



Flexible Learning



Planning, Designing, and Delivering Course Materials for Flexible Learning



Planning

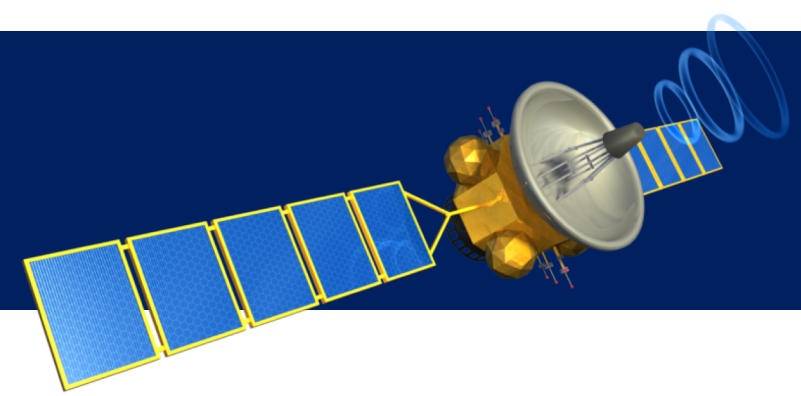
Issue/s to Address

1. How should I **plan** for the entire flexible materials to continue providing **holistic** educational experience?
2. What **special techniques** will I apply to promote **active** and **effective** learning through the various modalities?



What is FLEXIBLE LEARNING?

(Advance HE, n.d.)



- It is about empowering students by offering them **choices in delivery modalities**.
- It requires a **balance of power** between institutions and students, and seeks **to find ways** in which choices can be provided that is **economically viable** and **appropriately manageable** for institutions and students alike.



MODALITIES OF FLEXIBLE LEARNING

(Hull, 2014)

1. Blended Learning

Modality that **mixes different learning environments**

2. Distance Learning

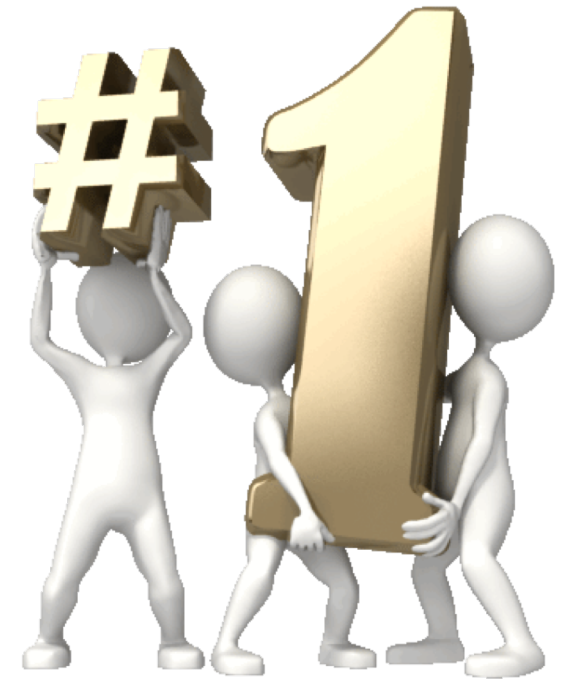
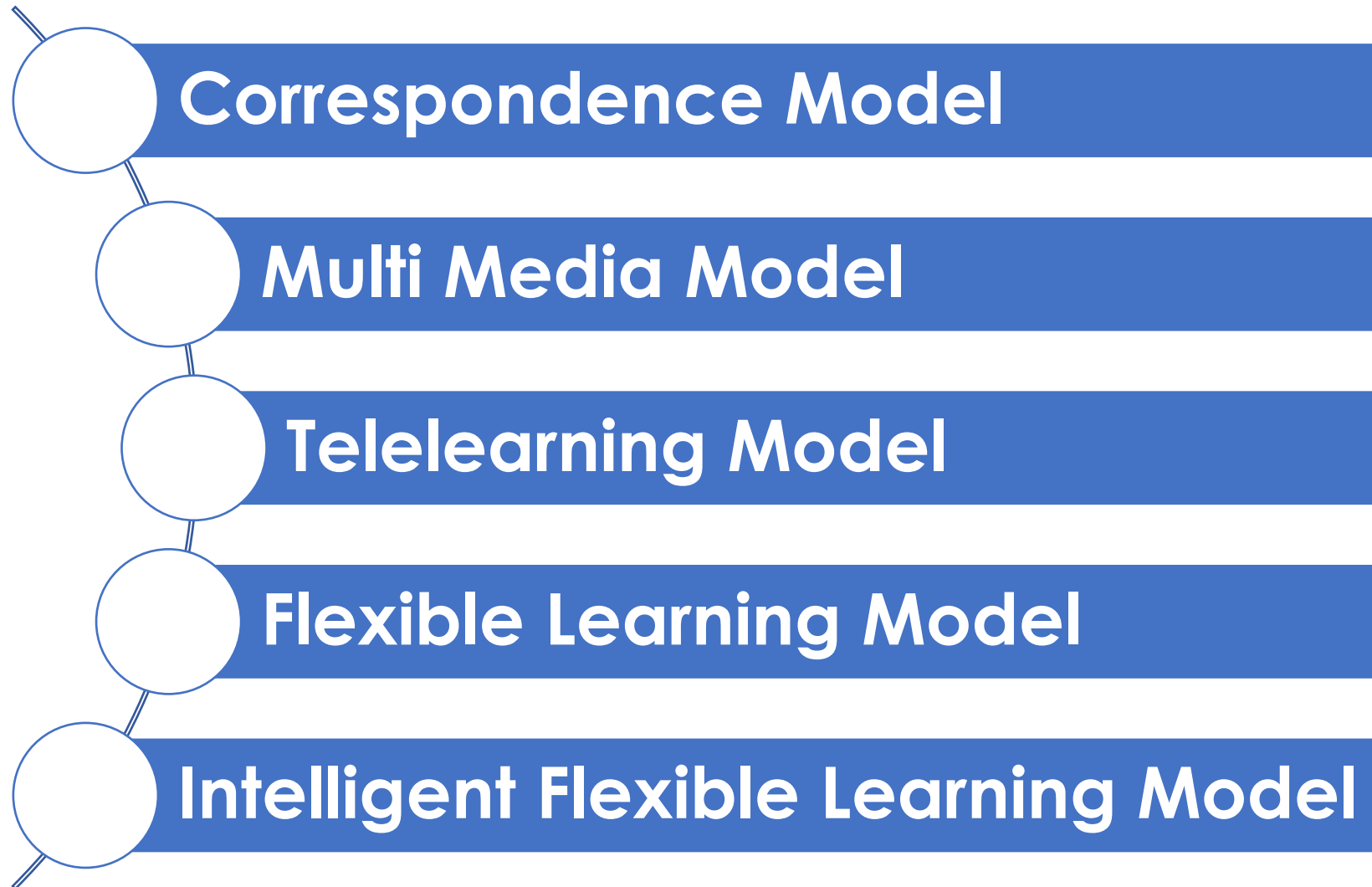
Modality of learning in which the main elements include **physical separation of teachers and students** during instruction

