Advanced PROFESSIONAL CERTIFICATE

IN E-LEARNING DESIGN AND DELIVERY FOR ENGINEERING AND TECHNOLOGY

FLEXIBLE, LIVE AND INTERACTIVE ONLINE LEARNING - PARTICIPATE FROM ANYWHERE IN THE WORLD
LEARN FROM INDUSTRY EXPERTS WITH REAL-WORLD EXPERIENCE

WHAT YOU WILL GAIN

We believe that this course with its focus on e-learning for engineers, technologists, technicians and tradespeople will enable you to gain the following know-how and skills:

- An excellent overview of the new and different terms, acronyms and methods of using e-learning for engineering, technology and the sciences
- How to design and present e-learning courses for engineering professionals
- How to effectively make the transition from the classroom to the e-learning approach
- How to enhance your learning and training strategies with these new approaches
- Ability to talk knowledgeable to other professionals working in the area
- How to set up the infrastructure and technologies for the efficient delivery of training
- How to train instructors to present effectively using these new tools
- Achieve a good understanding of the way the field is developing
- How to create your own marketing and sales campaign using these technologies
- How to get a job or set up a company based around e-learning

PART-TIME, INTENSIVE DISTANCE LEARNING
OVER 6 MONTHS

CONTACT US FOR DETAILS ON DATES AND PRICING

www.eit.edu.au    enquiries@eit.edu.au
What Our Students Have to Say

QUOTES FROM PAST STUDENTS
on the EIT SURVEY
ON E-LEARNING
to the following question:
What made you choose
an EIT course[s]?

“Good reputation, had attended good full-time courses previously.” Worley Parsons

“Course facilitator CV, ...reputation, e-learning flexibility.” SMK, New Zealand

“Course interest and content.” ABB, Australia

“Non-vendor specific training and lower course costs with online training capabilities.” Worley Parsons

“I can do those courses at my own free time which made it more convenient for me.” Iluka, Australia

“Content was applicable to my job and industry. Taught by industry experts not academics. E-room delivery mode. Accreditation in various nations.” Sanofi Pasteur, Australia

“Covered all my criteria and gave me recognised qualifications on completion.” Netofim

“Course content seems practical and applicable. I already have a BSc where the focus is on the theory.” BHP Billiton, South Africa

“Industry recognition and recommendation by colleagues.” Rio Tinto

“Seemed the most convenient option, and it was!” CPIT, New Zealand

“Course content ease of study option.” Nestle, South Africa

“Its international recognition with body endorsing certification. Easy to attend lessons after work hours. Easy way of course payment.” Kinyara Sugar Ltd, Uganda

“Offer the correct course, timing and affordable cost.” Folec, Brunei

“Believed to be good quality based on previous training courses I have done in person.”
BHP Billiton, South Africa

“The course that I am currently enrolled in also had all the outcomes I was looking for to further my career.” Rio Tinto

“The course content was relevant to my work environment and practical.” Alcoa

“I have done a few courses in the past and found them to be very good and delivered by people with practical knowledge of the subjects.” Kalgold

“It provides good online course delivery including its quality support structures.” OneSteel

“The fact the I could do it online and it was in line with furthering my knowledge for work.” CAED, Australia

“It ticked all the boxes ... quality, suitability, depth, length.” Powerco, New Zealand

“Course was visible and relevant.” Schneider Electric, UK

“The most practical and technical offerings by the most qualified instructors for distance learning.” Encana Natural Gas

“On-line references, price, and various time frames available to sit in on the class. Also, one more important item was being able to converse with the instructor and class instead of working totally on my own.” Mitchell Technical Institute

“Course content. Accreditation of the training institution. Cost.” MODEC

“Possibly the most recognised online institution within my industry.” DRA, South Africa
INTRODUCTION

E-Learning has come a long way from its basic ‘book on the web’ roots and is expanding rapidly throughout the world in all industries and subject areas. Recent research for the US Department of Education indicates that statistically, online learners achieved better results than those in the traditional classroom setting. Its popularity is largely driven by the flexibility it offers students, especially with postgraduate students who often have work and/or family commitments while they study. It also gives students access to international industry experts, lecturers and training instructors regardless of their location. Due to the advancement of technology and increase in available innovative e-learning tools and software, e-learning is no longer limited to ‘soft’ subjects and possibilities are now endless.

Due to this increase in demand for online training, along with the (often incorrect) perception by some training providers that this medium is a cheaper and easier delivery option, there has been a steep increase in the number of training providers offering online options. Unfortunately, many of these programs are ineffective due to poor design and delivery. The rapid migration of a large number of traditional course materials directly into e-learning format (often referred to as “shovelware”) has resulted in poor delivery and a significant level of dissatisfaction among students, especially from an engineering professionals’ point of view.

