

# STRATEGIES FOR THE DESIGN AND DEPLOYMENT OF ONLINE COURSES

In this digital document, the reader will find techniques and tools needed for the comprehensive development of a virtual course. This is a useful source for reference for the development of creative and innovative proposals for online education.



## ÍNDICE

ÍNDICE .....	1
EXECUTIVE SUMMARY .....	3
INTRODUCTION.....	4
ADDDA MODEL .....	5
Phase 1: Analysis .....	5
Phase 2: Design .....	6
Phase 3: Development .....	6
Phase 4: Deployment.....	6
Phase 5: Assessment.....	6
12 DYNAMICS FOR ORGANIZING LIVE LEARNING COURSES.....	7
DEFINITIONS.....	9
Expository Class .....	9
Dialogue exposition.....	10
Demonstration .....	11
Brainstorming.....	12
Debate .....	13
Case study .....	14
Seminar .....	15
Workshop .....	16
Role-play .....	17
Tutoring.....	18
Colloquium.....	19
Symposium.....	20
DESIGN AND DEPLOYMENT OF A COURSE .....	21
CONTENTS .....	21
Tips for the Development of Teaching Material .....	21
Management and Organization of Content .....	22
ACTIVITIES .....	22
Designing Activities .....	22
Tips of Moderating Forums .....	23
ASSESSMENT .....	23
Designing Learning Assessment Instruments.....	23
Reports and Follow-Up.....	24
RECOMMENDATIONS .....	25
TIPS FOR COURSE ADMINISTRATORS, MODERATORS AND PARTICIPANTS .....	25
Encouraging the use of the platform .....	27
Planning Time Loads and Correlative Orders .....	28
Communicating and Broadcasting News .....	28



Cases .....	29
Cases 1, 2 and 3: Educational Institutions .....	30
Cases 4, 5 and 6: NGO or CSO .....	33
Cases 7, 8 and 9: Company .....	36
USEFUL LINKS .....	38
RECOMMENDED BIBLIOGRAPHY .....	38
GLOSSARY .....	40
CONTACT .....	42



## EXECUTIVE SUMMARY

This White Paper is designed for members of educational institutions, non-governmental organizations or civil society organizations, and companies interested in developing new creative and innovative online training proposals.

This document offers an institutional design model (ADDDA), dynamics for organizing Live Learning courses, and recommendations for: designing a course, creating, managing and organizing content, designing activities, moderating forums, designing learning assessment instruments, making personal follow-up through student progress reports. Also, it provides recommendations according to the role in a Live Learning environment and dynamics for organizing Live Learning courses illustrated with interest cases for educational institutions, NGOs or CSO and companies.



## INTRODUCTION

This document, named Design and Deployment Strategies for Online Courses, is the first one of a series of three. This White Paper is designed for members of educational institutions, non-governmental organizations or civil society organizations, and companies interested in developing new creative and innovative online training proposals.

Lately, Information and Communication Technologies (ICTs) have changed the way in which people get informed, communicate, relate, get entertained, work and study. New technological environments offer the possibility of developing various daily, social and work life activities, making the barriers of time and space disappear.

In this context, e-learning is currently a very spread way of providing and taking classes over the Internet. Online tools make it possible to create educational environments and offer new high-quality completely distance learning experiences.

Live Learning is a way of conceiving e-learning that focuses on the potential of interaction and collaboration among people from the comfort of their homes or offices. The value of presential education is based not only on contents but also in learning from others. Live Learning makes it possible to replicate and maximize this experience beyond distance.

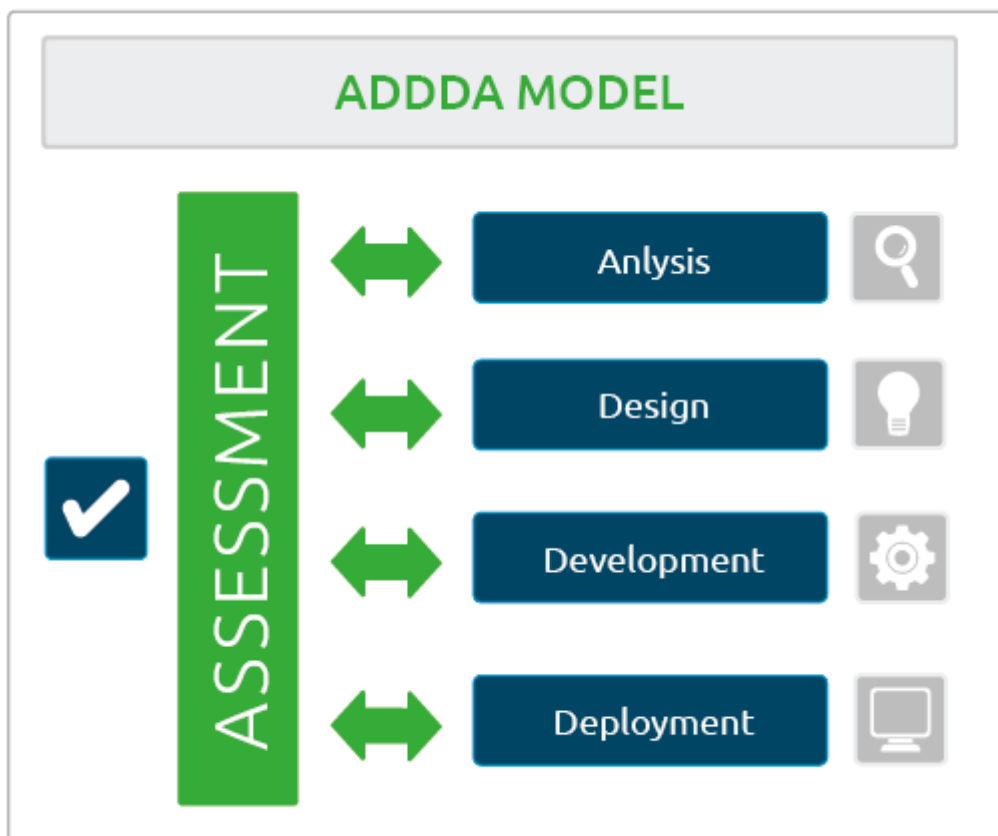
A virtual campus is a platform that makes it possible to **manage educational programs and maximize the teacher-student relationship** through distance classes from any computer or mobile device. In this way, any educational institution, NGO or company will be able to have its own training center over the Internet where courses and programs can be created and managed from the distance, live classes can be taught, audio and video can be shared, documents can be projected, it is possible to draw on a virtual board and record all events, participants' progress can be measured, studies can be certified, among multiple options.