Open Distance Learning (ODL) Modality (UPOU, 2019)

- It has three components:
 - **Philosophy** of Open Learning
 - **Pedagogies** of Distance Education
 - **Technologies** of e-learning



Modalities in Distance Learning





Variables to Consider in Planning for the FL Materials

1

Learners'
Profile

2

Context
Issues

3

Learning
Outcomes

Issue/s to Address

- Are my students ready for flexible learning?
- What types of students do I have who will be using my FL materials?
- What are the circumstances of my students that I need to consider in planning, designing and delivering the activities?



1

LEARNER PROFILE



Literacy level of the students
Study Skills



ICT skills
Technological Tools



Prior Knowledge about the course
Learning Situation

2

CONTEXT ISSUES



Under GCQ, ECQ, MECQ, MGCQ
Are part-time students and have jobs



Do not have resources at home
Do not have any access to textbooks and other materials



Do not have access to a library or internet café
Do not have access to the laboratory equipment

3

LEARNING OUTCOMES

Before you start writing your materials, go back to your course syllabus. You need to have the following essential information:

- Course Description
- Learning Outcomes
- Content List



OUTPUT: COURSE SPECIFICATION

The course specification is the **most important document** produced during the planning of a course since its function is to **define what is to be produced**.



Typical Contents of Course Specification



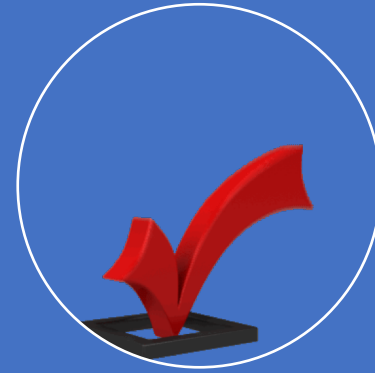
**Course
Learning
Outcomes**



Content



**Learners'
Profile**



**Assessment
Details**



**Delivery
Cost**



Course Specification is for whom?



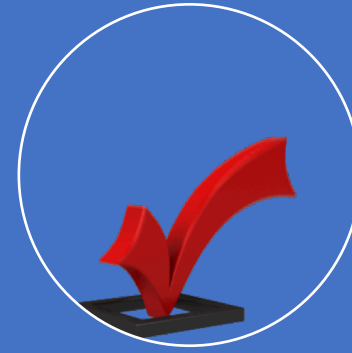
**Decision
Makers**



**Instructional
Designers**



**Support
Staff**



**Finance
Officers**



**Registry
Staff**



Example



Designing

How are Flexible Learning Materials Designed?



TYPES OF INSTRUCTIONAL DESIGN

ADDIE MODEL

**GAGNE'S EVENTS OF
INSTRUCTION**

**THE KEMP INSTRUCTIONAL
DESIGN**

1

2

3

4

5

6

ASSURE MODEL

**MERRIL'S PRINCIPLES OF
INSTRUCTION**

**5 E CONSTRUCTIVIST
INSTRUCTIONAL DESIGN**



STRUCTURING A UNIT (COL, 2005)

Most ODL courses are subdivided into **units**, sometimes corresponding to a week's work. In print, each unit is like a chapter of a book. On the web, units usually correspond to **one subdivision** of the course web site.



