Mapping of Level of Learning Outcomes and Content in

Final Semester-end Examination

M.A./M.Sc. (eLearning)

Course 120013: Instructional Systems Design: Basics
Credits, 100 marks

Course Outcomes: Learners will be able to

- ♦ Define Instructional Design
- ♦ Trace the historical development of the Instructional Design
- ♦ Explain the need for and importance of Instructional Design
- ♦ Explain various steps in ADDIE approach
- ♦ Prepare an ID note on given topic using ADDIE approach.
- ♦ Select media appropriate to objectives and Instructional strategies

Module 131: Instructional Design: Concept and Views   Credit 1
LOs: Learners will be able to

1.1   Define Instructional Design
1.2   Trace the historical development of the Instructional Design
1.3   Compare different views on Instructional Design
1.4   Explain the need for and importance of Instructional Design

Module 132: ADDIE Approach for ILT   Credit 1
LOs: Learners will be able to

2.1   Describe ADDIE approach of Instructional Design
2.2   Explain various steps in ADDIE approach (Analysis, Design, Develop, Implement, Evaluate)
2.3   Prepare an ID note on given topic using ADDIE approach.

Module 133: Development of Instructional Material and Media   Credit 1
LOs: Learners will be able to

3.1   Describe the process of material development for the ILT
3.2   Select media appropriate to objectives and Instructional strategies

Module 134: Preparation and Implementation of session Plan   Credit 1
LO: Learners will be able to

4.1   Design template for session plan
4.2   Develop Session Plan for the face-to-face session using ADDIE approach

Day & Date	Semester	Subject Name	Time	Code	Max. Marks
Tuesday 29/11/2018	I Fresh	Instructional System Design: Basic	11.00 AM to 01.00 PM	120013	50

Note: All the Questions are compulsory.

Figures to the right indicate marks.

Mention only question number and alphabet of answer in case of Objective type questions.

Q 1. A. Select the correct alternatives   10

	Module	LO and Level as per RBT	Marks
1. The following country is the first country to initiate discipline of Instructional Design. a. United Kingdom b. United States of America c. India d. Canada	1	1.2 Remember	1
2. Which of the following models considers Active Learning as an essential component of ID? a. ASSURE b. ADDIE c. Kirk and Gustafson d. Gerlach Ely	1	1.3 Analyse	1
3. Preparing Assessment tools is a task at ..... stage. a. Analysis b. Implementation c. Evaluation d. Design	1	2.3 Understand	1
4. "To develop a new software for time-table management of schools" is an objective of - a. Analyse level b. Application level c. Evaluation level d. Create level	2	2.2 Analysis	1
5. 'Interviewing prospective learners to understand what they wish to learn' will be the task at _____level.	2	2.1 Analysis	1

a. Implementation b. Evaluation c. Analysis d. Design			
6. Reviewing given image repository to identify to create a poster on the assigned topic of poster is an assignment of _____ level. a. Application level b. Analyse level c. Evaluation level d. Create level	**2**	**2.2 Analysis**	**1**
7. Determining final structure of all chunks of the given content is a task at _____ level. a. Analysis b. Design c. Development d. Implementation	**2**	**2.1 Analysis**	**1**
8. Which of the following material would you prefer to prepare a chart you wish to carry to nearby villages? a. plastic b. thermocol c. wooden ply d. cardboard	**3**	**3.2 Understand**	**1**
9. Which of the following quality is essential for an effective Instructional Designer? a. Aware of all theories and principles of ID b. Knowledge of handling all current tools and technologies c. Skill of designing learner-centred environments d. Skill of developing online courses	**1**	**1.1 Understand**	**1**
10. How does a Session plan benefit teachers? a. it allows teachers to think of systematic sequencing b. it helps in assessing learners. c. it helps in recalling teaching content easily by referring to session plan d. it helps in teacher's promotions to show her/his creative planning to others	**1**	**1.3 Understand**	**1**
B. Arrange the following steps in an appropriate sequence. 5 Write only alphabets in the correct sequence. a. Prepare multimedia integrating text, graphics and audio	**3**	**3.1 Apply**	**5**

b. Allow 3-4 colleges to use the multimedia material on their students and administer them the test you have prepared. c. Give the multimedia material to 6-7 students and check their doubts d. Draw sketches for learning material e. Upload the learning material on the web-portal for wider use f. Write specific learning outcomes g. Draw concept map of all possible sub-concepts h. Prepare blueprint and the achievement test			
C. State whether the statements are True or False 5 a. Field Tryout is done with 6-7 students.	3	**3.2** **Apply**	
b. Formative evaluation can be done during classroom sessions.	2	**2.2** **Understand**	
c. Systems approach has contributed to the field of Instructional Design.	1	**1.4** **Understand**	
d. Content Analysis means preparing index of sub-topics.	2	**2.1** **Understand**	
e. Higher level cognitive skills can be tested only through essay type items.	3	**2.2** **Analysis**	
Q. 2 Write short answers of any ONE of the following questions. ('A' or 'B') **A.** "Though we have crossed the fifth generation of media, we need to follow basic criteria of any effective media or material even today." Justify the statement with the help of at least 5 criteria which are applicable to any media/material. (in about 300-350 words) OR **B.** 1. You are aware of previous generations of media. The fifth generation began 5 with computers. What kind of media and tools do you wish to include in this generation? Mention briefly in about 200-250 words. AND 2. Differentiate between teaching and instructional design by using any 5 2 criteria. Give at least 2 examples of each.	3	**3.1** **Analysis**	**10**