This practical course is about helping you to apply e-learning to engineering and technology training successfully – all the way up from trades training to high level engineering design. We would be less than honest if we didn’t say that applying e-learning has been a wonderful journey of discovery for us. After initially being enthused by synchronous e-learning (e.g. web conferencing) and being dismayed by the materials provided under asynchronous e-learning (e.g. the “book on the web training course”); in reviewing and experimenting with the different technologies, we have come to the view point that in using a judicious combination of the different components of e-learning that a really successful productive course can result. The magic is in the mix! Most of this course reflects real world experiences – we have been experimenting and implementing varied e-learning technologies and quickly find out what is effective and what simply doesn’t work. The so-called market and our students are often brutally honest!

E-learning has been extended dramatically in the past decade into numerous other areas such as simulations, remote labs, 3D learning environments, informal learning, web conferencing and indeed blended learning.

We believe that in essence what the Internet and the improvement in computing power has done is to tie outstanding instructors to students no matter where they are located in the world. If executed well, e-learning programs can actually offer a student more interactivity than classroom study due to the variety of communication tools available. One still needs an outstanding instructor (probably even better than in the traditional classroom due to the lack of visual cues from students) - technology has not taken this away. Anyone who thinks they can replace the instructor with a computer and software in the teaching process is sadly mistaken, yet hundreds of millions of dollars have been spent on precisely this method of learning especially using asynchronous e-learning.

E-learning is also rapidly becoming a key part of normal classroom instruction as well. This in itself is a great reason for learning about it; even if you are still working in a traditional training environment. If you don’t jump onboard now you risk being left behind. The new techniques today reveal enormous opportunities to really provide an outstanding product to complement your classroom training, and indeed your on-the-job training and informal learning.

Another objective of this course is to stimulate you to read further on topics on ground-breaking technologies in learning. We have done a reasonably exhaustive search of innovative practice in applying e-learning to engineering and science education and have tried to be as thorough in listing all the resources to dig further.

With all these new technologies, one important point that should be made which is echoed by training professionals and organisations working in the area – that there is still a need for outstanding instructional design, instructors and a focus on the learner. In fact, arguably, despite all this additional technology we have found that the instructor is challenged even more to design and deliver outstanding presentations.

Bear in mind that e-learning is only part of the training solution. One should always consider it in terms of a holistic solution (or blended approach) and thus combine it with classroom instruction, on-the-job training and simply reading and talking to one’s peers and learning about a topic. This should be done in an effective way resulting in tangible and measurable results. One should never forget that on-the-job training is often the most important form of training in small business.

While the program examines both synchronous and asynchronous options, it does focus more on synchronous study, as we feel that it is best to train you about an approach we have become very comfortable and knowledgeable about and which we believe offers a proven approach with outstanding results.
WHO SHOULD ATTEND

- Engineers, technologists and technicians wanting to improve their training offerings
- Engineering academic faculty at universities and colleges
- Staff working in corporate training departments who want to extend their training offerings
- Sales and marketing personnel who want to educate others on their products
- Staff of government programs wanting to educate the general public on engineering and technology
- Teachers and instructors at high schools who want to connect to other schools throughout the world with their teaching programs in technology and science
- Engineers, technicians and technologists who have an interest in presenting their courses online
- Engineering training instructors and lecturers
- Engineering training program developers and training coordinators
- Anyone involved in the development, design and delivery of online education in the engineering and technology sector

EIT ACCREDITATION STATUS

The Engineering Institute of Technology (EIT) is a Registered Training Organisation (RTO) and an institute for higher learning. It has emerged from its founding organisation, IDC Technologies, which is an international provider of practical, technical training. Since its conception in 1991, three hundred thousand engineers, technicians and technologists have been trained globally. The EIT has received recognition, endorsement and/or accreditation (varies by course and location) from authorising bodies based around the world. These include:

IEEE - The IEEE, based in the USA is the world’s leading professional association for the advancement of technology, with more than 375,000 members in more than 160 countries. The EIT is an IEEE Continuing Education Provider.

The Institute of Measurement and Control in the United Kingdom - Britain’s foremost Professional body for the Automation Industry. The Advanced Diploma is recognised by the Institute of Measurement and Control as contributing to the ‘initial professional development’ required for eventual registration as Chartered or incorporated Engineers. The Advanced Diploma is also approved by the Institute as providing CPD.

South Africa - The Engineering Council of South Africa (ECSA) which aims to promote a high level of education and training of practitioners in the engineering profession, has validated a large number of courses. The EIT has obtained validation for CPD Points from the SAIMechE (South African Mechanical Institute), COET (Chamber of Engineering Technology) and SAIEE (South African Institute of Electrical Engineers), who are Voluntary Associations recognised by ECSA (Engineering Council of South Africa). To view our list of validated courses and programs, visit ECSA’s website www.ecsa.co.za and refer to the CPD Activities.

