accessibility check.</p> <p>4.2 Checklist Re-share Re-send deliverables checklist for final self-audit.</p> <p>4.3 Final Office Hours: Offer the last support session. Confirm Submission Process:</p> <p>4.4 Clarify platform, link, file naming, and deadline. Closing Motivation: Send a final encouraging message: Example, <i>“Let’s make this journey impactful, inspiring, and unforgettable!”</i></p>	Project instructions, deliverables checklist, topic selection prompts, and sample projects.	

5. DIGITAL TOOLS & PLATFORMS

5.1 LMS or Course Hosting Platform (Open edX)

a. Purpose & positioning (quick summary)

Open edX serves as the central learning platform—the “single source of truth”—for all course-related activities. This means that every major element of the learning experience is created, stored, managed, and tracked within the Open edX ecosystem. Facilitators and learners rely on it as the authoritative location for academic and administrative information.

Key roles of Open edX include:

I. Central Repository for Course Content

All instructional materials—videos, readings, assessments, interactive activities, and learning sequences—are hosted directly within Open edX. This ensures that:

- Learners access consistent, updated content.
- Facilitators do not need to distribute materials through multiple channels.
- Version control and content integrity are maintained.

II. Unified Course Management (Deadlines, Schedules, Pathways)

Open edX manages course pacing, assignment deadlines, module release dates, and learning pathways. Whether the course is instructor-paced or self-paced:

- Learners always see accurate due dates and progress expectations.
- Facilitators can release, adjust, or lock content centrally.

III. Assessment and Gradebook System

The gradebook in Open edX captures all graded activities, including quizzes, problem sets, discussions, peer reviews, and external tool submissions (when integrated).

- Provides real-time performance tracking.
- Offers analytics on learner engagement and mastery.
- Serves as the authoritative record for certification or reporting.

IV. Learner Records and Progress Tracking

Open edX maintains detailed learner data:

- Enrollment information
- Completion status
- Problem attempts and feedback
- Certificates earned
- Engagement metrics

These records support instructional decisions, individualized feedback, and data-driven course improvements.

V. Primary Communication Channel

Announcements, in-course messages, reminders, and updates are issued through Open edX. This ensures that:

- Learners receive all important information in a single location.
- Communication is tied directly to course activities and deadlines.
- No confusion arises from external messaging platforms.

VI. Integration with External Tools

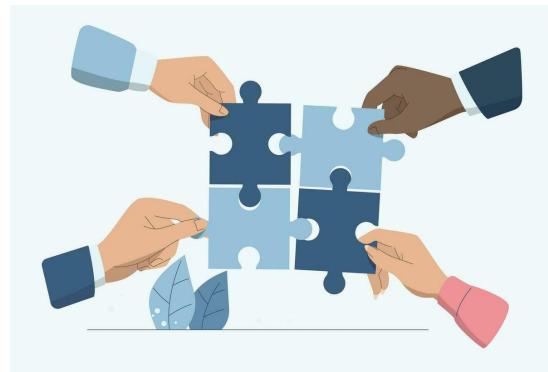
Although Open edX is the core platform, it can integrate smoothly with external learning tools. Common examples include:

- H5P for interactive multimedia
- Articulate Rise or Storyline for SCORM-style learning objects
- Zoom for live virtual sessions

These tools are either embedded, LTI-integrated, or linked within Open edX, allowing learners to stay inside the same learning environment. This improves user experience, reduces navigation barriers, and centralizes tracking when possible.

b. Core course-team roles & responsibilities (operate like SOPs)

The “course team” includes everyone who contributes to the teaching–learning process, including learners. The responsibilities are organized to avoid overlap and to establish clear operational pathways similar to Standard Operating Procedures (SOPs).



i. Instructional & Academic Roles

1. Lead Facilitator

Responsible for academic quality and overall delivery.

- Ensures course design fidelity and alignment with learning outcomes
- Leads weekly facilitation plans (announcements, pacing, live sessions)
- Approves rubrics and assessment criteria
- Reviews escalated academic issues
- Signs off on final grades
- Guides co-facilitators, TAs, and moderators

2. Co-Facilitator(s)

Supports the Lead Facilitator in instructional activities.

- Facilitates discussions in forums
- Provides grading assistance
- Supports small-group learning activities
- Helps deliver live or recorded sessions
- Escalates academic concerns when needed

3. Teaching Assistant (TA) / Moderator

Focused on day-to-day learner interactions.

- Monitors forums and triages posts
- Flags inappropriate or incorrect content
- Seeds discussions with guiding questions
- Provides first-response support
- Manages peer-review logistics (e.g., assignments requiring peer evaluation)

Clarification:

TAs/Moderators do not manage system settings or technical functionality—their role centers on academic and community support.

ii. Technical & Administrative Roles

4. Course Administrator

Handles platform and operational management.

- Manages user accounts and enrollments
- Configures LMS settings (course visibility, pacing, certificates, etc.)
- Uploads/publishes course content
- Manages backups and version control
- Generates LTI keys for integrated tools
- Serves as the first point of contact for technical escalations from the instructional team

Clarification:

The Course Admin manages the course-level system configuration, not academic facilitation or content decisions.

5. Technical Support (Platform Support Team)

Responsible for resolving technical issues experienced by users.

- Troubleshoots playback issues (video, H5P, SCORM objects)
- Supports users with login/access problems
- Coordinates with the platform host or IT team for bugs/outages
- Guides on device compatibility and browser issues
- Escalates persistent platform problems to the Course Admin or system administrators

Clarification:

Technical Support focuses on problem resolution, not course configuration or academic facilitation.

iii. Learner Role (Added per Reviewer Feedback)

Learners are essential contributors to the learning ecosystem. Their active participation supports the success of the entire course.