Three Main Stages of a Unit of Learning

Stage 1: Explain what the session will be about

Stage 2: Conduct the session

Stage 3: Remind learners what the session was about and check that they have learnt it

Most ODL study units – whether print, computer-based or web-based – follow this approach generally. It is a good basis for beginning to structure any course unit.



The Pedagogical Approaches in Developing FL Materials

1

Cognitive-
Behaviorist
Pedagogy

2

Social-
Constructivist
Pedagogy

3

Connectivist
Pedagogy

Presence in Cognitive Behaviorist Model



• **Cognitive Presence** – learning objectives are clearly identified and stated.



Social Presence – limited to learning by oneself or in the company of others.



Teaching Presence – teaching presence through one-to-one written correspondence, telephone conversation, or occasional face-to-face.

Presence in Social-Constructivist Model



• **Cognitive Presence** – Emphasizes on individual meaning of lessons



Social Presence – lack of social presence is reduced by the use of mobile communications with the proper use of gestures, costumes, voice intonations, and body language



Teaching Presence – the teacher is a guide, helper, and partner

Presence in Connectivist Model



• **Cognitive Presence** – learners have access to powerful networks



Social Presence – Interactions with others may happen through wikis, twitter, threaded conferences, voicethreads, and other network tools.



Teaching Presence – Learners and teachers collaborate. Assessment combines self-reflection with teacher assessment.



Three Basic Ways to Produce Distance Learning Materials (Marand, 2011)

1

Adopt

2

Adapt

3

Develop

To be added in Adapting an existing material

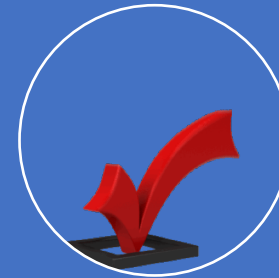
If you have an existing textbook and you are considering it for adaptation, the devices that you might add to make it a material for DL are:



**Course
Overview**



**Course
Guide**



**Study
Schedule**



**Assessment
Guides**





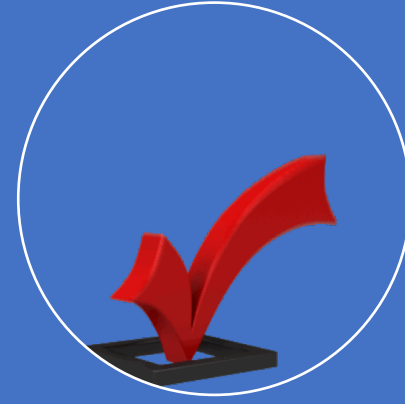
**Assessment
Materials**



**Links to
Local
resources**



Summaries



**Audio and
Video
Recordings**



**Interactive
Multimedia
Presentation**



What text, images, audio/sound effects, videos /clips/animation will you include in your presentation to enhance each scene of your lesson?

SCENE

(include brief description of each section)