Asia Pacific Utilities Group Supplier Management System - EIT has achieved full registration on the Asia Pacific Utilities Group Supplier Management System (APUG SMS).

For additional information please see

ABOUT THE ENGINEERING INSTITUTE OF TECHNOLOGY (EIT)

The key objective of the Engineering Institute of Technology (EIT) is to provide outstanding practical engineering and technology education; from Diplomas and beyond. The finest engineering lecturers and instructors, with extensive real world engineering experience in industry, are drawn from around the world. The learning is gained through web and video based, online (e-learning) technologies.

The EIT offers awards in a growing array of engineering fields. Many (perhaps, most) engineering faculties at universities and colleges experience a significant challenge delivering the course-work affordable and with excellence. The EIT achieves this using online based education—economical class sizes are attainable, international experts are engaged to instruct and remote laboratories and simulation software are employed. The EIT is a sister company of the well known and reputable engineering training organisation, IDC Technologies. IDC has been operating for over 20 years, from offices throughout the world, delivering practical short courses to well over 300,000 engineers and technicians.

WHY EIT?

- Our lecturers are selected and recruited from amongst the top engineers/ instructors in their field - worldwide. These presenters are highly skilled at presenting challenging concepts and ideas to students of varying levels and abilities.

- As shown in the detailed course prospectus, the courses are aimed at practising professionals giving hard-hitting practical know-how relevant to today’s market and is aimed at people working in industry. We design and select case studies and practical exercises in the course based upon real-world business requirements. Feedback from the tens of thousands of students we have trained over many years has allowed us to have a unique understanding of real world business requirements and we have tailored the course accordingly.

- We have experience in training over 300,000 engineers and technicians throughout the world and have built up a library of outstanding reference materials which focus on what engineers and technicians need in their work today in industry and mining. The value of these references is considerable and they are a great asset to industry professionals. These reference materials are included in the cost of the course.
COURSE STRUCTURE

The Advanced Professional Certificate is an intensive part-time program, conducted over 6 months. Unlike other universities or academic institutions we operate almost all year round without extended breaks between semesters, enabling you to fast track your studies. This course is composed of 9 modules:

Module One - An Introduction to E-Learning
Module Two - Basic Learning Theory
Module Three - E-Learning Technologies
Module Four – Engineering and Technology
Module Five - Presenting in an E-learning Environment
Module Six - Materials and Resources
Module Seven - Designing an E-Learning course
Module Eight – Administration and Preparation
Module Nine - Managing and Marketing E-Learning

| week 1 | Orientation week |
| week 2 | **Module 1 - An Introduction to E-Learning** |
| week 3 | **Module 2 - Basic Learning Theory** |
| week 4 | **Module 3 - E-Learning Technologies** |
| week 5 | **Module 4 – Engineering and Technology** |
| week 6 | **Module 5 - Presenting in an E-learning Environment** |
| week 7 | **Module 6 - Materials and Resources** |
| week 8 | Break 1 - Assignment week |
| week 9 | Break 2 - Assignment week |
| week 10 | **Module 7 - Designing an E-Learning course** |
| week 11 | **Module 8 – Administration and Preparation** |
| week 12 | **Module 9 - Managing and Marketing E-Learning** |
| week 13 | Break 3 - Assignment week |
| week 14 | Break 4 - Final Project |

PROJECT AND ASSIGNMENTS

One of the great (but indeed frustrating at times) developments in education has been in the field of collaborative learning, which provides students with essential skills in order to be a successful and active participant in the workplace. You will be working in virtual teams with other students on a project which commences in the first week of the program. Each team will have a dedicated mentor to assist you to meet the course objectives. You will use the knowledge and skills you gain to design an online ‘mini-course’, from the concept development and planning stage, material development, and administrative procedures through to delivery. This will have an emphasis on engineering and technology and be based around learning theory, choice of technology platform, selection and development of appropriate materials, design, administration and management. You will also be required to complete short individual assignments based on some of the theory learned to support your mini-course development. In the final week, groups will be asked to present the design of their mini course using knowledge of presentation skills and material design.

ASSUPTION OF PRIOR KNOWLEDGE

As you are planning to attend this graduate certificate; we assume that you have had some contact with basic educational and training concepts and perhaps, e-learning. This will ensure that this course is placed in the appropriate context and maximises its value to you in your work environment.

Benefits of Distance Learning

We understand that many individuals have tough obstacles to furthering their education, including family commitments, full time careers, financial and geographical limitations. By using the latest technology and software, we provide flexible, affordable programs whilst retaining interaction, engagement and top quality tuition.

Distance Learning Allows You To:
- Upgrade your skills and refresh your knowledge without having to take valuable time away from work
- Receive information and materials in small, easy to digest sections
- Learn from almost anywhere - all you need is an Internet connection
- Have constant support from your program lecturers and coordinator for the duration of the program
- Interact and network with participants from around the globe and gain valuable insight into international practice
- Learn from international industry experts
- Live interactive webinars, not just a ‘book on the web’

“It seemed the most convenient option, and it was!”