Learner Responsibilities

- Review weekly instructions, deadlines, and content on Open edX
- Engage actively in forums, discussions, and collaborative tasks
- Submit assignments and projects on time

- Attend synchronous/live sessions when required
- Complete peer reviews and group work as instructed
- Report technical issues promptly through the correct support channel

c. Pre-launch LMS configuration checklist (must-run)

Before the LMS launch, facilitators must review and address the key activities outlined in [Appendix D](#). Please refer to this appendix for detailed guidance.

d. Course structure & learner-facing pages (recommended blueprint)

- Welcome Module: course overview, learning outcomes, facilitator bios + office hours, technical & accessibility contacts, recording consent, quick-start checklist (“do this first”).
- Weekly Module landing page: week learning outcomes, estimated workload (hours), required vs optional items, “what to do first”, deliverables & deadlines, recommended sequence.
- Assessment & Capstone area: rubric access, exemplar submissions, submission instructions and grading timeline.

e. Release strategy & pacing

- Default: **weekly timed release** (helps pacing & cohort conversation). If full release is chosen, schedule facilitation activities (deadlines, weekly check-ins) to enforce structure. Document chosen approach in Course Info.

f. Release strategy & pacing

- Metrics to monitor weekly: enrollments, active users, week-1 submission rate, module completion rate, forum activity (# threads, replies), average quiz scores, video engagement (watch %, drop-off).
Suggested thresholds & actions:
 - Week-1 submissions < 70% -> automated announcement + personal check-in to non-submitters; TA seeds “stuck” forum.
 - Module completion rate drop > 20% wk-to-wk -> create a short review micro-lecture + targeted office hour.
 - Avg quiz score < 60% on core concept -> create a corrective H5P interactive + schedule 30-min review.
- Document actions taken (what, when, recipients) in a weekly facilitation log.

g. Grading strategy & rubrics (practical)

- Low-stakes (formative): ungraded but tracked (progress bars, badges). Encourages practice without penalizing.
- Summative: graded with published rubrics and exemplar submissions. Rubrics should list 3–5 criteria, with descriptors for 3 performance levels (e.g., Meets / Approaches / Does Not Meet) and weights. Example rubric row:

- Criterion: Application of theory to case (40%) — Meets = thorough, links to 2+ sources; Approaches = partial application; Does Not Meet = missing or off-topic.
- Turnaround goal: grades and feedback for major assessments returned within 7 calendar days; communicate different timelines if not possible.

h. Content QA / publish checklist (must do before "Publish")

- Student View: run through the whole module in a test account.
- Media: play every video on desktop & mobile; verify SRT & transcripts are attached.
- Links & downloads: click every link; open every downloadable file.
- Interactives: run all H5P/XBlock interactions; test keyboard navigation.
- Grades: verify gradebook calculations and visibility of rubrics/exemplars.
- Accessibility: run automated checks (WAVE/axe/Lighthouse) and a quick manual screen-reader/kb check.
- Backup: create a zip export or record versions and note change log entries.

i. Embedding & integrations (practical pointers)

- H5P: use the XBlock or LTI so outcomes and attempts appear in Open edX. Test scoring and resume behavior.
- Articulate Rise/Storyline: embed via HTML5 export or LTI; provide a fallback PDF/text summary for mobile/low-bandwidth.
- Zoom/MS Teams: connect with LTI where possible, or link recordings back to LMS pages. Always attach SRT & transcript files.
- Always include a fallback plain-text or PDF alternative for any heavy widget.

j. Facilitation cadence & communications (operational calendar)

- Monday: weekly announcement + "what to do first".
- Mid-week (Thursday): brief reminder + targeted nudge to low-engagement students.
- Weekly: 30–45 min live Q&A / office hour (recorded). Seed forum with 2–3 probing prompts after the live session.
- Weekly TA check: moderator posts a "moderation roundup" summarizing answers to common Qs.

k. Quick troubleshooting (common problems & fixes)

- Video won't play: confirm MP4/H.264, check hosting permissions, ask learner to try incognito or clear cache. Provide audio/transcript fallback.
- Missing forum posts: review moderation queue, participant visibility settings, or spam filters.
- Grade mismatch in Gradebook: check hidden grade weightings and special-case overrides.

5.2 Authoring Tools (e.g., Articulate, H5P)

a. Which tool when (decision guide)

- **H5P** — embedded formative checks, interactive video, timelines, flashcards, drag & drop. Best for quick inline practice that records attempts in LMS.
- **Articulate Rise** — fast, responsive micro-courses; Storyline — for branched simulations, complex interactions and software simulations. Use when you need polished, self-contained learning experiences.
- **Canva / Figma** — rapid graphics & infographics (export PNG/PDF + alt text).
- **OBS / Camtasia** — recording & screen capture. OBS (free, flexible), Camtasia (editor + easier export).
- **Audacity / Descript** — audio cleanup, noise reduction, filler word removal, transcript generation.

b. Authoring workflow (detailed, with gates)

1. Design — map learning objectives -> assessment -> activity types. Create module skeleton (outline + time estimates).
2. Storyboard — write scripts and slide decks. Include learning checks, branching rules, and accessibility notes (alt text, transcript needs).
3. Prototype — build one sample page/interaction and test on mobile. Get peer/facilitator sign-off.
4. Produce — record video/audio, create interactions. Apply editorial standards (short chunks, clear visuals).
5. Edit — normalize audio (-12 dB to -6 dB peaks), remove filler, add captions. Perform accessibility remediation.
6. Publish & Test — embed in Open edX, run QA checklist, student-view testing.
7. Version & Log — store source files, name publish files, and update CHANGELOG.