Below, we provide some good practices and techniques at the time of developing and starting both synchronic and asynchronic virtual training sessions.



## ADDDA MODEL

The ADDDA model is an instructional design model made up of five phases: analysis, design, development, deployment and assessment. This model can be applied to the design of online courses.



### Phase 1: Analysis

In this phase, the following actions take place:

- Identifying needs;
- Analyzing existing similar offers;
- Identifying what needs to be learnt by students or participants;
- Defining the characteristics of recipients;
- Writing general and specific objectives;
- Designing the training plan.



## Phase 2: Design

In this phase, the following actions take place:

- Identifying the teaching strategy to follow;
- Establishing the training structure and duration;
- Choosing the most appropriate technological tool for the training plan;
- Taking decisions around the course aesthetics, graphic design;
- Producing a demo. For example, a demo of module 1;
- Generating the project master document as a final product of this phase.

## Phase 3: Development

In this phase, the following actions take place:

- Generating training material;
- Creating a prototype;
- Generating course material, tutorials, assessment instruments, course schedule, pre-course and post-course surveys, glossaries, etc;
- Identifying the profile of the tutor or trainer who will be in charge of the training activity;
- Searching the web for audiovisual material that can be useful for the course;
- DTP and design of the virtual classroom;
- Generating broadcast activities;
- Calling participants.

## Phase 4: Deployment

In this phase, the following actions take place:

- Sending welcome messages and tutorials;
- Developing the course;
- Applying pre-course and post-course surveys;
- Issuing certification;
- Inviting students or participants to take part in other activities.

## Phase 5: Assessment

This phase is transverse to the previous four stages.

- It makes it possible to review, redesign and modify deployment strategies based on the specific needs identified.
- The final output will be an assessment report.



## 12 DYNAMICS FOR ORGANIZING LIVE LEARNING COURSES

A dynamic is a particular way of carrying out a class. It includes: the content presented or developed, the way in which how, when and who presents this content. I.e., a dynamic comes down to an oral or written presentation of a topic in a class. A course can include several dynamics, in a combined fashion. The most interesting courses are those that combine several of them at the same time.

Below there are **12 possible dynamics for courses**. All of them can be performed either live or recorded, according to the needs and preferences. Also, in one single dynamic instances can be combined requiring the presence of participants in real time or in an asynchronic fashion.

The following tools can be used to perform live dynamics in a virtual campus: chat room, web conference and online auditoriums, as well as supporting classes with multimedia material (audio, video, images, documents).

In order to carry out recorded dynamics, it is recommended to include texts, videos and audios together with the content of classes and using the forum as the main asynchronic exchange tool (it isn't necessary to coincide in real time to take part.)

Classes may also include formal assessment instances through multiple choice tests, delivery of production or oral exams.

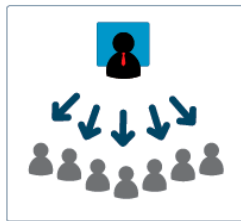
Schemes represent the type of technology-mediated interaction between the trainer/facilitator and the participants, as well as the building ways that they foster.

- Orange figures represent the trainer, facilitator or trainer in charge of the course.
- Green figures represent students or participants of the course.
- Light blue arrows show the direction of exchanges.
- Red items show the productions of contents which the class is about.

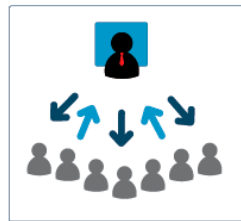
The 12 dynamics are:

1. Frontal class;
2. Dialogue exposition;
3. Demonstration;
4. Brainstorming;
5. Debate;
6. Case study;
7. Seminar;
8. Workshop;
9. Role-play;
10. Tutoring;
11. Colloquium;
12. Symposium.

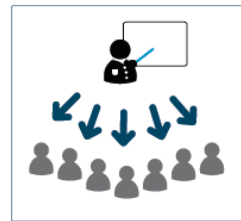




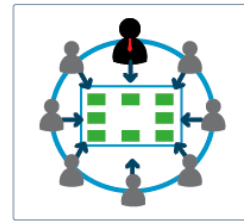
1 - Frontal class



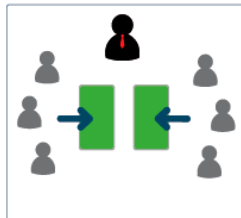
2 - Dialogue exposition



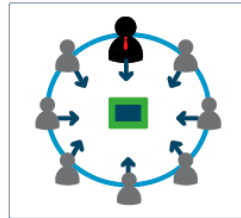
3 - Demonstration



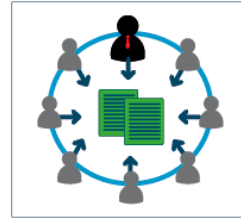
4 - Brainstorming



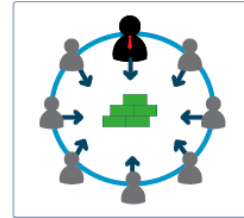
5 - Debate



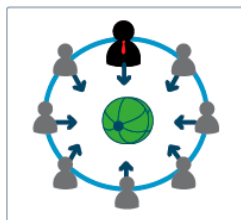
6 - Case study



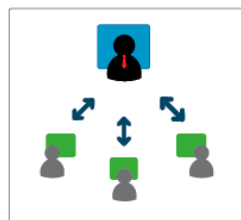
7 - Seminar



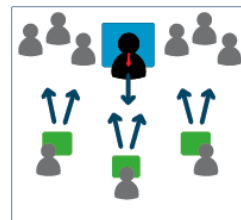
8 - Workshop



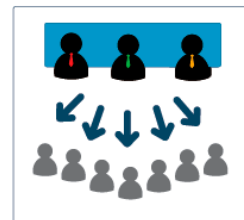
9 - Role-play



10 - Tutoring



11 - Colloquium



12 - Symposium



## DEFINITIONS

### Expository Class



This is a master class in which the professor explains a topic. The presentation on the topic comes down to its oral explanation in real time.