[Image of a student with a hard hat]
Module One - An Introduction to E-Learning

You will learn how to:
- Describe where e-learning has come from, how it has developed and how it is being used today
- Appreciate the advantages and disadvantages of synchronous and asynchronous e-learning approaches and establish which approach will meet your requirements
- Consider the attitudes and beliefs towards e-learning as a result of historical practice and how these can impact you
- Separate fact from fiction regarding e-learning practice
- Identify the features of an effective e-learning course
- Appreciate the benefits and challenges of e-learning training

Overview:
E-Learning has come a long way from its basic ‘book on the web’ roots and is expanding rapidly throughout the world in all industries and subject areas. Due to its steep increase in popularity with students, and misconceptions about price and ease of delivery, training providers have (often too rapidly) moved to e-learning without proper planning or design. The unfortunate result was a myriad of ineffective programs and unhappy customers worldwide. Sadly, this has left both learners and training providers with sceptical attitudes and a misconception of e-learning, when in fact with developing technology and proper design and delivery, online courses can be just as effective, if not more so, than classroom-based study. This module discusses these issues and will provide you with an overview of the history of e-learning and how it has developed over the years. You will learn about asynchronous and synchronous e-learning approaches and the relative merits and disadvantages of each, as well as discussing the benefits and challenges of e-learning training in general.

Topic 1.1 – E-learning yesterday, today and tomorrow
- An Introduction to e-learning
  - Defining e-learning
  - Synchronous, asynchronous and blended study
  - Traditional education vs e-learning - it’s not the vehicle that counts, it’s the journey
- History of e-learning
  - From correspondence study to modern practice
- Current practice
  - How e-learning is conducted today
  - Statistics and status of e-learning today
  - Effectiveness of e-learning

Topic 1.2 – The e-learner, e-learning benefits and challenges
- E-learning research
  - Attitudes and beliefs
  - Fact versus fiction
- Future of e-learning: emerging trends and technologies

Module Two - Learning Theory

Overview:
In order to effectively design an e-learning (or any) program of study, it is first important to understand how students learn, and which teaching strategies have been proven to be effective. Learning theory is applicable to all educational practices, regardless of the method of delivery, however sometimes special consideration needs to be taken with e-learning students. This module will introduce you to basic learning theory, as well as some of the universally accepted theorists and their ideas. The module covers Bloom’s Taxonomy and Learning Theory as well as the shift from instructivist to constructivist teaching approaches. Finally, you will look at how these theories and strategies affect e-learning students and adult learners specifically.

You will learn how to:
- Detail basic learning theories and understand how they have developed over time
- Identify the attributes of an e-learning student as well as the similarities and difference with traditional classroom-based students

Topic 2.1 – Learners and learning theory
- An Introduction to Learning Theory
- Basic Learning Theories
  - Behaviorism, cognitivism, and constructivism
- Bloom’s Taxonomy - Learning Domains
  - The 3 types of learning: Cognitive, Affective and Psychomotor
    - Cognitive: knowledge, comprehension, and critical thinking
    - Affective: attitudes, emotion, and feelings
    - Psychomotor: behavior and skills
  - Instructivist to constructivist: the shift
- The learner
  - Adult learners - Characteristics, perceptions, motivation, prior experience
  - Traditional vs e-learning student
  - Barriers to e-learning
- Applying learning theory to e-learners
Module Three - E-Learning Technologies

Overview:
With the development of technology, the possibilities in e-learning education have become endless. No longer is online training limited to soft subjects requiring no or little practical application, technical, medical and scientific personnel are all now able to access education online which is just as effective as classroom delivery. Online interactive tools such as virtual classrooms, forums, chat, video, audio and social networks prevent students from feeling isolated in their studies and expose them to fellow students and teaching staff from around the world. Online Learning Management Systems provide 24-hour access to learning as well as streamlining administration and delivery for providers. Advances in asynchronous technology have also meant more effective delivery options to promote learning. This module will examine the development of available technology over time and discuss the systems, tools and software available today.

You will learn how to:
• Describe the history of e-learning technology and understand how it has developed and future possibilities
• Apply knowledge of technology and software and evaluate how they impact the learner and the learning process
• Evaluate available synchronous software options and select the best option for you and your learners
• Describe how learning management systems work, why they are important and what considerations to take into account when selecting a provider
• Use available online tools to create an online community for your learners

Topic 3.1 – E-learning technologies and effects on learners
• History of e-learning technology
  • Correspondence learning, two way audio, one way video, two way live video, application sharing and remote laboratories
• The future e-learning technology – rapidly developing software and future possibilities
• Impact of technology and software on learner engagement, interaction, satisfaction, teaching and course quality
  • The Cone of Experience – Edgar Dale, audio-visual equipment and the learning process
• E-Learning Technologies – synchronous, asynchronous and blended learning options
  • Which one is right for you?