c. Script & storyboard minimum template (one line each)

- Title | Objective | Duration | Key messages (3) | Activity type | Accessibility notes | Deliverables

d. Media production specs & export

- Container/codec: MP4 (H.264).
- Resolution: 1280×720 (720p) default; 1080p only for content that requires high detail.
- Audio: 44.1 kHz, mono/stereo as needed; normalize levels; remove background noise. Aim for consistent LUFS across clips.
- Bitrate target: ~1500–3000 kbps; aim to keep 10-min videos <150 MB when possible.
- Captions: provide SRT + plain-text transcript for every video.

e. File naming & storage (recommended convention)

- W03_U1_LearningObjectives_v1_YYYYMMDD.mp4
- Folder structure: /source /production /published /archive + CHANGELOG.md with edits, author, date, note.

f. H5P mapping to learning outcomes (practical examples)

- Remember / Understand: Drag & Drop; Fill-in-the-blank.
- Apply: Interactive Video with embedded MCQs and reflection prompts.
- Analyze / Evaluate: Branching Scenario (2–3 decision nodes) or Course Presentation with checkpoints.
- Create: Assignment prompt + rubric (hosted in LMS).
- Facilitation tip: For branching scenarios, provide a debrief forum where learners post the path they took and their reasoning.

g. Authoring QA checklist (pre-publish)

- Captions & transcript attached.
- Images have alt text.
- Files open on mobile & desktop.
- Interactivity works with the keyboard only.
- All links open and don't 404.
- Storyline/Rise SCORM manifest, if used, registers attempts properly in Gradebook.

h. Version control & iterative updates

- Track versions; include a short note about changes and whether learners must re-do a scored item. Communicate breaking changes in an announcement.

5.3 Communication Tools (e.g., Zoom, Teams, forums)

a. Asynchronous communication (forum design & moderation)

- Forum taxonomy: Introductions / Module X Q&A / Capstone & Peer Review / Tech Help / Announcements. Pin: "How to use this forum" + FAQ.
- Tags: #question, #resource, #peer-review, #tech — require these on post composition where possible.
- Response SLAs: Facilitators reply within 48 hours, peer replies within 72 hours; TAs close triage within 24 hours. Post moderation log entry for escalations.
- Moderator SOP:
 1. Triage new posts hourly (first 72 hours each week).
 2. Mark duplicates; merge or link to the canonical thread.
 3. Seed answers for unanswered questions >48 hrs.
 4. Summarize recurring Qs in weekly announcements.

b. Moderator reply template (copy/paste)

- Acknowledge + restate the question -> short answer or link to resource -> next step (e.g., "If this doesn't fix it, reply here or email techsupport@...") -> close with friendly sign-off + TA initials.

c. Synchronous sessions (Zoom/Teams operational playbook)

- **Pre-session:** schedule with registration, enable waiting room, require passcode or authenticated participants. Preload slides to avoid resolution issues. Assign co-host (TA).

- **During:** disable participant screen sharing by default; use breakout rooms with clear deliverable and timer; use polls to check comprehension at 10-minute intervals. Record to cloud and enable live captions.
- **Post-session:** download and correct SRT captions, upload recording + SRT to the LMS within 48–72 hours, post a short “What we covered” summary & action items.

d. Live session agenda template (30–45 min)

- 0–5 min: Welcome & learning outcomes
- 5–20 min: Short micro-lecture / demo (10–15 mins)
- 20–35 min: Breakouts (task), reconvene & report-out (5–8 mins)
- 35–45 min: Q&A and follow-up actions

e. Announcements & email cadence (practical)

- **Weekly cadence:** Monday module overview; Thursday reminder; 24–48hr deadline reminders where needed. Use LMS announcements preferentially so records stay with the course. Use targeted email only for sensitive/individual items.

f. Security, privacy & consent (operational)

- Add a visible consent statement in Welcome Module and collect explicit consent if publishing recordings publicly. Store PII & grades only in LMS. If recordings will be public, anonymize learner contributions or obtain signed consent.

g. Troubleshooting common comms issues (quick fixes)

- Missing cloud recording: check host cloud vs local folder; check host account who started recording.
- Low audio quality: provide audio-only MP3 + transcript; recommend external mic for learners presenting.

5.4 Accessibility Considerations

a. Guiding principles

- Follow Universal Design for Learning (UDL) and aim for WCAG 2.1 AA compliance where practical. Provide multiple ways to access content (visual, audio, text), interact, and demonstrate learning.

b. Mandatory accessibility checklist (apply to every published item)

- **Videos:** SRT captions + downloadable transcript; captions reviewed & corrected by human.
- **Images:** alt text that conveys purpose (not “image of...” unless descriptive is necessary).
- **Text:** body text ≥ 16 px (or relative equivalent), left-aligned, avoid ALL CAPS, ensure line length and spacing are readable.
- **Contrast:** ratio $\geq 4.5:1$ for normal text; $\geq 3:1$ for large text.
- **PDFs:** export as tagged PDFs and run remediation tools.