- It can be offered in separate blocks.
- Three segments can be identified: Introduction (the topic to be developed is anticipated), Development and Compilation (or synthesis.)
- Usually it is concluded with mandatory and non-mandatory reading recommendations and

instructions for tasks. It is ideal to present theories, key concepts and principles.

- In these classes, the presentation can be offered in various formats: audio or video with a recorded class, written text in a colloquial class fashion, multimedia or live presentation over a web conference.

#### Examples:

- A master class written in colloquial language directed to students. It includes three segments: Introduction, Development and Synthesis;
- A class on the reproduction of cells over a video-conference
- To present theories, key concepts and principles.



## Dialogue exposition



This is a presentation made by the professor, enhanced through questions that can be asked by the very same professor or by the students.

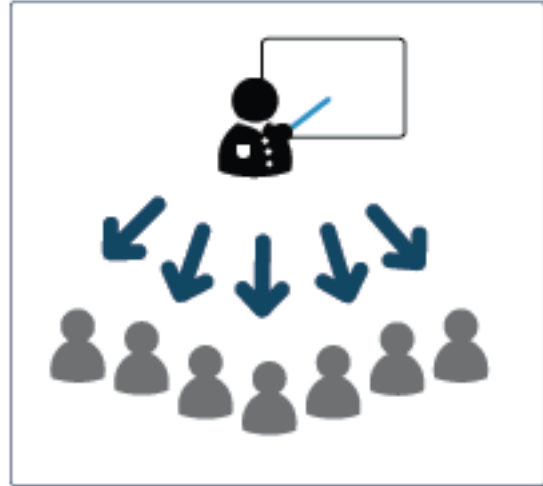
- The professor's discourse prevails.
  - There is an exchange between the professor and students, and among students.
  - It is ideal for approaching controversial, polemic or problematic topics, dilemmas, proposals, projects and innovations.
- This dynamic can be furnished over a web conference or a forum in which the trainer proposes a topic and allows participants to take part with questions.



## Demonstration

To demonstrate means to show something in a practical way. It is a situation in which the use of a device, the performance of a procedure, the development of an experience is shown step by step.

- Observation of the actions of the professor in each step of the demonstration prevails.
- The professor shows, orientates, guides, warns about possible difficulties, dangers, obstacles. It is ideal for sports, cooking, using a software, performing manual tasks, making crafts or repairs, scientific experiments.
- It is for modeling or presenting optimum practices.
- It can be furnished recorded with a videotaped demonstration or over a video capturing the activity on the computer screen. It can also be performed live over a web conference.



### Examples:

- Explanatory tutorial on pdf of the steps to follow to create a space in an educational social network;
- Demonstration on how to use the management system of an institution by broadcasting a web conference on a screen.



## Brainstorming

This is a group work dynamic fostering the generating and building of creative ideas. Guided by the metaphor of rain or storms, it makes it possible for all people to express their ideas in order to discuss them and reach conclusions.

- The one facilitating this activity guides the proposal, encourages everyone to participate, takes notes of ideas without judging them, at the beginning.
- Three phases can be identified: Creation of Ideas, Assessment, Action Plan. At the time of Assessment, all ideas are considered, some are modified, others are fused, and finally others are discarded. The Action Plan is a type of plan in which objectives, stages, resources, responsible ones, roles and results to be obtained are established.
- It is ideal for new projects, problem solving, starting research activities.
- This dynamic can be performed with a board, in a forum or through collaborative documents.



### Examples:

- Brainstorming in a forum to give a name to a new advertising campaign;
- Brainstorming to identify possible places of interest to plan a graduation trip.



## Debate



It consists of a class in which different ideas, perspectives, points of view, theories, lines of action or alternative projects are contrasted.

- The debate is moderated by the professor in charge. There are facts, arguments for and against, examples, evidences and opinions.
- Intervention of students or participants prevails. It is ideal to encourage the development of cognitive skills at an upper level and oral skills, as well as to driving a

fundamented decision making. It is ideal to analyze strengths, weaknesses, obstacles and opportunities.

- The debate can be dynamized live over a web conference or recorded in a forum.

### Examples:

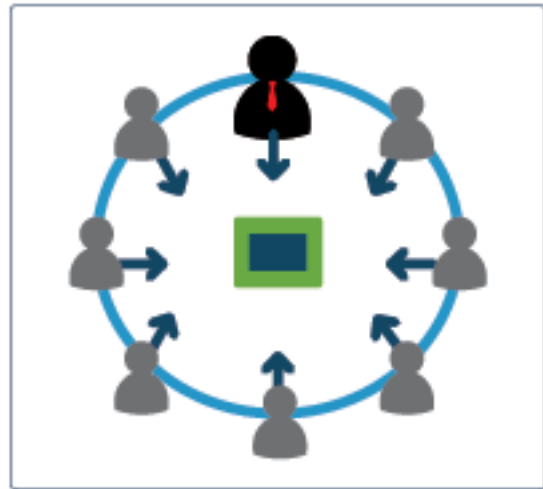
- Exchange over a forum of different commercial strategies to increase the sales of a product
- Live debate over international commerce and its challenges for the region.



## Case study

In a case study, a known object is analyzed in its context. For example: a historical event, a building, a work of art, a social conflict, an environmental issue, a method, a law, a soap opera.

- This analysis is performed deeply searching to draw conclusions or solution alternatives.
- In order to work with the case method, documentary or fiction film fragments and testimonials from their main characters in audio can be used. These resources can enhance the understanding of the case and its analysis.
- Events and context information search activities are performed repeatedly. A variant is working with several cases; i.e., with compared multiple case studies. It is ideal for deepening on a topic.
- The case study can be performed combined with different work spaces, such as forums, collaborative documents, media libraries and live exchange instances.



### Examples:

- Study of a marketing campaign performed by a leading company in order to identify the strategies applied through the videos hosted in the media library
- Studying the French Revolution as a case of liberal revolutions in a forum



## Seminar



This is a teaching encounter dedicated to the in-depth study in which reading of bibliography, primary sources, secondary sources, discussion of the material read, individual and collective reflection and the search for lines of investigation prevail. The word "seminar" comes from Latin: seed.