TEXT

IMAGES

AUDIO

**VIDEO/CLIPS/
ANIMATION**

1. Engage

2. Excite

3. Explain

4. Elaborate

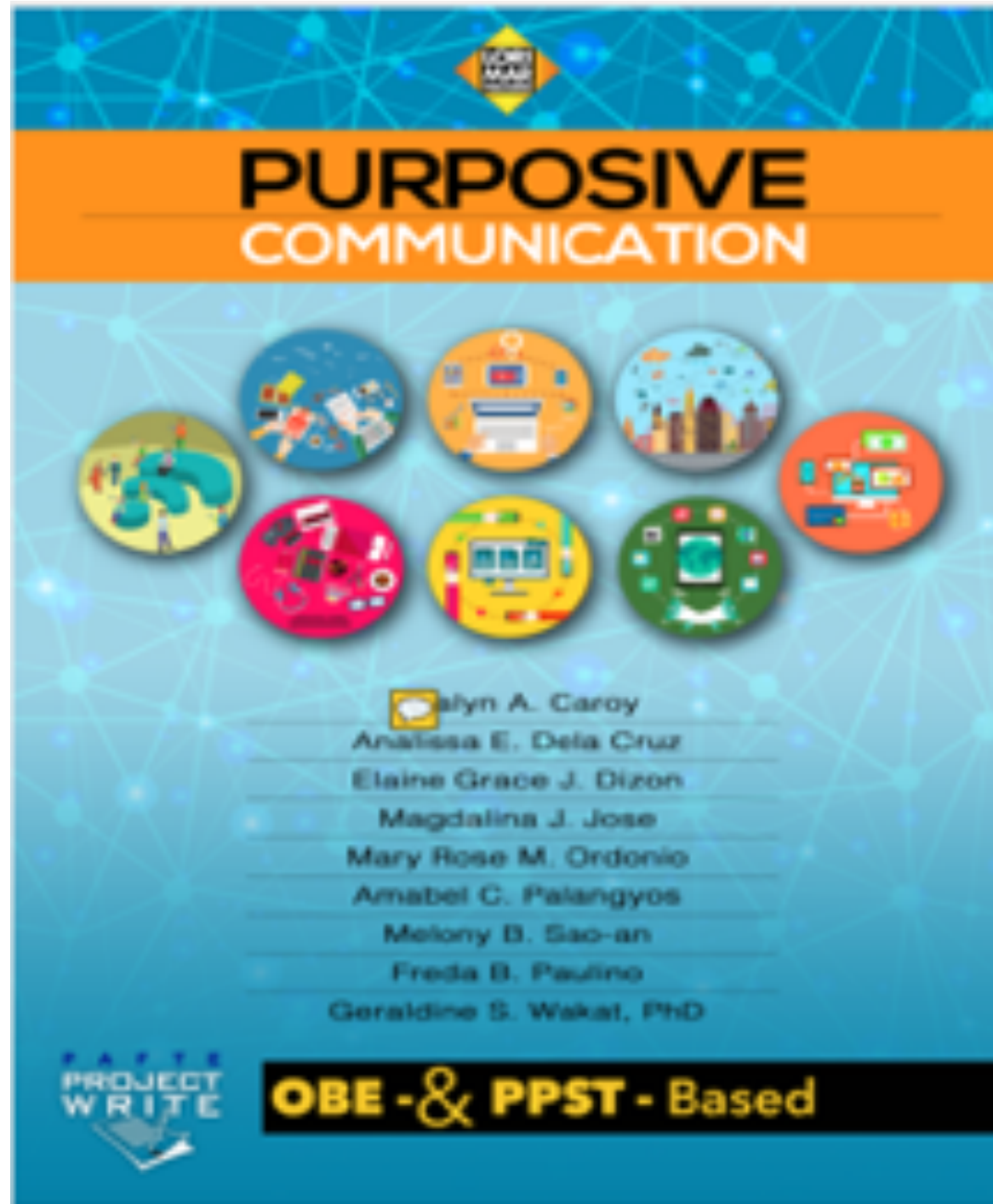
5. Evaluate

This is a story pitch, a tweaked graphic organizer combining the concepts of storyboard, pitch, and the 5Es. This template will help us better organize the flow of our lessons alongside the inclusion of the necessary visual enhancements.