- **Interactivity:** H5P/Storyline interactions keyboard-accessible; if not, provide an accessible alternative (text-based activity or downloadable worksheet).
- **Navigation:** pages must use semantic headings and be navigable by keyboard (Tab) with visible focus states.

c. Captioning & transcript workflow (step-by-step)

1. Record video.
2. Auto-generate captions (Zoom/YouTube/Descript).
3. Download SRT and edit for accuracy (this step cannot be skipped).
4. Upload corrected SRT and plain-text transcript to the LMS item.
5. Log caption upload date and revision in course CHANGELOG.

d. PDF remediation & document accessibility (practical)

- Authors must supply source (Word/Google Doc) with correct headings, alt text in images, and reading order. Export as tagged PDF and run an accessibility checker (Adobe Accessibility or axe). Fix tags/reading order issues before publishing.

e. Accessibility testing (tools & minimum tests)

- Automated checks: WAVE, axe, Lighthouse — run on each module landing page.
- Manual checks: keyboard navigation spot-check; NVDA/VoiceOver screen-reader spot test for critical flows (start module -> play video -> access quiz -> submit).
- Acceptance criteria: all critical items (videos, PDFs, quizzes) must pass both an automated and a manual spot-check prior to publish.

f. Low-bandwidth & mobile-first practices

- Default to 720p video and provide 360p or audio-only MP3. Provide slide decks + transcripts as downloads. Design pages to be mobile responsive and test key flows on a small screen.

g. Accommodations & confidential requests

- Request process: allow learners to self-identify in the Welcome Module with a private contact (disability services email).
- Offer flexible demonstrations (e.g., written reflection instead of video) when reasonable. Maintain confidentiality and document accommodations in facilitator logs.

h. Recordkeeping & compliance

- Maintain an Accessibility Log for each course version: list items checked, tools used, tester initials, and dates. This log is part of your audit trail.

5.5 Facilitator Quick Action Checklist (one-page operational summary)

a. Pre-launch

- Configure Open edX roles & settings; publish Welcome Module (consent, contacts).
- Produce exemplar submission + rubric; upload to Capstone area.
- Run a full QA checklist (links, videos, H5P, mobile, accessibility).

b. Weekly (repeat each module week)

- Monday: publish announcement + “what to do first”.
- Midweek: seed forum & midweek reminder (target low-engagement learners).
- Hold 30–45 min live Q&A; record + caption; upload within 48–72 hrs.
- TA: run forum triage daily; moderator posts weekly summary.
- Review analytics & apply trigger actions (see thresholds above).

c. Ongoing ops

- Grade major assignments within 7 days.
- Keep CHANGELOG updated for every content update.
- Maintain Accessibility Log & fix high-priority issues before publishing new modules.

6. ASSESSMENT STRATEGY

General strategy that guides assessment and feedback: The assessment strategy integrates both formative and summative approaches to ensure continuous learning and comprehensive evaluation. Formative assessments, such as quizzes, reflections, and draft submissions, provide ongoing feedback and support learner development throughout the module. Summative assessments, including final projects and assignments, measure achievement against clearly defined learning outcomes. All assessments are guided by detailed rubrics that outline grading criteria, ensuring transparency and consistency in evaluation. Feedback mechanisms are structured around timely instructor responses, enabling learners to reflect and improve before final submissions. Peer review and self-assessment are encouraged through clear guidelines, fostering collaborative learning and critical reflection. To uphold academic integrity, all submissions undergo originality checks with plagiarism-detection tools, reinforcing ethical standards and promoting authentic scholarship.

Tips for Facilitators to Guide Assessment and Feedback

1. Guiding the Discussion Forum

Facilitator Expectations

- Post a warm welcome note at the start of the forum to set the tone and clarify learning goals.
- Encourage trainees to read instructions on how to structure their initial posts (length, references, APA style).
- Actively monitor the forum and intervene if discussions drift off-topic or participation drops.

Encouragement and Motivation

- Recognize strong contributions by replying with short affirmations (e.g., “Excellent link to Brown (2019)—this shows great application of theory to practice”).
- Encourage trainees to bring in personal experiences and professional contexts to make discussions meaningful.
- Gently prompt less active learners with questions like, “What’s your perspective on integrating feedback loops?”

Reminders

- Send announcements via the LMS reminding learners of:
 - Initial Post Deadline.
 - Peer Response Deadline.
- Post mid-week nudges to keep engagement steady (e.g., “Remember to post your reflections on feedback principles by Thursday evening”).

Feedback Tips

- Model constructive and respectful online responses by giving examples.
Tips:
 - Be Specific, Not Vague: Point to exact elements.
 - Focus on the Work, Not the Person: Critique the idea, not the individual.
 - Use “I” Statements: Frame feedback as your perspective.
 - Ask Questions: Invite clarification and dialogue.
 - Offer a “Praise Sandwich”: Start with strength, state the critique, and end with an encouraging forward-looking statement.
- Encourage evidence-based peer replies that reference readings or practice.
- Remind learners to mention peers’ names when responding, to foster community.

2. Guiding the Individual Assignment**Facilitator Expectations**

- Encourage trainees to read and understand a step-by-step overview of assignment tasks inside the LMS (review readings, write 2–3 pages, save as Word/PDF, submit to OpenEdX).
- Make sure that trainees understand the purpose of the assignment: applying feedback mechanisms for continuous improvement in instructional design.

Encouragement & Motivation

- Reinforce the practical value of the assignment (e.g., how feedback cycles improve real-world design).
- Motivate learners by connecting the task to professional skill-building.
- Encourage use of frameworks (ADDIE, PDCA) to make analysis richer.

Reminders

- Share weekly deadline reminders through the LMS.
- Provide a final 48-hour reminder before the submission deadline.
- Remind students to double-check formatting (APA, 12-point Times New Roman, double-spaced).

Feedback Tips

- Return feedback promptly via the LMS, highlighting both strengths and areas to refine.
- Provide summary announcements noting common strengths (e.g., strong use of sources) and areas for growth (e.g., more application to instructional design contexts).
- Frame feedback as a tool for continuous improvement, not just evaluation.