- There is a rotation between professor or expert intervention and participants'

intervention.

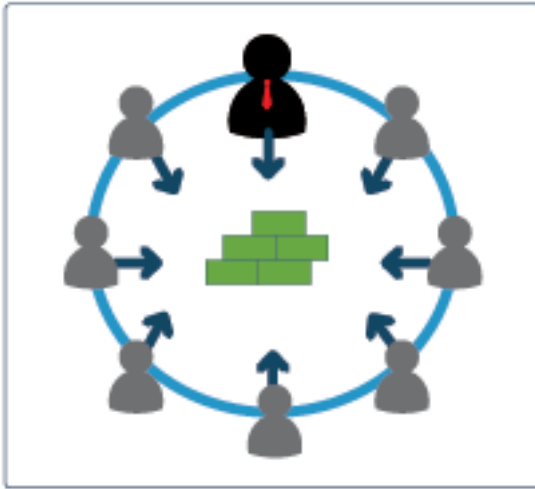
- It is ideal for producing new knowledge.
- Materials for the study can be hosted in the media library. Reflection and discussion instances may be analyzed through forums and web conferences.

### Examples:

- Reflection space and reading of bibliography, video watching and audio listening about civic and social rights in the XX Century;
- Meeting in web conference to exchange and debate from previous readings and personal appropriation over bibliography on Roman Right Philosophy.



## Workshop



The principle under workshop is "hands-on learning." Step by step, the student learns to create a product, repair a device or solve a problem.

- It consists of different stages: Planning, Performance, Review and Feedback.
- Know-how prevails.
- It is ideal for teaching arts, trades, use of new software, etc. Ideal for training apprentices.
- The workshop can be carried out

using the different exchange spaces -forums, chat rooms, web conferences- as well as multimedia content hosting spaces -media library.

### Examples:

- Workshop on farming in a public primary school in which the care of vegetables is shown by means of images and videos explaining practically to schoolmates. In a forum, questions may be asked;
- Workshop on molding for employees of a textile company in which explanations are given over web conferences, employees share questions over chat room and production (photos of the molds and videos) of the meeting.



## Role-play

- Playfulness and work in a simplified safe, risk-free, environment prevail.
- Objects and images of objects can be used to foster role identification: hats, toys, costumes and make-up.
- "As if," improvisation, assessment of various strategies and fun prevail.
- It consists of four stages: Introduction, Organization, Interaction itself, and Assessment. It is ideal for language classes, problem solving, role playing in companies (future salespeople, future receptionists), and business simulation.
- The game can be dynamized in forums, chat rooms or web conferences using shared resources through a media library.

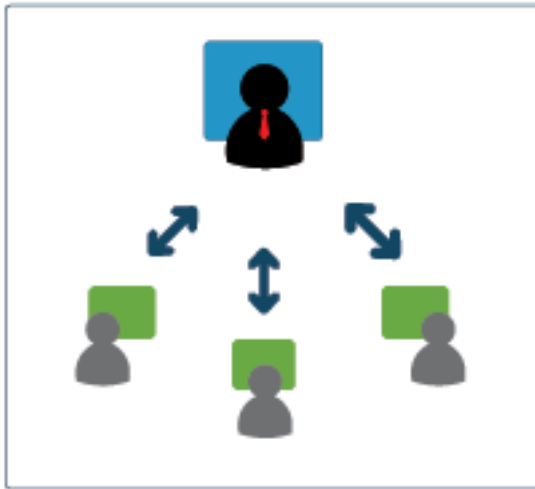


### Examples:

- Role-plays in which each participant takes a position in a simulated company to make decisions around a financial problem. Each participant explains which decisions (s)he would make in a forum and attaches a document with three defined strategies;
- A language class includes an activity of the "Hangman" game in a collaborative board to practice vocabulary.



## Tutoring



The Tutor, in a personalized fashion, provides orientation to a student or group of students and provides answers to their questions and doubts. (S)he reviews the production of the student or group of students and provides directions for improvement once the tutorial phase is finished.

- Doubts rather than certainties prevail.
  - Before finalizing, the next commitments are agreed and tasks are assigned in the meanwhile.
- It is ideal for mid-term papers, final papers, thesis, dissertations, etc.
  - Tutoring may be carried out live or over web conferences or chat room, as well as using the forum or internal mail.

### Examples:

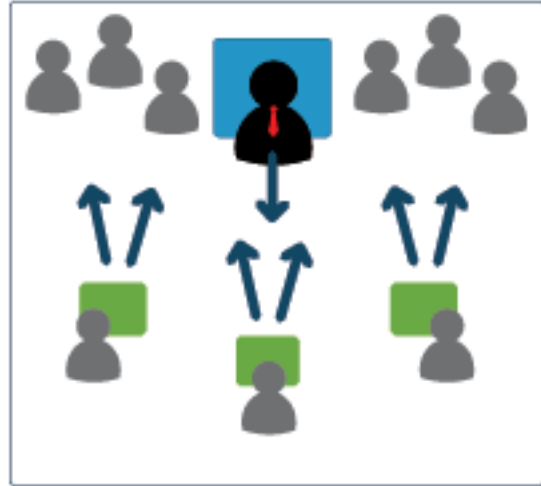
- A tutor of a public university follows up an appointed thesis maker, answering questions through the internal mail system, chat rooms;
- A mentor at a car manufacturer provides orientation to new salespeople over web conferences.



## Colloquium

This is a real time or recorded meeting coordinated by the trainer in charge. Students make an oral or written presentation of the work performed individually/in groups in front of the whole group-class.

- Intervention from students in their turns and professor intervention prevail.
- Four stages can be identified: Introduction (the work plan is presented,) Development (all students or groups present their work,) Feedback and Closing. It is ideal for final examinations.
- The colloquium can be dynamized live over a web conference or recorded in a forum.