Example

Course Guide

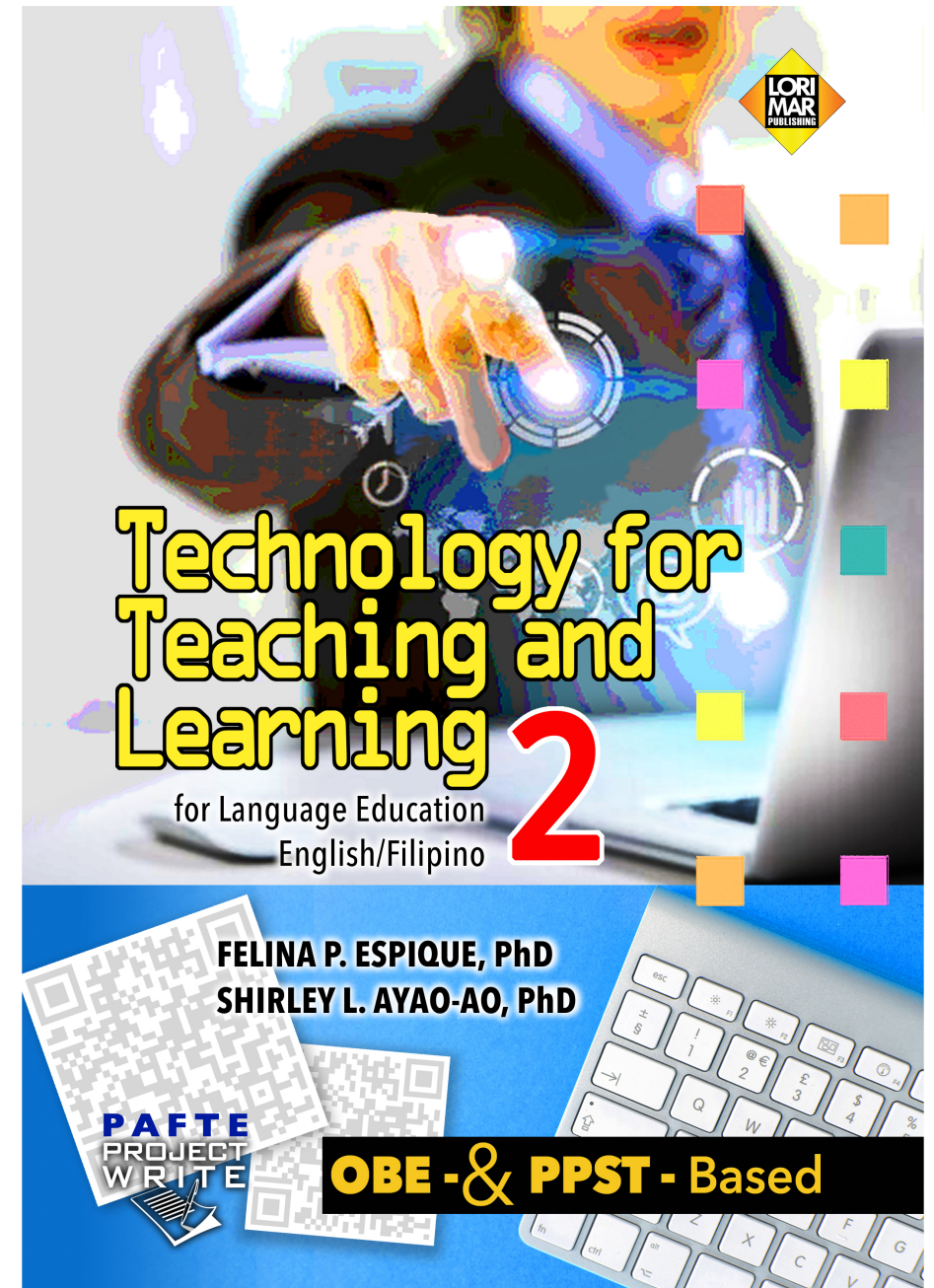
Video Recording



Example

Course Guide

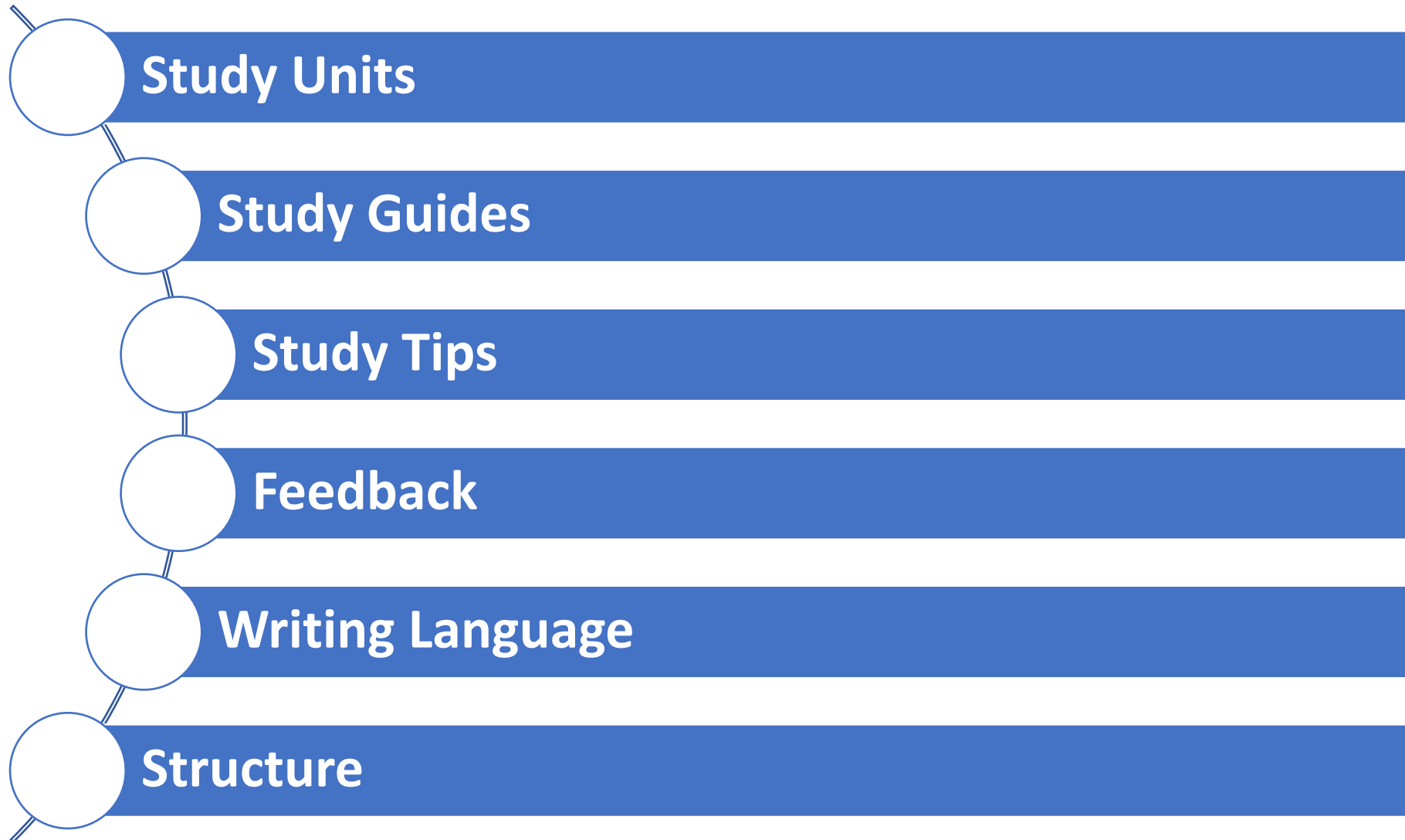
Interactive Presentation





**Writing and Lay Outing FLEXIBLE
LEARNING Materials**

DL MATERIALS VS. TEXTBOOKS



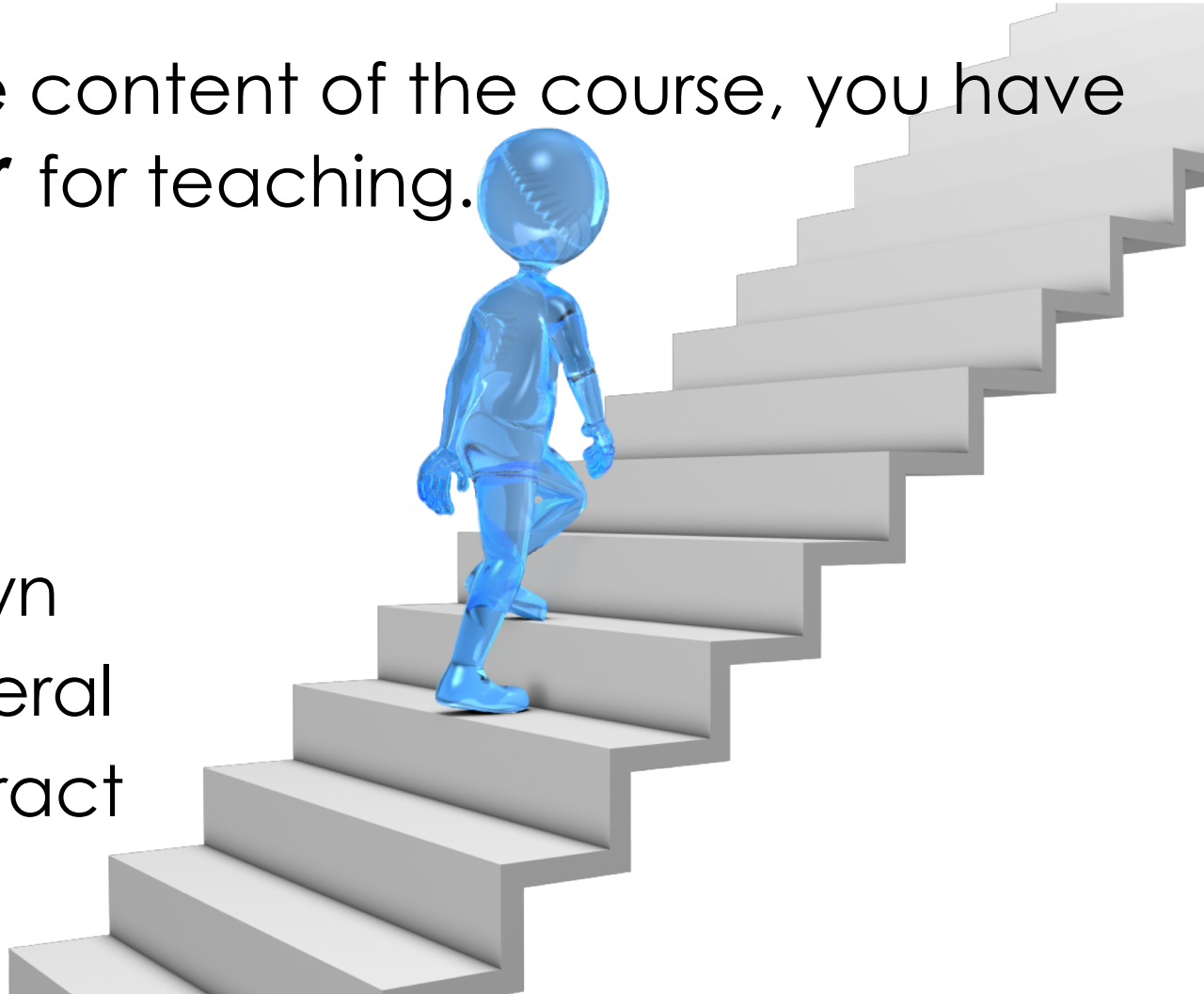
1

ORDERING CONTENT

Once you have decided on the content of the course, you have to put it into a **suitable order** for teaching.

Basic Principles

- Move from simple to complex
- From the known to the unknown
- From the particular to the general
- From the concrete to the abstract



2

PACING THE COURSE

1. **Release** of Materials
2. **Events** at Fixed Times
3. **Deadlines** for Completion of Parts of Courses
4. **Proactive** Interventions

Note: Researches have proven that pacing helps students complete courses. **Pacing** leads to **higher completion rates** in distance learning (Lim, 2016).





EDDE_203_1T_2017-18-Technology in Distance Education

Home ▶ My courses ▶ EDDE_203_1T_2017-18

NAVIGATION

Home

- Dashboard
- ▶ Site pages
- ▼ My courses
 - ▼ **EDDE_203_1T_2017-18**
 - ▶ Participants
 - 🏆 Badges
 - 📊 Competencies
 - 📋 Grades
 - ▶ General
 - ▶ 19 August - 25 August
 - ▶ 26 August - 1 September
 - ▶ 2 September - 8 September
 - ▶ 9 September - 15 September
 - ▶ 16 September - 22 September
 - ▶ 23 September - 29 September
 - ▶ 30 September - 6 October
 - ▶ 7 October - 13 October
 - ▶ 14 October - 20 October
 - ▶ 21 October - 27 October

Your progress ?

SEARCH FORUMS

Go

Advanced search ?