7. FACILITATION GUIDELINES

Online facilitation requires more than technical management of a course — it is about shaping a dynamic learning community. Facilitators act as **mentors, monitors, moderators, motivators, and models**. This section provides practical, step-by-step guidance to help facilitators carry out their roles effectively.

7.1 Instructor Role and Responsibilities

a. Core Identity of the Facilitator

- **Coach & Guide:** Not just a subject expert but someone who supports how learners learn.
- **Curator:** Selects, organizes, and contextualizes resources for learners.
- **Community Builder:** Establishes trust, belonging, and peer support.
- **Proactive Monitor:** Spots disengagement early using analytics and patterns of activity.
- **Role Model:** Demonstrates professionalism, digital etiquette, academic integrity, and lifelong learning.

b. Strategic Duties

- **Subject-Matter Guide:** Clarify difficult concepts and connect theory to authentic practice.
- **Feedback Provider:** Offer constructive, timely, and forward-looking feedback that learners can act upon.
- **Motivation Manager:** Recognize achievements, re-energize low-participation groups, and maintain course momentum.
- **Equity Advocate:** Ensure inclusion, accessibility, and fairness in grading and group work.

c. Operational Workflow

i. Before the Course (Preparation Week):

- Finalize and test all course materials, links, quizzes, and forums.
- Upload syllabus, facilitator bios, grading rubrics, office hours, and the course calendar.
- Publish a Welcome Announcement setting the tone and expectations.
- Enable discussion forums and set clear rules of engagement.
- Run accessibility checks (captions, transcripts, file formats, mobile access).

ii. Weekly Rhythm (Sample Calendar):

- **Monday:** Post Weekly Roadmap and announcement.
- **Tuesday/Thursday:** Actively moderate forums; reply to unresolved questions.
- **Wednesday:** Host office hour/Q&A (30–60 min).
- **Friday:** Grade submissions and provide feedback (≤ 7 days).
- **Sunday:** Post weekly summary and preview next week.

iii. Service Level Agreements (SLAs) for Learners:

- Forum replies: ≤48 hours (weekdays).
- Graded assignment feedback: ≤7 days.
- Emails/messages: ≤72 hours.

7.2 Icebreakers and Community Building**a. Why Community Matters:**

Community reduces learner isolation, improves retention, and establishes the psychological safety needed for meaningful learning..

b. Structured Icebreakers (Week 0):**1. Two-Sentence Intro + Artifact**

- Script: “Please share two sentences about your professional role and one course expectation. Attach an artifact (image, link, or 30-sec audio) representing your teaching practice.”
- The facilitator replies personally to the first 20 introductions to model engagement.

2. Learning Map: Learners post one challenge + one resource. Classmates “tag” solutions to create a living knowledge repository.**3. Buddy System:** Pairs learners for 3 weeks with a 3-item accountability checklist (check-in mid-week, share a resource, provide capstone idea feedback).**4. Micro-Pitches (Week 4):** Learners present 3–5-minute video pitches of their project ideas. Peers give structured suggestions.**5. Virtual Coffee Breaks:** Optional 20-minute informal Zoom sessions with no slides, just conversation.**c. Operational Workflow**

- Create Welcome Forum and Coffee Break threads for informal dialogue.
- Recognize contributions: “Post of the Week,” “Learner of the Week.”
- Encourage learners to contribute local or cultural examples, contextualizing theory in their own workplace or country.

7.3 Encouraging Reflective Dialogue**a. Purpose:** Move discussions beyond surface-level agreement to deep reflection and application.**b. Effective Prompt Design:**

- How would you adapt this concept for your teaching environment?
- Describe a time you applied theory X — what worked, what didn't, and why?
- Choose one instructional model. How would it change how you assess your learners?

c. Facilitation Tactics:

- Model Depth: Reply to posts with evidence-based connections between theory and practice.
- Scaffold Thinking: Gently probe deeper (e.g., “What might change if you...?”).
- Validate & Extend: Acknowledge diverse perspectives, then invite further exploration.
- Summarize: End each week with a digest of discussion highlights.

- **Practical Script Example:**

Learner Post: "I tried group work, but engagement dropped."

Facilitator Reply: "That's a common issue. Can you share the group size and task allocation? One strategy is to assign rotating roles with a short synchronous check-point. I can share a role card template if helpful."

7.4 Managing Group Dynamics

a. **Why it Matters:** Groups provide authentic collaboration, but poor dynamics can undermine learning.

b. **Formation & Structure:**

- Groups of 3–5, balanced for discipline and time zone.
- Require a Group Contract covering: roles, timelines, communication channels, and conflict resolution steps.
- Rotate roles weekly (Leader, Recorder, Timekeeper, Presenter, Reviewer).

c. **Peer Accountability:**

- Anonymous peer assessment rubric (criteria: Contribution, Timeliness, Collaboration, Creativity).

d. **Conflict Resolution Pathway:**

1. **Peer-to-Peer:** Encourage members to address issues privately first.
2. **Facilitator Mediation:**
 - Script: "Thanks for raising this. Let's meet for 15 minutes to clarify expectations and restore balance. Please bring specific examples."
3. **Escalation:** Adjust grading weights or reassign groups if unresolved.

7.5 Inclusive Practices and Accessibility Tips

a. **Inclusive Checklist:**

- Provide multi-format content (video + transcript + slides).
- Accept alternative submissions (oral, slides, essay).
- Use accessible file formats and low-bandwidth options (compressed video, audio-only, downloadable text).
- Encourage learners to disclose accommodation needs privately.
- Use inclusive, bias-free language; avoid idioms and jargon.

b. **Cultural Responsiveness:**

- Reference regional case studies (e.g., Ethiopian higher education).
- Encourage learners to apply frameworks to their own workplace or cultural contexts.