Topic 3.2 – Asynchronous technologies
• Introduction
• Learning Management Systems (LMS)
• Discussion boards and chat
• Recordings
• Animations and simulation software
• Video Preparation
  • Live recordings (E.g. Camtasia)

Topic 3.3 – Synchronous technologies (or web conferencing)
• E-Learning Presentation Software - The virtual room
  • Evaluation of available options - costs, tools, effectiveness, advantages and disadvantages
  • Selecting Software – considerations
  • Keeping up with technological developments
  • Bandwidth issues
  • Recordings
• ‘Hands-On’ e-learning - application sharing
• How they work
• Challenges and benefits
• Available software

Topic 3.4 – Learning Management Systems (LMS) and interaction tools
• Learning Management Systems
  • Introduction and features
  • Options and providers - cost, advantages and disadvantages
  • Implementing a LMS – the learning curve, educating staff and students
• Online community
  • Effective student interaction tools (forums, chat rooms, blogs, wikis)
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Module Two - Learning Theory

Overview:
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    - Affective: attitudes, emotion, and feelings
    - Psychomotor: behavior and skills
- Instructivist to constructivist: the shift

Topic 2.2 – The learner
- The learner
  - Adult learners - Characteristics, perceptions, motivation, prior experience
  - Traditional vs e-learning student
  - Barriers to e-learning
  - Applying learning theory to e-learners
Module Five - Presenting in an E-Learning Environment

Overview:
In order for an e-learning program (or any educational program) to be successful it must be applicable to the real world, and also designed with specific student characteristics, needs and learning styles in mind. There has also been a tremendous shift in education from teacher-centred to learner centred. Originally thought to be too challenging with e-learning courses, this is no longer an issue. In fact, e-learning is capable of being more personalised and learner-specific than traditional learning due to the variety of tools and technologies available.

The importance of the teacher/instructor/lecturer has always been considered a high priority, however with e-learning, especially synchronous e-learning, this is even more so. Top-class software, administration and course materials will mean little if the presenter of the content is unable to keep students engaged. In an environment where students often feel isolated and can become easily distracted, the instructor is vital in keeping students interested and on task. Not only does the presenter have to be knowledgeable, but they also have to foster interactivity between the students, use a range of technical tools and be able to troubleshoot potential technical problems on the spot. Characteristics such as spoken accents, voice tone and pitch become incredibly important, and instructors have to learn to read a whole new range of student cues, as traditional cues such as body language are not always available. This module explains the requirements of good quality e-learning instructors and provides some insight into effective instruction in an online environment.

The importance of student feedback is often overlooked, but it is an essential part of improving what you do and ensuring that your services are meeting the needs and desires of your potential customers. This module will look at the range of feedback tools and strategies available and how to use information gathered in future planning. The module will also look at disaster recovery and contingency plans for frequent problems, such as technical, instructor or student problems.

Finally, the module will examine ‘virtual teams’, which have become an increasingly important part of modern business. You will learn how to incorporate virtual teamwork into your courses, what optimal tools and team sizes to use and how this will benefit students in their future work.

You will learn how to:

- Describe engineering applications of e-learning
- Apply unique engineering and technical student requirements to course design and delivery
- Apply principles of good practice and person-centred learning to e-learning course design
- Identify characteristics of effective e-learning presenters
- Use effective instructional strategies and methods in e-learning environments
- Appreciate the importance of student feedback and communicate effectively with students
- Foster interactivity between students
- Apply knowledge of virtual teams and incorporate them effectively into your training packages

**Topic 5.1 – Engineering applications and introduction to e-learning instruction**
- Applying e-learning to the real world
- Engineering applications of e-learning
- Teaching the e-learner – student-centred learning
- Person-centred Mmodel of Instruction
- Applying the ‘Seven Principles of Good Practice’ to e-learning

**Topic 5.2 – Train the trainer**
- The presenter
  - The catalyst – importance of effective presenters
  - Traditional classroom based presentation vs online presentation
  - Key characteristics and skills of effective online presenters
  - Instructional methods and strategies
- Dealing with students
  - Reading student 'body language' - identify student cues
  - Fostering interactivity
  - Keeping the students interested
  - Effective questioning - encouraging student responses
  - Dealing with difficult or ‘problem’ students
- Session length and time management

**Topic 5.3 – Feedback, student retention and disaster recovery**
- Disaster recovery - what to do when things go wrong (technology issues - troubleshooting, backup plans etc)
- Feedback mechanisms and course evaluation
  - Importance of feedback
  - Feedback mechanisms – communicating with students
  - Evaluating feedback - the next step
- Student Retention
  - Student attrition statistics
  - Reasons for student drop-out
  - Retention strategies