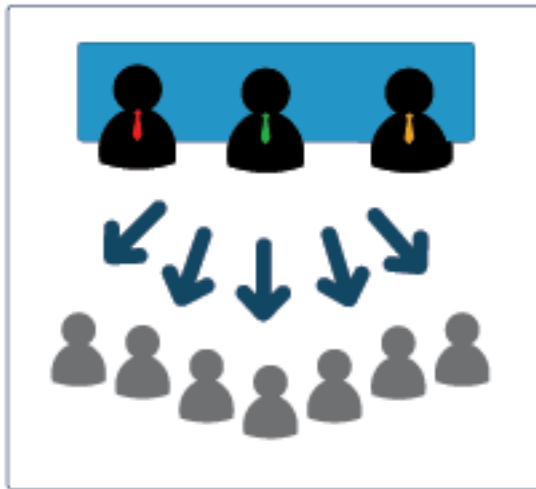


### Examples:

- Graduate student from a virtual university presents his/her final paper for a subject to his/her professor and mates through a video recorded and linked to the forum for final papers;
- Many NGOs meet to present their institutional project management practices over web conferences.



## Symposium



The word "symposium" comes from Greek, and it made reference to sharing a banquet.

It is a meeting of experts or academics in which everyone make subsequent presentations on the same topic from different focuses, theories or points of view in front of the participants.

- Each of the presenters develops a dimension or aspect of the same topic as

deeply as possible.

- This typically has three stages: the topic is introduced, the aspects into which it was divided are explained, and presenters are introduced. In a second time, the floor is waived to the experts and, finally, a summary of the main ideas presented is made.
- It is ideal for sharing results from scientific, academic, market or journalistic research.
- The symposium may be carried out over a web conference or in recorded instances using the forum as the main environment for the exchange.

### Examples:

- A pharmaceutical company sponsors a cardiology event in which researchers present the results of their recent research on hypertension at national and international level through a massive web conference tool;
- Learning technology experts present different points of view on the potential of social networks in the classroom over documents and audio files.



## DESIGN AND DEPLOYMENT OF A COURSE

To maximize the design of a virtual learning environment, it is necessary to consider different aspects, such as: (a) content, its development, its management and its organization; (b) activities; (c) assessment.

It is recommended that a course includes:

- **General information on the course:** curriculum, schedule or roadmap, presentation of course objectives, description of the work team (trainers or tutors, technical assistance, etc.)
- **Presentation of the Course:** The presentation can be made in text, audio or video.
- **Pre-Course Survey:** To survey on previous knowledge and experiences of the trainees.
- **Teaching Material:** Contents of the course, additional bibliography, interest links related to the topics approached.
- **Activities:** Presentation dynamics of the trainees, individual and collaborative production activities, discussion forums, assessment, trainee farewell dynamic.
- **Help:** Tutorials (over video or written format) and open spaces for queries (forums, messengers.)
- **Post-Course Survey:** To assess the impact and insights of the trainees on the training proposal and to be able to make modifications in the following editions.
- **Certification:** Issuing participation and/or approval evidence certified by the institution responsible for the teaching of the course.

## CONTENTS

Content design is central to the design of a virtual course. Contents may be developed by a specialist in a subject or discipline. Mastering programming or design tools is not necessary. However, it is recommended that the author has teaching knowledge.

### Tips for the Development of Teaching Material

- Include multiple formats (text, audio, video) and a variety of sources (hypertext format enhances reading)
- It is advisable that content is designed in such a way that provides a central place to the main concepts, ideas and reflections on a topic;
- Contents should be coherent with the proposed objectives;
- They must be readily available.



## Management and Organization of Content

Contents may be in a variety of formats (audio, video, presentations, pdf, among others.) Proprietary content may also be created in html embedding elements.

The creators of the course may set whether the files and html content may be downloaded or not by the participants.

Below there are some recommendations for the management and organization of content in a media library:

- Create folders that allow for the identification of content with units, blocks or topics of the course in such a way that participants can quickly identify their location;
- The names of files must properly reference the content. For example, they must mention the author and title of the document.

## ACTIVITIES

Activities in a course make it possible to deepen and reflect on the contents, build, produce and solve problems, apply and practice what has been learnt, among multiple possibilities.

### Designing Activities

The forum is the main space for developing an activity proposal in the Campus. In the forum, it is possible to:

- Make presentation and farewell dynamics;
- Propose brainstorming;
- Encourage discussion for decision-making or problem-solving;
- Generate debates for participants to present their points of view and argument;
- Make questions and provide answers on a topic;
- Make a collaborative production from different contributions or interventions;
- Present productions made (for example, by attaching files) and get feedback from trainers and peers.

Activity forums should start with a task description communicating the proposal and what is expected from the interventions. It is advisable to:

- Write clear, concrete and achievable tasks



- Provide examples
- Make interesting proposals practically involving the participants
- Propose collaborative activities
- Offer tasks that are not exhausted in the first contributions

### Tips of Moderating Forums

Moderating forums is crucial for these to be enriching for all participants. It is recommended that the Moderator:

- Constantly encourages participation and enters the forum frequently;
- Participates when necessary to clarify the tasks, enhances debates or productions, provides orientation for the activity, deepens on reflections, solves doubts, offers alternative sources for consultation or different paths for problem solving, provides feedback.

## ASSESSMENT

Assessing a virtual course analyzes the learning achieved by the participants. The assessment may be self-administered (self-assessment), peer assessment (co-assessment) or trainer made.

In a course there may be a variety of assessment instances: before starting the course (diagnostic assessment) during the course (process assessment;) upon course end (final assessment.)

Assessment not only allows to establish the learning of participants, but also it provides information to the trainer in order to make modifications in the contents and activities of the course.

### Designing Learning Assessment Instruments

It is possible to offer different assessment proposals:

- Multiple choice exam;
- Report writing that will be then shared over a forum in a text file;
- Multimedia production.
- An oral final examination may also be performed over a web conference.



## Reports and Follow-Up

Personalized follow-up is crucial for e-learning. It is possible to get reports on:

- Actions performed by students in the assigned courses: number of files downloaded, forum activities, course login, etc;
- Exam answers: detailing answers in an exam per user and group level;
- Survey answers: detailing answers per user.

Consultation and analysis of reports provide information on the activity and performance of participants. This information makes it possible to make a personalized follow-up for each of the trainees, take decisions including, among others, content, bibliography, proposed times, exams.