7.6 Engagement Techniques

a. **Motivational Strategies:**

- Award badges for milestones (e.g., "Forum Champion").
- Feature outstanding posts ("Learner of the Week").
- Design micro-challenges for learners to apply concepts in small tasks.

b. **Active & Peer Learning:**

- 90-second learner videos explaining concepts, followed by peer reviews.
- Embed interactive H5P activities (drag-and-drop, video quizzes) after lectures.
- Encourage learners to co-create polls, quizzes, and resources.

7.7 Moderation of Discussions

- a. Approach:** Structured, consistent moderation keeps discussions purposeful without overwhelming facilitators.
- b. Routine:**
- Daily scanning for the first 2 weeks; ≥ 3 times/week thereafter.
 - Use thread tags (#question, #resource, #moderator-action).
 - Keep a private moderator log for follow-ups.
- c. Template Replies:**
- Clarify: “Good question — short answer: [...]. I’ll post a detailed example by Friday.”
 - Deepen: “Interesting point — how would this apply in your own context?”
 - Summarize: “Key takeaways from this thread: 1) ... 2) ... 3) ... Added to our ‘Top Tips’ resource.”
- d. Best Practices:**
- Share weekly summaries in announcements.
 - Always maintain a constructive, collegial tone.

7.8 Time Management

- a. Workload Guide:**
- ~10–25 hours/week for 30 learners (moderation, grading, office hours, admin).
- b. Efficiency Hacks:**
- Batch grading in 2-hour sessions with rubric-based feedback.
 - Offer office hours at two times to cover global zones.
 - Publish deadlines early in the Weekly Roadmap.
 - Use “**response windows**” to set boundaries and prevent burnout.

7.9 Troubleshooting Common Issues

Issues	Facilitator Action
Low participation	Personal check-ins, activate buddy system, run a motivational live session.
Late submissions	Send a reminder, restate the late policy, and allow a grace period if justified.
Technical difficulties	Provide workaround (alt file type); escalate to ICT.
Misunderstood instructions	Clarify publicly via announcement and FAQ.
Quiz underperformance	Release mini-lesson, open the remedial thread, and add an optional practice quiz.
Accessibility requests	Provide alternative format immediately; log improvements for future runs.

7.10 If any ... (Final Facilitation Tips & Resources)

- Data-Driven Interventions: Use analytics (quiz scores, completion, login) to identify and support at-risk learners.
- Model Behaviors: Share reflective posts, acknowledge your own mistakes, and encourage transparency.
- Continuous Improvement: Keep a “Lessons Learned” log to refine prompts, rubrics, and timelines.

8. COMMUNICATION PROTOCOLS

Effective communication protocols are essential for maintaining clarity, responsiveness, and collaboration throughout the learning experience. Preferred channels for interaction include LMS messaging for course-related updates and queries, email for formal correspondence, and platforms like Microsoft Teams or Zoom for synchronous meetings, consultations, and collaborative sessions. These tools should be selected based on accessibility, institutional policy, and the nature of the communication—ensuring that all stakeholders can engage seamlessly.

To foster trust and accountability, response time expectations must be clearly defined. Instructors and support staff are encouraged to reply to student inquiries within 48 hours during weekdays, while urgent matters may warrant faster turnaround. This consistency helps learners plan effectively and feel supported throughout their academic journey.

Weekly announcements play a vital role in keeping participants informed and engaged. A standardized template may include a brief overview of the week's objectives, key deadlines, upcoming activities, and any relevant reminders or motivational messages. This structured approach ensures that communication remains timely, purposeful, and aligned with the course flow.

For more complex or unresolved issues, clearly defined escalation pathways should be in place. Learners should know whom to contact—whether it's a teaching assistant, course coordinator, or program director—depending on the nature and severity of the concern. These pathways must be transparent and respectful, promoting resolution through appropriate channels while reinforcing a culture of professionalism and support. For further details, please refer to [Appendix E](#).

9. QUALITY ASSURANCE CHECKLIST

The quality assurance checklist serves as a foundational tool to uphold the integrity, relevance, and effectiveness of each module. First and foremost, all instructional materials and activities must clearly align with learning outcomes, ensuring that every component contributes meaningfully to the intended educational goals. This alignment guarantees that learners are guided toward measurable achievements and that assessments reflect the competencies being developed.

Equally important is the accuracy and currency of content. All materials should be factually correct, reflect the latest developments in the field, and be regularly reviewed to incorporate emerging knowledge and practices. This ensures that learners engage with up-to-date information that prepares them for real-world application.

Technical functionality is another critical dimension. All digital resources—whether videos, interactive tools, or downloadable documents—must operate smoothly across platforms and devices. Broken links, inaccessible formats, or interface glitches can disrupt learning and diminish credibility, so regular testing and troubleshooting are essential.

To foster an inclusive learning environment, the checklist emphasizes inclusivity and accessibility. Content should be designed to accommodate diverse learning needs, including multilingual support, alternative formats (e.g., transcripts, captions), and compatibility with assistive technologies. This ensures equitable access for all learners, regardless of background or ability.

A robust feedback and revision loop is vital for continuous refinement. Mechanisms should be in place for learners and instructors to provide input on content clarity, relevance, and usability. This feedback must be systematically reviewed and acted upon to enhance the learning experience.

