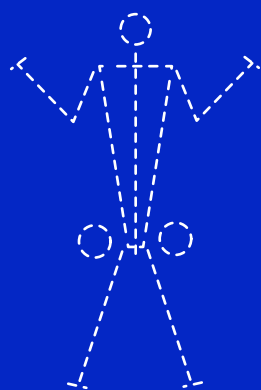




Course Design Standards



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Introduction

These design standards provide a framework for creating impactful and efficient instructional learning content. The standards ensure the content is designed and developed to meet the needs of both learners and the organisation. They encompass various aspects of the instructional design process, including defining the course purpose, setting instructional objectives, ensuring consistency between objectives and content, presenting the content in a clear and engaging manner, providing practice with feedback, using engagement techniques, and assessing learning outcomes. By following these standards, subject matter experts and learning designers can create high-quality instructional learning content that facilitates effective learning.

Standard 1: Course Home Page Information & Banner

Rationale:

This standard is to provide students with a readily identifiable visual reference (banner) and a brief contextual description to facilitate their initial engagement with each course. The ultimate goal is to establish a unique and recognisable appearance for NagaEd courses within the NagaEd Learning Management System (LMS), enabling students to develop familiarity with the platform.

Essentials:

The home page text includes the following:

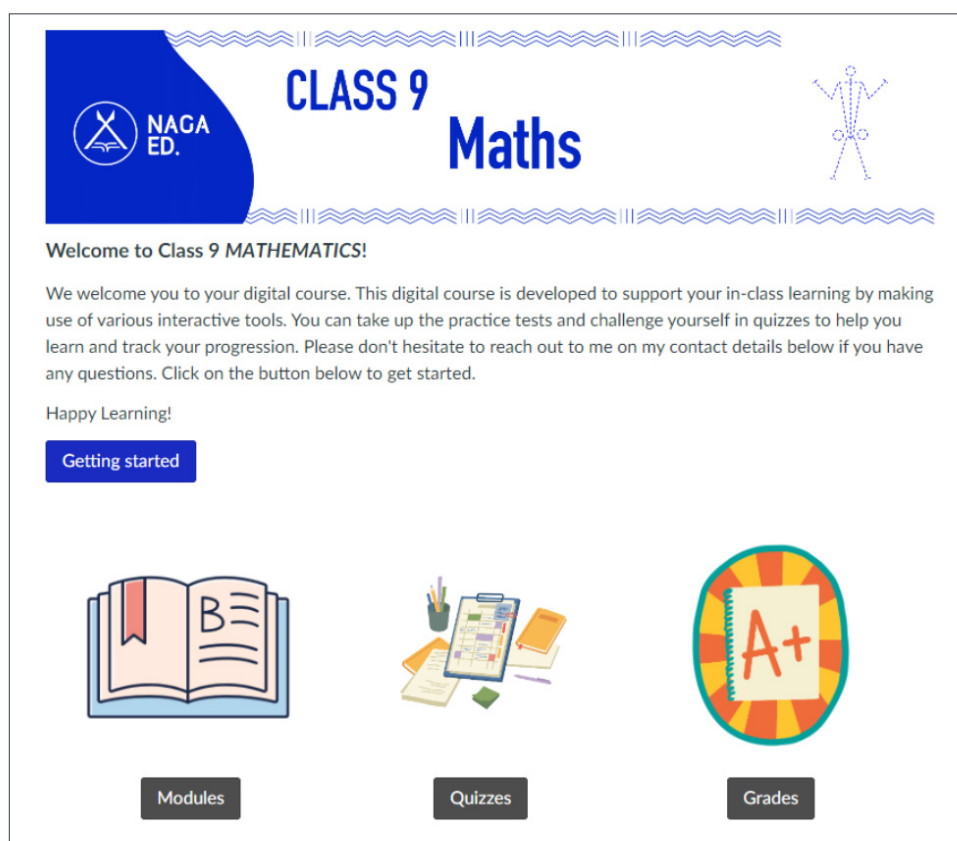
- One sentence on how the course is conducted (eg. Self-paced, Blended)
- Short paragraph on course description
- One sentence explaining how to get started