## RECOMMENDATIONS

Below there are tips for administrators, moderators and participants of a course; recommendations to encourage the use of the platform; recommendations for planning time load and correlative orders; recommendations to communicate and broadcast news.

### TIPS FOR COURSE ADMINISTRATORS, MODERATORS AND PARTICIPANTS

#### General Administrator

Before	During	After
<ul style="list-style-type: none"> <li>✓ Check technical possibilities of the campus and virtual classrooms.</li> <li>✓ Check that users are properly assigned to the course before it starts.</li> <li>✓ Send login credentials before the beginning of the course.</li> <li>✓ Provide support to the presenter, professor, students or participants.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide support to the presenter, professor, students or participants.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Close courses after the professor or presenter requests it.</li> <li>✓ Backup course contents.</li> <li>✓ Gather needs, suggestions and recommendations for future editions.</li> <li>✓ Invite graduates to participate in next activities according to the interests detected.</li> </ul>



### Professor/Trainer/Instructor

Before	During	After
<ul style="list-style-type: none"> <li>✓ Design the classroom according to the proposed objectives and to the recipients of the virtual space.</li> <li>✓ Have the classroom ready before sending personal login data to the participants.</li> <li>✓ Send a brief tutorial to familiarize users with the environment.</li> <li>✓ Send an activities start notice and reminders.</li> <li>✓ Share with users an alternative e-mail address.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Periodically logging into the classroom. The best teachers log into classroom at breakfast, lunch, tea and dinner time.</li> <li>✓ Respond to student or participant queries briefly, concisely and immediately.</li> <li>✓ Moderate proposed communication spaces (forums, chat rooms, etc.)</li> <li>✓ Encourage login and participation.</li> <li>✓ Monitor the development of activities throughout the course.</li> <li>✓ Watch individual difficulties and provide personalized answers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Issue certificates when results from exams are available.</li> <li>✓ Send an activities closing notice and a general feedback to the group.</li> <li>✓ Send information on other academic proposals, available courses.</li> <li>✓ Close the classroom and document progress reports and results.</li> <li>✓ Gather needs, suggestions and recommendations for future editions.</li> </ul>



## Student/Participant

Before	During	After
<ul style="list-style-type: none"> <li>✓ Check the technical requirements to log into campus.</li> <li>✓ Schedule the start date of activities in the virtual classroom.</li> <li>✓ Check personal campus login credentials.</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Periodically log into campus. The best students login at least once a day.</li> <li>✓ Respect participation and communication rules of the space.</li> <li>✓ Take part in all activities.</li> <li>✓ Watch for administrative (documentation, fees payment, if applicable) and academic (deadlines, etc.) commitment schedule.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Download the certificate.</li> <li>✓ Download interest content.</li> </ul>

## Encouraging the use of the platform

In order to encourage the use of the platform:

- Send frequent reminder notices;
- Set forth participation and campus login guidelines with students and tutors;
- For tutors, it is recommended that they login every day, at least twice, in order to be able to answer queries and demands from trainees;
- For students, it is recommended that they login the number of times necessary to be able to take part in the activities. Recommended logins depend on the specificity of the course proposal;
- Promote interesting and participative activities;
- Use group dynamics according to the profile and interests of trainees;
- Make sure contents are up-to-date and attractive.



## Planning Time Loads and Correlative Orders

At the time of establishing the time load, it is recommended to:

- Make a previous diagnosis of the recipient's profile (age, occupation, place of residence, Internet access and availability of network access technological equipment) in order to identify their time availability;
- Establish the time demand of the contents and activities planned.

As to correlative order, it is recommended to:

- Consider the profile of graduates, training objective of each program, the specificity of content to be learnt and taught;
- Survey on similar studies offered by other institutions;
- Check the full study curricula;
- Establish which subjects relate to each other;
- Identify which subjects require previous knowledge in order to take the subject.

## Communicating and Broadcasting News

In order to communicate in the platform, it is recommended to:

- Set forth the rules that should be followed to participate in the different communication spaces. For example, discouraging the use of uppercase writing, reviewing writing and spelling, not using images or terminology that are improper in a formal environment;
- Writing texts clearly, concisely and in proper language for the profile of participants;
- If communication is over a video-conference or videos, it is recommended that the length of the message, the quality of the image and sound, and the place where the recording will take place be checked.

At the time of incorporating a written piece of news in the campus, it is recommended to:

- Express it in a brief, clear and concise text communicating the main idea;
- If it is an event, indicate where and when it shall take place and to whom it is directed and communicate it with enough anticipation;
- Incorporate an image to the text in order to provide more information;
- For more information, if necessary, add an external link.



## Cases

We encourage you to read and analyze the nine fictional cases based on reality related to educational institutions, NGOs and companies. By reading them, it will be possible to know and understand some cases that explain in which cases institutions choose the Wormhole Campus and why. The cases are:

Type of Institution	Cases
Educational Institutions	1. Strengthening the Institution
	2. Expanding Horizons
	3. Future Students
NGO or CSO	4. Throughout the Country
	5. Training pro Life
	6. Society Presentation
Companies	7. Welcome to our company!
	8. Exclusive for Suppliers
	9. Belonging and their Privileges



## Cases 1, 2 and 3: Educational Institutions

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### Case 1

Title: **Strengthening the Institution**

**Professional development at a primary and secondary school**

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#### Problem

The leading team of a school with primary and secondary levels has deemed it necessary to deploy initiatives in which all school teachers take part, independently of the level in which they work. The aim is getting teachers to know and trust each other y strengthen their sense of belonging to the institution. It was decided to deploy professional development instances for all teachers throughout the academic year. Now, how to get all teachers to attend together if there is always lack of time and their schedules are full?

#### Solution

The institution chose Wormhole Campus to:

- a) Carry out a virtual meeting in a web conference room (Wormhole Classroom) in order to present the activities throughout the academic year and the online training plan;
- b) Offer a variety of virtual training courses throughout the year over Wormhole Campus. Teachers accessed material, discussion forums, carried out collaborative activities and synchronic meetings;
- c) Celebrate a year-end event in charge of the leading team in which training results were presented to all the educational community. In order to reach a number of attendants, the event was broadcasted through Wormhole Auditorium.