Q. 2 Select any one situation from 'A' or 'B' and attempt all questions below. 10 A. NGO "Anandaghan" wishes to train primary teachers of a village school in learner-centred teaching-learning strategies such as games, small group and cooperative learning, use of internet, etc. The NGO plans to design a Saturday teacher-training programme of about 40 hours spread over 3 months. A team of instructional designers is approached to design the programme. OR B. State Government wishes to design a special programme of about 40 hours for all undergraduate college students on basic communication skills in English. The detailed session plans alongwith the learning material will be available for all colleges of Maharashtra State free of cost. It may include some online material of about 10 hours. A team of instructional designers is approached to design the programme. Assume that you are part of the team and you have finished the first phase of Analysis. You are now writing a report and suggest further modalities of the programme. Considering any ONE situation from the 'A' or 'B', write the following sections of the report:			
1. Analyse prospective learners in about 200 words. (5)	**2**	**2.35**	**Create**
2. Analyse the Context of learners in about 200 words. (5)	**2**	**2.35**	**Create**
3. Identify any 5 of the sub-modules to be included in the programme (5) with an approximate time allotment in terms of number of hours covering at least 10-12 hours of the training.	**4**	**4.25**	**Create**
4. Suggest any 2 training strategies suitable for the given situation.	**4**	**4.25**	**Create**

Mapping of LOs with Internal Assessment
(Continuous Comprehensive Evaluation)

Master of Arts/ Master of Science (eLearning)
(MA/ MSc - eLearning)

Programme Outcomes

Apply basic theories and models of Instructional Design

Plan face-to-face, online as well as blended learning environments

Design, develop and implement eLearning courses

Contribute effectively to the field of quality OER

Undertake Research in the field of educational technology and eLearning

Design co-operative and constructivist learning environments

Generate knowledge by co-creation

Semester II

Courses	Internal	External	Credits
220011 Instructional System Design: Theories and Models	50	50	4
220012 Instructional Strategies for Face-to-face learning	50	50	4
220016 eLearning	50 (Pract)	50 (Pract)	4
220014 Research Methodology	50	50	4
220015 OER Development	50 (Pract)	50 (Pract)	4

Course 220015: OER Development

4 Credits, 100 marks

Course Outcomes: Learners will be able to

- ♦ Define OER
- ♦ Map OER movements across the world
- ♦ Explore OER repositories
- ♦ Design OER for various platforms and devices
- ♦ Develop OER for various platforms and devices

Module 251: Conceptual Framework   **Credit: 1**

LOs: Learners will be able to
- Define OER
- Differentiate FOSS, OER and OCW
- Trace historical movements of OER
- Compare Creative Commons licenses

Content:

Concept of FOSS, OER, OCW

Characteristics of OER

Open Knowledge, IMS, Learning Objects

Historical development of OER
Copyright Issues, Creative Commons Licenses

Module 252: OER Movement   **Credit: 1**

LOs: Learners will be able to
- Map OER movements across the world
- Explore OER repositories
- Compatibility Guidelines (IEEE standards)

Content:

OER Movements

Global Initiatives such as OER University, COL, OER Asia

OER standards

Module 253: Types of OER   **Credit 1**

LOs: Learners will be able to
- Explore OER formats in eContents
- Compare different formats of OER

Content:

Video, Audio, Interactive animations, simulation formats in eContents

Digitized Library Collections

Open Textbooks

OER Courseware

Module 254: Design and Development of OER   **Credit 1**

LOs: Learners will be able to
- Prepare a Storyboard for eContent
- Develop eContent for OER

Content:

Storyboarding for eContent

Multimedia development of eContent

Authoring tools for eContent development

Practical/ Internal Assignment:

Explore and elaborate one Global OER initiative

Identify and compare at least two OER repositories

Identify and analyse at least 3 types of existing OER.

Design and develop at least 2 types of OER modules.

LOs	Evaluation
- Map OER movements across the world - Explore OER repositories - Compatibility Guidelines (IEEE standards)	Identify and compare at least two OER repositories
- Explore OER formats in eContents - Compare different formats of OER	Identify and analyse at least 3 types of existing OER.
- Prepare a Storyboard for eContent - Develop eContent for OER	Design and develop at least 2 types of OER modules.