Guidance:

For the home page information:

- Basic information about how the course is conducted – online, lectures, theory/practical split, major project, studios/workshops. Or could make a brief comment on the use of NagaEd LMS classroom learning activity.
- Brief course description tagline (can use information from the course guide to help formulate a short paragraph).
- How to get started (e.g. completing the welcome and orientation module if beginning the course, or heading to the relevant module) e.g. "Welcome to your digital course. This digital course is developed to support your in-class learning by making use of various interactive tools. You will be required to demonstrate your learning progression by participating in discussions, interactive activities, and practice quizzes. Please don't hesitate to reach out to me at my contact details below if you have any questions. Click on the button below to get started."

Below is a sample of Homepage for all NagaEd Courses:



Standard 2: Introductory Announcement

Rationale:

This standard is intended to foster teacher presence in Week 1 ahead of classes and establish the use of announcements as a means to communicate key information to students.

Essentials:

The Introductory Announcement should be set to publish in Week 1, and include details about the course for the current cohort, such as:


- Welcome to Week 1
- What areas of the course to look at first, such as the 'Getting Started Page, the Syllabus, and other essential course specifics

Guidance:

Think about Term/Semester specific details and use the announcement to direct to existing information in areas of the course.

Below is a sample of the Introductory announcement from a TTC Course.

Edit



Welcome!

Livi Chishji

22 May 2022 at 12:02

Dear learners,

Welcome to Day 1! I am glad you are here!

This course has been designed broadly to introduce you to the use of technologies for teaching purposes.

Participation in this course should be a good compliment to enhance your skill in understanding NagaEd LMS platform in creating digital content for your student's learning.

This course will be active from 23rd May 2022 onwards. Before we get started, I recommend you review '**Introduction to NagaEd LMS**' and '**Syllabus**'. You will find helpful information that you will use throughout the course.

We're excited to get to know all of you as we work together to improve our skills as teachers and educators.

If you have any questions about the course or need course assistance, please contact your instructor.

Search entries or author

Unread

Write a reply...

Standard 3: Welcome to Course: Video & Getting Started Page

Rationale:

This standard is to serve as a crucial "connection" point within the course, offering valuable information and context in the course Home Page. The video component allows teaching staff to showcase the course, offering insights into the subject matter, showcasing their personality, and providing key details that pique students' interest and motivate them to actively participate in class. Additionally, this element ensures easy and consistent access for students to navigate to a comprehensive course guide, available across all courses.

Essentials:

This page must include the following information:

- A welcome video, which includes visual and voiceover on the Home Page
- A link to the Getting Started Page

A Welcome video introduces the course and connects with students before they attend class. It must include:

- What are the key learning outcomes of the course
- Why these concepts/ideas are important and why do they need to know them
- Who you are and your interest in the course
- How students will benefit from the course
- When to be present (this is the call to action – encourage them to engage online/in class)

The Welcome video can be generic and reusable across multiple deliveries if desired.

Guidance:

If the instructor is not comfortable creating a welcome video, an alternative option is to incorporate the essential details in a written format within the 'Getting Started' page. This written content should encompass crucial information such as the key concepts and ideas of the course, their significance, instructor details including their interest in the course, the anticipated benefits for students, and the expected engagement schedule. Placing this information on the 'Getting Started' page ensures easy access for students, serving as an initial reference point and motivating their active involvement in the course. It is imperative to include term/semester-specific details within this text to supplement any information that might have been delivered through a video introduction. If the instructor decides to use a video in the Home Page then below is a sample of where the Course introduction video should sit.



Standard 4: Teaching Team Details

Rationale:

This standard is intended to help establish credibility between teaching staff and students. Students value learning from someone with experience, interest in the subject, and who they can connect to and see as a mentor. They also need to know when to contact you and by what methods are appropriate.