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**Case 2****Title: Expanding Horizons****Expanding enrolment in a language private institute.**

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**Problem**

An institute has different branches in different locations in the province. Distances are 100-500 km and transportation increased costs. On the other hand, the profile of the enrolment subjects has suffered variations due to, among other factors, the changes in lifestyle, time available for study.

What can be done to retain current students? What can be done to increase enrolment in the coming years? How to gain potential students who travel often, who do not have time to attend presential classes, who prefer to learn outside the classroom, in times that are customized to their agendas? How to manage the payment of courses and distance certification?

**Solution**

The institution decided to expand their academic offer by providing distance alternatives through Wormhole Campus to:

- a) Offer distance course presentation meetings to the community through Wormhole Classroom;
- b) Carry out admission interviews through virtual meetings through Wormhole Classroom;
- c) Offer paid language courses and distance courses through the integrated catalogue in which the interested parties can self-enroll and pay the fee;
- d) Offer students access from their computers, tablets and mobiles to: communication and exchange forums, readings, audios, videos and activities, chat with professors and natives, exams, web conference rooms and auditorium;
- e) Facilitate the download of approval certificates for all students in a personalized fashion through the campus.



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Case 3  
Title: **Future Students**  
**Broadcasting of a University Graduate Offer**

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### Problem

A university wants to make the institution known to families who live in other provinces, as well as its facilities (library, buildings, classrooms, and recreational spaces), extension activities, economic help possibilities and the profile of their graduates. How to invite prospective students living outside the city to a meeting? How to introduce the facilities without visiting the university? How to carry out interviews and tutoring for distance new students?

### Solution

**The** institution chose to deploy Wormhole Campus to:

- a) Introduce the university to interested families. Through Wormhole Auditorium, the directives introduced themselves and transmitted videos with students, professors and alumni testimonials. They also showed images of the facilities;
- b) Carry out admission and economic assistance assessment meetings through Wormhole Classroom;
- c) Offer group meetings for candidates for each program through Wormhole Classroom;
- d) Establish online tutoring and digitalized information from their computers or mobile devices with 3G connection. Wormhole Campus was chosen as the most appropriate option for this purpose. Candidates were assisted in consultation forums, tutoring groups, they accessed information on study curricula and met the facilities through media library hosted videos, as well as carried out proceedings to start university life.



## Cases 4, 5 and 6: NGO or CSO

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### Case 4

#### Title: Throughout the Country

#### Internal Continuous Education of a Network of Provincial Representatives

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##### Problem

A foundation based in Argentina has representatives in all provinces. Due to the increase of long-distance commuting fees and to the multiple work commitments of the members of the network, it became difficult to carry out presential meetings.

How to offer an alternative for distance team work, for training and institutional strengthening? How to provide an answer efficiently and with low costs?

##### Solution

The institution deemed it necessary to deploy a virtual space integrating all team work possibilities to:

- a) Carry out work meetings between directives and the members of the network through Wormhole Classroom;
- b) Organize the team work through Wormhole Campus to: create reference provincial groups for asynchronic exchange, performing follow-up assessments, documenting work experiences and results, communicating through forums, synchronic meetings (chat and web conferences), referencing documentation hosted in the media library, and keeping a national and provincial work schedule;
- c) Offer distance internal training instances. For example, language, experience documentation classes, professional writing workshops and organization leadership workshops;
- d) Facilitate access from different locations in the country through mobile devices.



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Case 5  
Title: **Training pro Life**  
**External Training**

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### Problem

The NGOs is specialized in preventing drug addiction and it offered a four-month course as a pilot. Due to the success of the proposal, a one-year distance diploma program was proposed for Psychologists, Educational Psychologists and educators in Latina America.

How to do it when human and financial resources are scarce? How to manage an academic offer for a big number of interested people?

### Solution

The NGO chose Wormhole Campus to:

- a) Provide introductory meetings for the diploma program through Wormhole Auditorium;
- b) Carry out admission interviews through virtual meetings through Wormhole Classroom;
- c) Offer the diploma program with correlative subjects;
- d) Facilitate student access from their computers, tablets and mobiles to: communication and exchange forums, readings, audios, videos and activities, chat with professors, specialist guests, conferences and exams;
- e) Allow for the massive download of approval certificates for all students in a personalized fashion through the campus.



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**Case 6****Title: Society Presentation****Broadcasting of NGO's Actions and Programs**

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**Problem**

An NGO needs to add strategic alliances and partners in order to carry out its actions and meet the institutional objectives. In order to do this, it needs to make its vision, mission and programs it develops public, and expand its networks. How to achieve an introduction open to the community without having to personally meet in a meeting or event room? How to foster the NGOs actions in all locations of the country? How to interact with potential partners?

**Solution**

The NGO chose Wormhole Campus to:

- a) Offer institution introduction meetings to the community through Wormhole Auditorium, communicate which is its mission, and which are the programs that it carries out;
- b) Foster the NGOs actions in all locations of the country through Wormhole Auditorium;
- c) Carry out work meetings using Wormhole Classroom to exchange ideas between the members of the institution, know the different realities, share questions about new projects through Wormhole Classroom;
- d) Meet with potential partners interested in joint actions over video-conference through Wormhole Classroom.



## Cases 7, 8 and 9: Company

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### Case 7

Title: **Welcome to our company!**

**Introductory Training for all Employees**

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#### Problem

In the city of La Plata, a mobile phone selling company with a high employee rotation and constant expansion in the market has no time nor budget for carrying out presential training for new employees due to the high cost that involves commuting. For some time, instruction instances ended with an evaluation of the relevant aspects of the institutional culture.

How to transmit those company values to the new personnel working in different locations in the country? How to train sellers who live outside La Plata? How to keep a fluent communication with employees to monitor performance and assess their sales success? How to assess the new employee in relation to the institutional culture?