Finally, continuous improvement notes should be documented throughout the course lifecycle. These notes capture insights from implementation, learner performance trends, and stakeholder feedback, forming the basis for iterative updates and strategic enhancements. Together, these elements create a dynamic, responsive framework for maintaining academic excellence and institutional credibility. For further details, please refer to [Appendix C](#).

10. APPENDIXES

Appendix A

Glossary of Terms (Organized by Category)

1. Conceptual Foundations

- **Learning Theories:** Frameworks explaining how people acquire knowledge (e.g., Behaviorism, Cognitivism, Constructivism).
- **Learning Philosophies:** Broader beliefs and values about education (e.g., Progressivism, Essentialism, Humanism).
- **Online Learning:** Education delivered through digital platforms, combining independent study, multimedia, and collaboration.

2. Instructional Approaches

- **Active Learning:** Learners engage directly with content through problem-solving, discussion, and application.
- **Collaborative Learning:** Emphasizes teamwork, peer interaction, and shared responsibility for achieving goals.
- **Independent Learning:** A self-directed process where learners take responsibility for their own study and mastery.
- **Scenario Learning:** Uses real-world or simulated situations to help learners apply knowledge and practice decision-making.
- **Project-Based Learning:** Learners gain knowledge and skills by working on extended, real-world projects.

3. Course Activities

- **Discussion Forum:** An online space where learners collaborate, share ideas, and reflect on course topics.
- **Individual Assignment:** A task completed independently to demonstrate mastery of specific learning objectives.
- **Group Assignment:** A collaborative project where learners work together to solve problems or create outputs.
- **Interactive Quiz:** A formative assessment tool that engages learners with questions and provides instant feedback.
- **Capstone Project:** A culminating assignment that integrates and applies knowledge from across the course or program.

4. Facilitation & Support Tools

- **Facilitator's Guide:** A structured resource with instructions, strategies, and tools for effective training delivery.
- **Resources:** Materials such as readings, videos, or tools provided to support learning.
- **Assessment:** The process of evaluating learner performance through assignments, quizzes, projects, or exams.
- **Learning Objectives:** Statements describing what learners are expected to achieve by the end of a module or lesson.

5. Reflective Practices

- **Reflection:** A learner's process of analyzing and evaluating their own understanding and progress.
- **Reflective Practice:** A continuous process where learners or facilitators critically examine experiences to improve future performance.

Appendix B

Peer Assessment Template

(Anonymous – to be used by learners for group or project-based evaluation)

1. Peer Assessment Rubric Template

Peer Assessment Rubric – Anonymous Submission

Instructions:

Evaluate each group member (except yourself) using the rubric below. Circle or select one score for each criterion. Add comments to support your rating.

Criteria	5 – Exceptional	4 – Strong	3 – Competent	2 – Developing	1 – Limited
Contribution: Quality and relevance of work contributed to the task/project.	Provides outstanding, proactive contributions that elevate the group.	Contributes reliable, high-quality work.	Meets minimum expected contribution	Contributes inconsistently.	Rarely contributes; work is incomplete.
Timelines: Meeting deadlines and being prepared for group tasks.	Always early; helps organize the group's timeline.	Consistently on time and prepared.	Meets deadlines but requires reminders.	Often late; preparation inconsistent.	Routinely late or unprepared.
Collaboration: Teamwork, communication, and support of other members.	Exceptional collaborator; promotes harmony and problem-solving.	Strong teamwork; offers ideas and supports others.	Adequate collaboration; cooperative.	Participates, but communication is limited.	Minimal teamwork; avoids collaboration.
Creativity: Originality and innovative thinking during the task.	Highly creative; consistently proposes innovative solutions.	Provides creative ideas that improve the work.	Some creative input.	Rarely shows original ideas.	No evidence of creativity.

Overall Score Calculation (optional for facilitators)

- **Total Points:** sum of all criteria
- **Maximum Points:** 20
- **Percentage:** $(\text{Total} \div 20) \times 100$

2. Peer-Assessment Form Template

Peer Assessment Submission Form

Module Title: _____

Group / Team Number: _____

Peer Being Evaluated: _____

(Do NOT include your name – anonymous)

A. Rubric Scores

Criterion	Score (1-5)
Contribution	_____
Timeliness	_____
Collaboration	_____
Creativity	_____

B. Written Feedback (Required)

1. What were this peer's most substantial contributions to the group?

2. In what areas could this peer improve?

3. Any additional comments or observations:

3. Facilitator Notes

- Peer assessments should remain **fully anonymous**.
- Use the LMS to collect forms via **anonymous survey, Google Forms, Open edX Open Response Assessment 2 (Peer Assessment)**, or a comparable tool.
- Encourage constructive language, not personal criticism.
- Scores may contribute to participation grades or group project grades.
- Facilitators should review comments for inappropriate content before sharing summaries with learners.

Appendix C

Quality Assurance Checklist with Scoring

Criteria	Evidence Required	Score (1-5)	Weight(%)	Weighted Score (Formula)
Alignment with Learning Outcomes	<ul style="list-style-type: none"> • Materials explicitly linked to stated learning outcomes 	[Enter]	8	=Score*30%
	<ul style="list-style-type: none"> • Activities guide learners toward measurable achievements 		8	
	<ul style="list-style-type: none"> • Assessments reflect competencies 		7	
	<ul style="list-style-type: none"> • Each component contributes meaningfully to goals 		7	
Accuracy and Currency of Content	<ul style="list-style-type: none"> • Materials factually correct and error-free 	[Enter]	5	=Score*20%
	<ul style="list-style-type: none"> • Content reflects the latest developments 		5	
	<ul style="list-style-type: none"> • Regular review schedule in place 		5	
	<ul style="list-style-type: none"> • Emerging knowledge incorporated promptly 		5	
Technical Functionality	<ul style="list-style-type: none"> • Digital resources function smoothly across platforms/devices 	[Enter]	4	=Score*15%
	<ul style="list-style-type: none"> • Links are active and error-free 		5	
	<ul style="list-style-type: none"> • Downloadable files accessible in standard formats 		4	
	<ul style="list-style-type: none"> • Regular testing and troubleshooting conducted 		3	