**Topic 5.4 – Student interaction and virtual teams**
- Importance of student-student interaction
- Revisiting the person-centred approach
- Fostering student interactivity and participation
  - Review of presentation methods
  - Encouraging interactivity outside the virtual room
- Virtual teams
  - Optimal team size
  - Effective practice in making teams work
  - Team, peer and self assessment reviews
Module Six - Materials and Resources

Overview:
Thanks to the birth of the ebook and hand held devices, as well as the increase in popularity of online libraries, there are now a range of user-friendly, electronic options for getting course materials to students. This also means that it is easier for both the designers and the students to access a range of materials required for both creating and completing the course. This does, however, open a ‘can of worms’ with regards to copyright and intellectual property legislation, in protecting your materials as well as using those of others. This ease of transferring materials has also meant that the quality vs quantity balance is not always taken into consideration, with students bombarded with hundreds of pages of low quality material rather than a small amount of high quality reference material. This module will look at the range of available material development, production, provision alternatives and discuss advantages, costs and legal issues involved.

Presentation materials such as PowerPoint slides, videos and images are of paramount importance in e-learning as often that is all that the student is able to see. The famous ‘death by PowerPoint’ phenomenon is not a new one – and has been discussed in traditional training and education for several years. The same principles apply in an online environment, information should be low in quantity and high in quality, in a format and layout which is user friendly and easy to read.

Other presentation materials should also not be overlooked – tool such as web tours, videos and use of the whiteboard can provide a very effective learning experience if used properly. This module will discuss how to create valuable and high quality presentation materials and how to incorporate available tools effectively.

Assessment and evaluation has been the topic of many heated debates in education, with traditional views of formal assessment judged as ineffective and unhelpful to learners. It is important to remember the purpose of assessment and use a variety of assessment strategies to obtain the best results. Assessment has always been a tricky subject with online learning, due to obvious difficulties with moderation and supervision. However, modern technology has provided us with a range of tools and software to overcome these issues. These tools can also be used to make assessment engaging and creative, such as remote labs, video technology and simulations. This module will discuss the range of assessment methods and tools available with the relevant merits and challenges of each.

You will learn how to:
- Consider available course material alternatives and select the most effective option
- Identify and apply relevant copyright and intellectual property legislation
- Select and develop high quality course reading materials and resources
- Create effective presentation materials
- Effectively assess and evaluate e-learning students
- Use available tools and technology for assessment and evaluation

Topic 6.1 – Student reading materials
- eBooks and digital content options
  - Digital libraries – features, options and costs
  - EBook formats – copyright, security and access
  - Custom created vs ‘off the shelf’ material options
- Features of effective materials
  - Relevance, content and user-friendliness
- Student readings
  - Optimum quantity
  - Quality vs quantity
  - Preparing materials
  - Adding value through additional resources for students

Topic 6.2 – Presentation materials, quality control and continuous improvement
- Presentation slides
- Quality control
- Copyright issues and essentials
- Continuous improvement

Topic 6.3 – Student assessments and evaluation
- Assessment and evaluation
  - Purpose of assessment
  - Assessment categories – diagnostic, formative and summative
  - Effective assessment and evaluation
  - Options for assessments (written assignments, projects, quizzes, tests, verbal, examinations etc.)
  - Portfolios
  - ‘Hands-on’ assessment – using simulation software, remote laboratories, video and application sharing to assess skills
  - Feedback
- Summative assessment – quizzes, tests and examinations
  - Considerations for e-learning
  - Available tools and technology and the future of assessment
- Academic misconduct – dealing with plagiarism and cheating
Module Seven - Designing an E-Learning Course

Overview:
Before embarking on the complex and potentially costly process of designing an e-learning course it’s important to first establish if there is a need or desire for this course in the marketplace. The next step is to gather detailed information on the target market in order to ensure the planned program of study matches and appeals to the target students’ learning styles, industry requirements and individual needs. This module will detail some of the methods of gathering and analysing industry information to assist you to determine if a proposed course is feasible and to ensure you have a full understanding of your audience. It will then walk you through the planning process, which is the single most important step in the entire design process, and considerable time and effort should be placed on market research, analysing and calculating costs and setting budgets. The module will cover all the important course design points in detail, such as setting course objectives, matching course content to delivery structure, designing a syllabus and sourcing appropriate teaching staff. Finally, the module will look at the Course Designer role, discussing the necessary skills and tasks and responsibilities performed.