LATEST ANNOUNCEMENTS

(No news has been posted yet)

UPCOMING EVENTS

There are no upcoming events

[Go to calendar...](#)

[New event...](#)

RECENT ACTIVITY

Activity since Thursday, 9 November 2017,
9:36 PM

[Full report of recent activity...](#)

No recent activity

Schedules
posted by my
DL professor
in our course
site

es in Distance Education

AY 2017-18

chedules are in the course guide.

nt Guide 90.2KB PDF document

Webster-Conclusion of Philosophy of technology assumptions in educational
technology leadership: Questioning technological determinism 1.3MB PDF document

Webster, M.D. (2013, March). *Philosophy of technology assumptions in educational
technology leadership: Questioning technological determinism*. Unpublished
dissertation. Northcentral University, Arizona.

Oliver - Technological determinism in educational technology research 102.3KB PDF
document

+ Create

📅 Google Calendar

Course site
with the
schedule I
posted for
my class

All topics

COURSE ORIENTATI...

MODULE 1: June 3-...

MODULE 2: June 14...

MODULE 3: June 26...

MODULE 4: July 7-1...

MODULE 5: July 13-...

COURSE ORIENTATION - June 4, 2020



📄 COURSE SYLLABUS FOR TECHNOLOGY F...



📌 COURSE OVERVIEW

Edited May 2



🕒 COURSE STUDY SCHEDULE

Edited May 2



🔑 COURSE GUIDE

Edited May 2

MODULE 1: June 3-10, 2020 LEARNING PLANS... ⋮



INTRODUCTION

Edited May 4



UNIT 1: LEARNING OUTCOMES

Posted May 4

Study guides are devices to help learners **orient themselves** to a new course and learn how to use it. It acts as **reference sources** for use when learners have a problem with their course. This is an essential component in a ODL Material to help the **learner to succeed**.



Course Guide Purpose

Course Guide

Three main formats are:

- **Printed Guide**
- **Interactive Guide** –
with audio and video
presentation
- A **Web Course Guide**

Course Guide Typical Contents



**Overview
of the
Course**



**Aims and
Targets of
the Course**



**Pre-
requisite
and
Requisite
Knowledge**



**List of
contents**



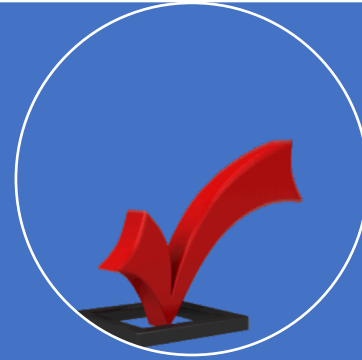
Course Guide Typical Contents



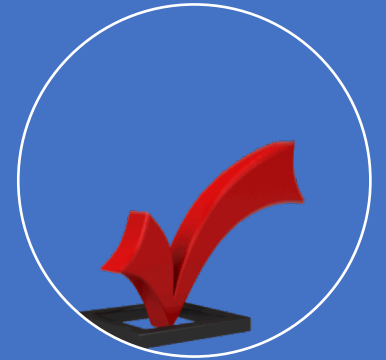
**Explanation
of the
Structure of
the Course**



**Guides on
how to use
the various
material
components**



**Study
Schedule**



**Support
System**



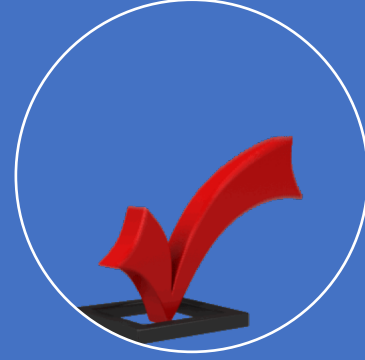
Course Guide Typical Contents



**Explanation
on
Assignment
Guides**



**Formative and
Summative
Assessment**



**Study Skills
Advice**



**Contact
Information**



Assignment Guides

Assignment Guides

- I. What is the output of the assignment?
- II. What is the rationale in doing the assignment?
- III. How will the assignment be done?
- IV. What materials will be used?
- V. How will the output be evaluated?
- VI. How will the output be submitted?

Course Guide and Assignment Guide

Examples

Download the FMA 1 for the detailed instructions. Upload FMA 1 in the bin. Maximum file size is 20MB.

1. The paper should be written as an essay. It should be written as a journal article.
2. It should not be written as a Question and Answer pamphlet or a long Table without explanation. Any paper submitted in Q and A pamphlet or as a long table will be returned for revision.
3. Your assignment should be a Libre Office1/Open Office Document (.odt) or an MSWORD Document (.doc) with the following name: Your Surname: EDDE203_FMA1.odt or (.doc).
4. Do not submit your assignment in portable document format (PDF) or docx format)
5. Any paper submitted in PDF will be returned for revision because it is difficult to review a PDF file.

Final Exam

You may take this exam any time between 8:00 AM of 26 November 2016 and 10:00 PM of 27 November 2016. (All times indicated refer to Philippine Standard Time.) The time limit for the exam is 2.5 hours (150 minutes). **Read all instructions below BEFORE** clicking open the link to the exam questionnaire.