Essentials:

Teaching team contact details must include:

- Photo
- Position Title and Name
- Location
- Contact Details (including at minimum an email address, but could also include a phone number or office location)
- Brief bio (can be contextualised link to a webpage, socials if the appropriate information is present for students)

Guidance:

A photo of yourself that allows your face to be seen is best practice as this drives human connection in blended delivery between physical and digital spaces where student engagement occurs.

Standard 5: NagEd LMS for Learning

Rationale:

The purpose of this page is to give students a holistic understanding of the learning environment and how best to utilise its functionality for the course context and objectives.

Essentials:

Identify if the course is:

- Fully online
- A blend of online and face-to-face, where students will be actively communicating and/or learning in NagaEd LMS
- Largely face-to-face, where NagaEd LMS is primarily used as a place for students to retrieve resources (and submit assessments).

Also, explain:

- The relationship between NagaEd LMS and any other locations of learning in the course (e.g. lectures, workshops, and other online technology).
- The ways in which NagaEd LMS use is essential.

Guidance:

We can develop these details of the information which can be a part of the Home Page or Course Syllabus

Example:

Welcome to your digital course. This digital course is developed to support your in-class learning by making use of various interactive tools. You will be required to demonstrate your learning progression by participating in discussions, interactive activities, and practice quizzes. Please don't hesitate to reach out to me on my contact details below if you have any questions.

Standard 6: Course Queries: Discussion Thread

Rationale:

This standard is designed to provide a designated space within the Learning Management System (LMS) for students to collaboratively support each other and minimise individual student email queries throughout the semester. By fostering a discussion thread, this initiative aims to cultivate a robust learning community. Its presence in the LMS not only enables teaching staff to monitor and guide discussions but also encourages professional communication among students. Additionally, the guidelines included in the Getting Started page aim to facilitate effective engagement within the discussion thread

Essentials:

A 'pinned' course queries discussion thread must be readily available and published within the LMS, explicitly outlining its purpose and instructions for student participation. Furthermore, it is essential to include guidelines for the discussion in the Getting Started page, emphasising the importance of respectful communication and providing instructions on how to engage in the discussion effectively.

Guidance:

Discussion Forum Guidelines

The Discussion Forums are integral to a course, and make up a large part of the active coursework. To get the most out of your experience in this course, follow these guidelines

To be successful in this course...

- Participate in discussions by posting responses to prompts. Engaging in discussions will enhance your learning experience by demonstrating and sharing your knowledge. Pose challenging questions to promote further discussion.
- See and share unique points of view. Present ideas and perspectives that help the class see something in a new way.
- Respect others' opinions but don't be afraid to share your own. Be mindful of other perspectives.
- Avoid cheating, don't give out the solutions to problems - rather guide others to find their own answers.
- Your responses, as well as those of your classmates and instructors, can always be found by going to the Discussion Tab at the top of the page.

Discussion Forum Best Practices.

Here are a few helpful hints for using the discussion forum. The staff will monitor all discussions on a daily basis.

- Please search for an answer to your question in the discussion board before posting. It is likely that other students asked the same question already.
- In addition to answering and talking with each other about the Discussion Questions, you can also use the Discussion Forums to communicate on other topics. To do this, you should click on the 'Discussion' button in the toolbar near the top of your screen.
- Add [Staff] at the beginning of a post to notify the course staff about any content-related or technical issues.

Please note this discussion is not compulsory and will not be assessed.

Standard 7: Required Navigation: Menu Items

Rationale:

This standard is intended to ensure that students have a consistent navigation method in the NagaEd LMS, and these required menu items indicate the basic navigation expected to access key components. Before deploying the course settings, it is imperative to ensure that the following essential menu items are activated in the course navigation pane within the NagaEd LMS [required essentials below]. Activating these menu items is crucial to providing students with a consistent and easily navigable platform, granting them access to key components necessary for their course engagement. Verifying the setup of these menu items beforehand is recommended to establish a standardised and user-friendly interface for students to navigate the course content seamlessly.