You will learn how to:
• Identify needs for a proposed program of study
• Create a customer profile and potential target market
• Plan and design a successful e-learning program of study
• Identify and consider course objectives
• Detail the role of a course designer
• Work with a course budget and consider potential course costs

Topic 7.1 - The planning process
• Planning
  - Identifying program need – is there demand for the course?
  - Market research –demographics, student profile, requirements, student needs
  - Engineering and technical student and industry considerations
  - Budgeting – available budget, potential costs

Topic 7.2 – Course design
• E-learning course design
  - Instructional design
  - Course objectives
  - Square peg –round hole – battle between course content and required structure
  - Matching course content with delivery methods and available technology
  - Course structure and syllabus
    - Identify the elements of effective structure/syllabus
    - Impact of the structure/syllabus on effectiveness of the course
    - How to create a structure/syllabus that works

• Teaching staff
  - Sourcing instructors/teachers/lecturers

Topic 7.3 – The Course Designer
• The role of a Course Designer
  - Required skills and knowledge
  - A day in the life of a Course Designer
• Quality control
  - Reviewing course design
  - Keeping up to date with technology
  - Documentation, record keeping and archiving
• Budgeting
  - Staying within budget
  - Calculating course costs
• Inter-staff communication
  - Communicating with administration and teaching staff
Module Eight - Administration and Preparation

Overview:
There is a common misconception among many training providers that e-learning is the ‘cheap and easy’ method of training delivery, which is sadly the reason many providers go down this avenue. While this may be true for the low quality ‘book on the web’ approaches to e-learning education, an affective online course can be just as (if not more) complicated and costly to deliver than traditional options. Whilst online training does not necessarily include the traditional logistical problems such as flight schedules, shipping, classroom reservations, catering and accommodation, it does open a whole other can of administrative worms.

Online learning often involves dealing with multiple time zones, a range of technical issues and problems, learning, using and updating software and tools and much much more. While e-learning doesn’t include accommodation, travel and venue costs, you do need to need to consider the initial outlay costs, such as software, technical infrastructure, material development and conversion to online methods and staff training. While it can become cost effective in the long run, the start-up costs of e-learning are considerable and often prohibitive for many providers. This module looks at the administrative tasks and duties involved in e-learning, the necessary administrative systems and procedures required and the costs involved. The module also covers the all-important course coordinators – the individuals responsible for the day to day running of e-learning courses and the first point of contact for both students and teaching staff. You will learn about the requirements and role of these coordinators, including pre, during and post-course activities.

You will learn how to:
- List the essential skills of an effective course coordinator
- Deal with the problems and difficulties involved with e-learning administration
- Use a Learning Management System to effectively administer an e-learning course
- Coordinate teaching staff, students and course materials
- Undertake all pre-course preparation
- Finalise the completion of a course

- **Topic 8.1 – The Course Coordinator**
  - The course coordinator
    - Role and essential skills
    - Organisation is key
  - Traditional view - e-learning is the easy option
    - Administration
    - What’s involved?
  - Problems, logistics and challenges with e-learning
  - Technical support

- **Topic 8.2 – Administering the program**
  - The Learning Management System (LMS)
    - Managing and administering content
  - Preparing Schedules
  - Managing teaching staff
    - Sourcing, scheduling, difficult staff and other issues
  - Managing materials and resources
    - Working with the course developer and material development staff
  - Managing students
    - Student support - communication, problems, difficult students
    - Invoicing and accounting considerations
    - Student records and privacy
  - Streamlining administration – strategies and steps

- **Topic 8.3 – Before and after**
  - Pre course preparation
    - Student preparation
    - Instructor preparation
    - Material preparation
    - Preparing for the worst – contingency plans
    - Troubleshooting and disaster recovery plans
  - ‘Wrapping-up’ a course – post course finalisation
    - Student feedback
    - Student records
    - Forward planning for future courses
Overview:
The E-Learning Manager is a vital cog in the e-learning machine, responsible for coordinating all e-learning staff, providing leadership and ensuring that everyone is working together and towards the same goal. In addition to this, the manager is responsible for creating and/or implementing all policies and procedures, managing and evaluating revenue, expenses and budgets, troubleshooting problems and constantly looking for ways of improving efficiency and quality. This module discusses the traits and skills of an effective e-learning manager and looks at the responsibilities and tasks that a manager should be performing to ensure a smooth and growing e-learning department.

You will learn how to:
• Identify the necessary skills of an effective e-learning manager
• Detail the role of an e-learning manager
• Manage inter-staff communications
• Troubleshoot and problem solve e-learning programs of study
• Successfully market e-learning courses

Topic 9.1 – The e-learning manager
• The e-learning manager
  • Required skills and knowledge
  • Role and responsibilities
• Policies and procedures
• Accreditation and recognition requirements
• Inter-staff communication and direction
  • Providing leadership and direction
  • Dealing with conflict
  • Communication centre – information channels
• Budgeting and financial control
• Research
  • Staying ahead of available software and technology
• Troubleshooting and problem solving
  • Dealing with difficult students and staff
  • Complaints and course problems
  • Contingency plans and disaster recovery revisited
• Continuous improvement
  • Student and teaching staff feedback
• Resource sharing

Topic 9.2 – Marketing of e-learning
• Introduction to marketing education and services
• Marketing traditional education vs e-learning
• Marketing research
  • Identifying target markets and creating a customer profile
• Marketing channels
  • Direct, indirect, print, electronic
• Budget and costs

Contact Us!
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Live, Interactive Distance Learning—How Does It Work?