#### Solution

The mobile phone selling company chose Wormhole Campus to:

- a) Generate exposition through Wormhole Auditorium to communicate the company values to the personnel recently incorporated;
- b) Offer its employees access from their computers, tablets and mobiles to the distance training courses. In this online space, employees had access to: training manuals, updated documents (procedures manuals, product catalogues, price lists) hosted in the media library;
- c) Facilitate fluent communication between employees and their mentors for monitoring and following up work through forums, chat rooms, internal messaging of the campus and web conferences;
- d) Assess the new employee's performance in sales and organizational culture through a multiple choice exam tool in Wormhole Campus.



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Case 8  
 Title: **Exclusive for Suppliers**  
**Training to Supply Supermarkets**

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**Problem**

A supermarket in the city of Cordoba has suppliers from all over the country and overseas. They need to train them in topics related to the company's administrative circuits, logistics and internal policies. How to perform this training without having suppliers commute? How to keep suppliers updated?

**Solution**

The company chose Wormhole Campus to:

- a) Provide Suppliers with access to distance training on the supermarket's administrative circuits, logistics and internal policies. In the campus, they find: training manuals, interest documents on the topics;
- b) Facilitate access to those training courses also from mobile devices (through the iOS or Android operating system App.)

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Case 9  
 Title: **Belonging and their Privileges**  
**Actions for Customer Lock-In**

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**Problem**

A lab selling pharmaceutical products all over the country needs to lock-in customers by offering them information, training and practice community. How to provide information on all products to professionals all over the country? How to train different health care professionals? How to create an exchange space for that community?

**Solution**

The lab chose to deploy Wormhole Campus to:

- a) Create spaces for providing information on the scientific advances in the area of health care and news in the pharmaceutical industry;
- b) Providing distance courses for physicians and health care professionals on general medicine and diverse related specialties;
- c) Provide news, scientific papers, expert opinions, clinical cases in virtual classrooms;
- d) Encourage the exchange between physicians through forums, line chats, web conferences and events transmitted online (for this, Wormhole Auditorium and Wormhole Classroom were used.)



## USEFUL LINKS

### FAQs

<http://www.wormholeit.com/en/help>

### App:

<https://itunes.apple.com/es/app/wormhole-classroom/id661296837?mt=8#>

### App:

<https://play.google.com/store/apps/details?id=air.com.wormholeit.rtc.mobile>

### Wormhole Campus video tutorials:

<http://www.wormholeit.com/en/help/campus>

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## GLOSSARY

**3G Telephony:** 3G is the abbreviation for third-generation of voice and data transmission over mobile telephony through UMTS (Universal Mobile Telecommunications System.)

**Administrator:** It's the user profile with more management, configuration and general environment management rights.

**Android:** It is an operative system based on Linux, designed mainly for mobile devices with touch screens, such as smartphones or tablets.

**App:** Abbreviation for Application. It is a software application installed on a phone or tablet that is useful for a concrete task.

**Auditorium:** Wormhole platform that makes it possible to transmit live events and presentations. It supports up to 400 attendants, multiple roles environment customization.

**Auditorium Lite:** Wormhole platform that makes it possible to transmit live events and presentations. It supports up to 150 attendants and multiple roles.

**Classroom:** Wormhole platform that makes it possible to carry out virtual meetings or web conferences. It supports up to 60 participants, 3 presenters, differentiated access for hosts and attendants, and environment customization.

**Classroom Lite:** Wormhole platform that makes it possible to carry out virtual meetings or web conferences. It supports up to 25 participants, 3 presenters and differentiated access for hosts and attendants.

**Closed Course:** A closed course is that which for participating trainees need to be enrolled by the Administrator.

**Closed Invitation:** That which is sent through a personal invitation with a private access code.

**Closed Meeting:** That which in order to join the meeting a private access code is required.

**Customization:** Each institution can add their logo and set their colors. In this way, the institutional image is kept.

**Forum:** Communication and exchange space for users.

**Internal Messenger:** Asynchronic communication tool between users of the campus.

**iOS Mobile Device:** Operative System from Apple.

**iPad:** Line of tablets designed and marketed by Apple.

**iPhone:** Line of smartphones designed and marketed by Apple.



**Live Learning:** It is a way of conceiving e-learning that focuses on the potential of human interaction.

**LMS:** Learning Management System. It is an online learning and training environment management software.

**Media Library:** Space for storage and download of digital documents in multiple formats.

**Open Invitation:** That which is shared through a URL. Any person with the access link can join the meeting.

**Open Meeting:** That in which any person with the access link can join the meeting.

**Participant:** User profile for recipients of courses, web conferences and live transmissions. It has no administrative rights.

**Presenter:** This is the host of a virtual meeting or web conference conducting the event, moderating exchanges and providing rights for participation.

**Public Course:** A public course is that which for participating it is not necessary that the Administrator enrolls trainees.

**Recording:** Audio log of conferences and live transmissions. It can be downloaded in digital file format.

**Reports:** Consolidated registry of information regarding courses, student activities, logins, exam results, list of documents, among other possibilities.

**Share Desk:** This is a functionality that makes it possible to transmit from the presenter's or host's screen in a virtual meeting or web conference.

**Smartphone:** Smartphone with more functions than a regular mobile phone that supports the installation of software. Typically, they include e-mail, GPS, reading documents from Microsoft Office, PDF, among other possibilities.

**Test:** Learning assessment instrument. It is available in the multiple choice option.

**Virtual Classroom:** Just as the physical classroom, a group get together to work on a specific topic. The virtual classroom can be located inside the structure of a virtual campus to which communications, collaboration and management tools are incorporated.

**Virtual Campus:** Virtual environment aimed for a community of users in which academic activities of an educational institution are carried out or virtual training courses for companies or NGOs.

**WiFi:** Wireless Internet connection.



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## Credits

Contents María Ximena García Tellería, Marta Libedinsky, Paula Pérez and Ana Laura Rossaro - Evolución Fundation - [www.fundacionevolucion.org.ar](http://www.fundacionevolucion.org.ar)

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## CONTACT

info@wormholeit.com

U.S.A.: (+1) 415 992-7270

ARG.: (+5411) 5254-0115Twitter

Website: <http://www.wormholeit.com/en/>

Twitter: <https://twitter.com/WormholeIT/>

Facebook: <https://www.facebook.com/WormholeIT>

Google +: <https://plus.google.com/u/0/113492974507224520601/posts>



# Strategies for the Design and Deployment of Online Courses