Inclusivity and Accessibility	• Content accommodates diverse learning needs	[Enter]	3	=Score*15%
	• Multilingual support available		3	
	• Alternative formats (transcripts, captions) provided		3	
	• Compatible with assistive technologies		3	
	• Equitable access ensured		3	
Feedback and Revision Loop	• Mechanisms for learner/instructor feedback	[Enter]	2	=Score*10%
	• Feedback systematically reviewed		2	
	• Revisions made based on feedback		2	
	• Documentation of changes maintained		3	
Continuous Improvement	• Notes documented throughout the course lifecycle	[Enter]	3	=Score*10%
	• Insights from implementation and learner trends captured		2	
	• Stakeholder feedback integrated		2	
	• Iterative updates and enhancements tracked		2	
Total			100	=SUM (Weighted Scores)

How it works?

1. Reviewer enters a **score (1–5)** in the “Score” column.
2. The formula multiplies the score by the weight percentage.
 - o Example: If Alignment score = 4 -> Weighted Score = 4*30% = 1.2.
3. The **TOTAL** row adds all weighted scores to give a final QA score (out of 5).

Appendix D

Pre-launch LMS configuration checklist (must-run)

The following checklist clarifies what needs to be done and who is responsible, and ensures that all critical course components are correctly set up before learners enter the course.

1. LMS Feature Enablement

Task	Description	Responsible Role
Enable Discussions	Activate discussion forums and configure discussion categories.	Course Administrator
Enable Gradebook	Turn on gradebook visibility and verify assessment weightings.	Course Administrator (with review by Lead Facilitator)
Enable Progress Tracking	Ensure learner progress tracking is active.	Course Administrator
Enable Course Info Page	Publish the course overview, schedule, and instructor information.	Course Administrator (content provided by Lead Facilitator)
Enable Announcements	Activate course-wide announcement tools.	Course Administrator

2. Enrollment & Staff Configuration

Task	Description	Responsible Role
Set Enrollment Mode	Define whether the course is open, closed, or cohort-based.	Course Administrator, with approval from Lead Facilitator / Program Manager
Add Course Staff	Assign appropriate LMS roles: Lead Facilitator, Co-Facilitators, TA/Moderators.	Course Administrator
Verify Permissions	Confirm each staff member has correct access rights (Instructor, Staff, Moderator).	Course Administrator

3. Privacy, Consent & Policy Setup

Task	Description	Responsible Role
Add Recording/Participation Consent	Insert a privacy and participation consent statement inside the Welcome Module.	Lead Facilitator (content) + Course Administrator (upload & formatting)
Verify GDPR/Local Policy Notices	Ensure required institutional privacy notices are included (if applicable).	Course Administrator, reviewed by Program Manager

4. Enrollment & Staff Configuration

Task	Description	Responsible Role
Set Site Language Defaults	Ensure course language and translation settings are correct.	Course Administrator
Review Text Size and Layout	Confirm readability and accessibility settings are optimized.	Course Administrator, with guidance from Accessibility Specialist / Lead Facilitator (if available)
Add Alternative File Links	Provide low-bandwidth alternatives for videos or large media.	Lead Facilitator (creates or identifies files) + Course Administrator (uploads and links them)

5. Quality Assurance (QA) and Student-View Testing

Task	Description	Responsible Role
Create "Student View" Test Account	Publish a learner-role test account for QA.	Course Administrator
Run the QA Checklist	Check navigation, links, videos, quizzes, deadlines, announcements, grades, and mobile compatibility.	Lead Facilitator (academic QA) + Course Administrator (technical QA)
Fix Issues Identified During QA	Resolve content errors, broken links, settings inconsistencies, or technical issues.	Course Administrator, escalating technical bugs to Technical Support as needed.
Final Approval Before Launch	Sign off that the course is technically and academically ready.	Lead Facilitator

Appendix E

Communication Protocol Template

1. Purpose

- To ensure clarity, responsiveness, and collaboration throughout the learning experience by establishing consistent communication practices among facilitators, learners, and support staff.

2. Preferred Communication Channels

Channel	Purpose	Notes
LMS Messaging	Course updates, learner queries	Use for routine, course-specific communication
Email	Formal correspondence	Follow institutional tone and etiquette
Teams / Zoom	Synchronous meetings, consultations	Schedule based on availability and need

3. Response Time Expectations

Type of Inquiry	Expected Response Time	Notes
General Questions	Within 48 hours (weekdays)	Maintain consistency to build trust
Urgent Issues	As soon as possible	Use discretion and escalate if needed

4. Weekly Announcements

Element	Description
Overview	Brief summary of weekly objectives
Deadlines	Key submission dates and milestones
Activities	Scheduled tasks, discussions, or sessions
Reminders	Motivational messages or important notices

Note: Use a standardized format for consistency across modules.

5. Escalation Pathways

Issue Type	First Point of Contact	Escalation Contact
Technical Issues	Teaching Assistant	Course Coordinator
Academic Concerns	Instructor	Program Director
Policy/Compliance	Course Coordinator	Institutional Focal Person

Note: Ensure learners are informed of these pathways early in the course.

11. ACKNOWLEDGEMENTS

Appendix F

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