This program is delivered using interactive distance learning, involving live, on-line webinars, simulation software, remote laboratories and self-study assignments. This flexible approach means that you can participate from anywhere in the world - the only requirement is Internet access.

Each unit will involve live, interactive webinars presented by one of our expert lecturers, as well as set readings, tutorials, or question and answer sessions, plus assignments and project work. You will have access to your program resources and materials 24 hours a day, through our student portal and have support from a dedicated program coordinator.

Live Webinars From Your Desktop

During the program you will participate in short, live webinars with lecturers and fellow students from around the world. Whilst recorded presentations are provided, live interactive sessions provide a superior learning experience, providing opportunities for questions, immediate feedback and sharing ideas. Our user friendly webinar software is provided upon registration as well as a live tutorial to get you started. You will be able to interact with other participants via chat, voice or video (depending on bandwidth) throughout each webinar.

Practical Exercises, Simulation Software and Remote Labs

Hands-on experience is critical to gain a thorough understanding of the concepts, especially in the engineering and technology world. As part of this new groundbreaking way of presenting, we will introduce you to a variety of remote laboratories (labs) as well as simulation software which you can potentially incorporate into your training programs. These involve complete working labs set up at various locations of the world into which you log and proceed through a practical session. The labs and simulation software are designed to increase absorption of learning materials and to give students a practical orientation of the learning experience.
Learning Management System

You will have personalised access to our online student portal for the duration of the course. Here, you will be able to access the latest news, program materials, assignments, and notices of schedule changes as well as access to chat rooms and forums 24 hours per day. You will also be able to access grades, receive assignment feedback, share information and files with other students and interact with lecturers.

Individual Personalised Profile

Access course materials, submit assignments, interact with fellow students and lectures through forums and live chat
FREQUENTLY ASKED QUESTIONS

What is the difference between this online program and those from other universities or institutions?
We create a dynamic learning environment which is to be distinguished from some commonly found non-interactive (asynchronous) delivery methods where students are generally left to their own devices, resulting in feelings of isolation, lack of motivation and higher drop-out rates. In this program you would be assured of live, synchronous and frequent interaction with your lecturer and fellow students that will be inspiring and enriching. We use technology effectively to link you with your instructors in real-time and enable you and your fellow students to communicate closely with them and with one another to acquire fresh thinking, new knowledge and heightened perspectives in this process.

What should I say to my employer to get support for this course?
In today’s fast moving world, our experience leads us to believe that employers are normally actively supportive of further study. You may find that your employer will either partially refund your fees or request successful completion of each module before assisting financially. Employers are also delighted with the fact that their employees do not need to leave work to attend these online learning courses.

What are the fees?
The EIT provides distance education to students located almost anywhere in the world – it is one of the very few truly global training institutes. Course fees are paid in a currency that is determined by the student’s location. A full list of fees in a currency appropriate for every country would be too complex to list here and, with today’s exchange rate fluctuations, difficult to maintain. Contact us for fee details.

If the course is being presented by distance learning does this mean it is second rate?
There is no doubt, that there are an enormous amount of poorly presented online or distance learning courses. However, our research and proven results over the past five years, shows us that live, online learning can be considerably more powerful and effective than traditional face-to-face learning. And in fact, we believe that this is fast becoming obvious with the rapid take-up of online learning at even traditional residential universities. It is vital that the online experience is of the highest possible standard. Something we believe we excel in.

What are the advantages of studying online?
We know that many potential students have part or full-time employment as well as family commitments, so finding the time to study a classroom-based course is not always possible. Many students also have geographical, travel and time limitations and do not have an accessible institution or training provider. We have taken this into consideration and developed an affordable, flexible, online approach to training. This means that you can study from anywhere, with minimum downtime from work – but still have the necessary interactive learning experience. The software we use does not require a very fast Internet connection or a sophisticated computer. A basic broadband connection and hardware are sufficient.

Do I have to be online at specific times?
There are specific agreed times you have to be online to meet up and attend live presentations from your instructor and colleagues. We do try and negotiate times to be as easy as possible for everyone in the class (who are generally located in different time zones). Recordings of sessions are also available if you have an urgent project to attend to and can’t make the lecture sessions. We believe a key part of the learning process is to attend the highly interactive lecture sessions and indeed, do your presentations. This is what distinguishes our program from other online programs where we believe there is a serious degradation in quality in the learning experience as a result.