Essentials:

The following must be active in the course navigation pane:

- Home
- Announcements
- Modules
- Quizzes
- Grades

Below is a sample of setting Navigation menu in all NagaEd Courses

[Course details](#) [Sections](#) [Navigation](#) [Apps](#) [Feature options](#)

Drag and drop items to reorder them in the course navigation.

Home	
Announcements	⋮
Modules	⋮
Quizzes	⋮
Grades	⋮

Drag items here to hide them from students.

Disabling most pages will cause students who visit those pages to be redirected to the course home page.

Discussions	⋮
<i>This page can't be disabled, only hidden</i>	
Assignments	⋮
<i>Page disabled. Will redirect to course home page</i>	
Syllabus	⋮
<i>Page disabled. Will redirect to course home page</i>	
Files	⋮

Standard 8: Assessment Tasks: Essential Information & Submission

Rationale:

This standard is designed to ensure that all assessments have the essential information needed for students, such as how they will be graded and how to submit them.

Essentials:

A 'pinned' course queries discussion thread must be readily available and published within the LMS, explicitly outlining its purpose and instructions for student participation. Furthermore, it is essential to include guidelines for the discussion in the Getting Started page, emphasising the importance of respectful communication and providing instructions on how to engage in the discussion effectively.

- Each assessment item has essential assessment information and submission details built into NagaEd LMS or attached as text/file.
- Each assessment item has due dates (specific date or week due) and are consistent wherever they are mentioned in the course
- Assessment submission types (e.g. Online (NagaEd LMS)/ On Paper (offline) have been correctly set up to suit the assessment as per the instructions given to students
- Assignments should cover the following items: assessment name and course/subject name, summary and purpose of assessment, task instructions and assessment criteria (Rubric).
- All graded assessment items are systematically organised within their designated assessment groups, ensuring consistency in structure and accessibility

Guidance:

For the purpose of Quality Assurance, a criterion-referenced rubric or an alternative rubric that shows standards of performance expected at each Course level should consist of the following in any NagaEd courses:

- Course Grading scheme is aligned to the Board Grading Policy and applied appropriately.
- The rubric should consist of Criteria, Performance Ratings and Performance Descriptors information
- The Rubric calculates correctly in the NagaEd LMS system

Standard 9: Clear-Defined Learning Objectives

Rationale:

Clearly stating learning objectives is crucial for an effective eLearning course. While the purpose of the course describes the intended outcome, learning objectives should focus on specific, measurable, and observable skills or knowledge the learner will gain in each unit, module, or lesson. It is essential to make the objectives performance-based, describing the tasks or problems the learners will be able to accomplish or solve.

Essentials:

- Learning objectives should be specific, clearly defining the desired knowledge, skills, or competencies that learners are expected to acquire.
- Objectives should be measurable, enabling instructors to assess learner progress and determine the extent to which the objectives have been achieved.
- Learning objectives should be observable, allowing instructors and learners to directly witness or demonstrate the attainment of the desired outcomes.
- Objectives should be performance-based, focusing on the tasks, actions, or problems that learners will be able to perform or solve as a result of the learning experience.
- Objectives should be relevant to the course content and aligned with the overall purpose of the course, ensuring that learners understand the value and applicability of what they are learning.
- Learning objectives should align with the assessments and evaluations used to measure learner achievement, allowing for direct evaluation of the stated objectives.

Guidance:

Clearly state-specific, measurable learning objectives aligned with course purpose. Connect objectives to assessments and communicate them to students. Use hierarchical structure, provide context, and seek student engagement. Continuously reflect, revise, and reinforce objectives for effective instruction and assessment.





NagaEd Office (3rd Floor)
DVK Building,
Secretariat Road,
Kohima, Nagaland 797001

www.nagaed.com
+91 9366807251
hello@nagaed.com



@NagaEdofficial