Instructions:

- 1) Upon opening the final exam file, type your name in the blank above and then save the document in your computer using this file name: YourSurname_EDDE202FinalExam.doc.
- 2) There are two parts to the exam. You should answer all questions in each part. Type your answer to a question in the space after that question. Hit the Save button at frequent intervals.
- 3) Your answers should be accurate, direct to the point, complete, clear, and coherent.
- 4) Where applicable, cite the relevant concept/s, principle/s, and/or theory/ies, and cite examples to substantiate general statements. Write in your own words and based on your own understanding of the course materials. Quote only when necessary, and make sure to acknowledge the source/s of borrowed idea, whether quoted or paraphrased. **Avoid any and all forms of plagiarism.**
- 5) The exam is for 2.5 hours (150 minutes) only. **Upload your answer sheet to the submission bin for the final exam(below) within 150 minutes from the time you access the exam questions.** NOTE that since the exam period ends at 10:00 PM of 27 Nov 2016, you must begin the exam at the latest 2.5 hours before 10:00 PM PM 27 Nov 2016. The FIC will compare the time when you downloaded this exam file (in the MyPortal time log) with the time when you submitted your answer sheet to ascertain whether you have kept within the time limit. As a back-up, email the same file to the FIC immediately after posting it to the final exam submission bin. **Late answer sheets will not be marked.**

Final Exam QuestionnaireFile

Click open this link **ONLY WHEN** you are ready to begin the exam. Be sure you have read and understood the general instructions above this link before clicking it open.

Final Exam submission binAssignment

Upload your final exam answer sheet to this bin**WITHIN 150 MINUTES** from the time you click open/download the final exam questionnaire.

Note that this submission bin will be unavailable after 10:00 PM of 27 November 2016, the end of the exam period.

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START ATTEMPT

Please read the following message

I understand that it is important that the attempt I am about to make is my own work. **I understand what constitute plagiarism or cheating**, and I will not undertake such activities.

☐ I have read and agree to the above statement.

TIME QUIZ

The quiz has a time of 1 hour. Time will count down from the moment you start your attempt and you must submit before it expires. Are you sure you wish to start now?

Post a concise (not more than 450 words) on each of the two questions based on your reflections and readings. In addition, read all your classmates' post and respond limited to two (2) only of the posts for a rejoinder, a corroboration, or a clarification.

4

STRUCTURING MY MODULE

Issues that we need to address

- How should I structure my print module and course site?
- How should I organize the contents of a unit for web presentation?
- Organize according to the chosen **instructional design**
- May **use visual icons**

Module Devices



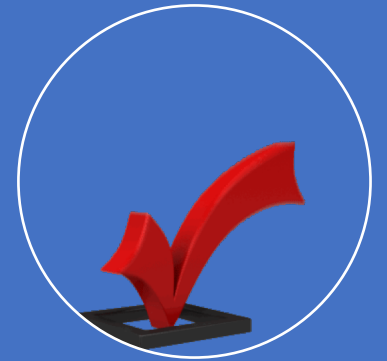
**Self-
Instructional
Texts**



**Typography
and Lay out**



Illustrations



**Access
Devices**



Module Layout of Print Module and Course Site

Example

[+ Create](#)[Meet](#)[Google Calendar](#)[Class Drive folder](#)[All topics](#)

COURSE ORIENTATI...

MODULE 1: June 3-...

MODULE 2: June 14...

MODULE 3: June 26...

MODULE 4: July 7-1...

MODULE 5: July 13-...

COURSE ORIENTATION - June 4, 2020



COURSE SYLLABUS FOR TECHNOLOGY F...

Edited May 2



COURSE OVERVIEW

Edited May 2



COURSE STUDY SCHEDULE

Edited May 2



COURSE GUIDE

Edited May 2

MODULE 1: June 3-10, 2020 LEARNING PLANS... :



INTRODUCTION

Edited May 4





MODULE 1: June 3-10, 2020 LEARNING PLANS... :



INTRODUCTION

Edited May 4



UNIT 1: LEARNING OUTCOMES

Posted May 4



ENGAGE: ACTIVITY 1 - MY TECHY TEACHER

Edited May 4



ENGAGE: ACTIVITY 2 - ICT SKILLS SURVEY

Posted May 4



EXPLORE: SALIENT FEATURES OF THE K TO ...

Edited May 4



EXPLAIN: ACTIVITY 1 - TECHNOLOGY FOR T...

Posted May 4



MODULE 2: June 14-15, 2020 INTEGRATING A... :



Delivering

Managing Turn-Around Time

- **Producing** the flexible learning materials
- **Packaging** the flexible learning materials
- **Collecting** the flexible learning materials per faculty per department/school
- **Delivering** the flexible learning materials to the right people, at the right time
- **Receiving** back the accomplished modules, forms, and test papers for feedback and evaluation

DL Delivery Principles (Thorne, 2016)



Induction for Engagement



Active Communication



Proactive Support



Formative Feedback



Feedback Opportunities

CONCLUSION

In distance learning, **thorough planning** is essential because 'how to teach' becomes crucial to the success of the entire system.

Designing and **delivering** flexible learning materials are based on educational principles, processes, and standards that involve commitment and a **wide range of expertise**.

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