OER Portals

Open Educational Resources

OER Portals

| Types of OER Formats	Yale Open	OER Commons	DIKSHA	NPTEL
Videos	https://oyc.yale.edu/economics/econ-159/lecture-1	https://www.oercommons.org/courses/becoming-human-interactive-documentary	https://diksha.gov.in/play/content/do_43134879056668098561510 0? contentType=Marking SchemeRubric	https://archive.nptel.ac.in/content//storage2/101/101/101101083/MP4/mod01lec02.mp4
e-Textbooks	https://oyc.yale.edu/economics/econ-159/lecture-1	https://www.oercommons.org/courses/foundations-of-education	https://diksha.gov.in/play/collection/do_31301867868477849616207 contentType=TextBook	https://drive.google.com/file/d/1_syxw8dadNvRQuX9q8etdXyvhOAqmEmf/view
PPT	https://oyc.yale.edu/economics/econ-159/lecture-1	https://www.oercommons.org/courses/becoming-an-expert-learn-how-to-adapt-adapt-interpersonal-speaking-activities	https://diksha.gov.in/play/collection/do_3128791382965780481 3114? contentType=Collection	https://drive.google.com/file/d/1kTFJ51qVmoYQ2Qm0hN-Fld3Gf72B2YG1/view
Games & Simulations	https://oyc.yale.edu/economics/econ-159/lecture-1	https://www.oercommons.org/courses/american-medical-association-ama-referencing-tutorial	https://diksha.gov.in/play/content/do_31271781319715225611669 6? contentType=Resource	
Podcasts	https://oyc.yale.edu/economics/econ-159/lecture-1	https://www.oercommons.org/courses/american-civil-liberties-union-jessica-gonzales-v-u-s-a	https://diksha.gov.in/play/content/do_31358057032659763211497 contentType=Resource	
Infographics	https://oyc.yale.edu/economics/econ-159/lecture-1	https://www.oercommons.org/courseware/lesson/83120		https://archive.nptel.ac.in/Brochures/
Transcripts	https://oyc.yale.edu/economics/econ-159/lecture-1		https://diksha.gov.in/play/content/do_31313672384875724 8112917 contentType=LessonPlanResource	https://drive.google.com/file/d/1wsWXIMG/Fuy80WYPa6l2lbW1Nl0FlABP/view
Lesson Plans	https://oyc.yale.edu/economics/econ-159/lecture-1			https://archive.nptel.ac.in/content/storage2/courses/downloads_new/101101083/noc20_ae14_assignment_Week_1.pdf
PDF Assignments	https://oyc.yale.edu/economics/econ-159/lecture-1			

M.A./M.Sc. eL 2022-2024

LOs	Evaluation
♦ Prepare a Storyboard for eContent ♦ Develop eContent for OER	Design and develop at least 2 types of OER modules.
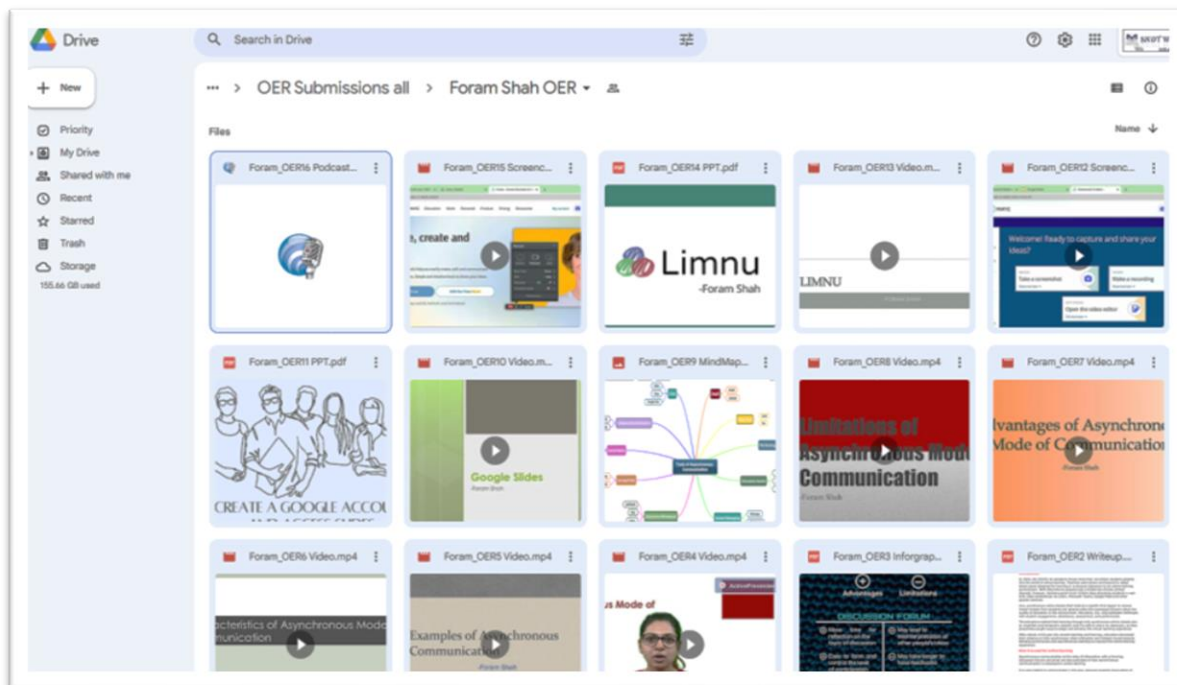
Different formats of OER developed by individual student
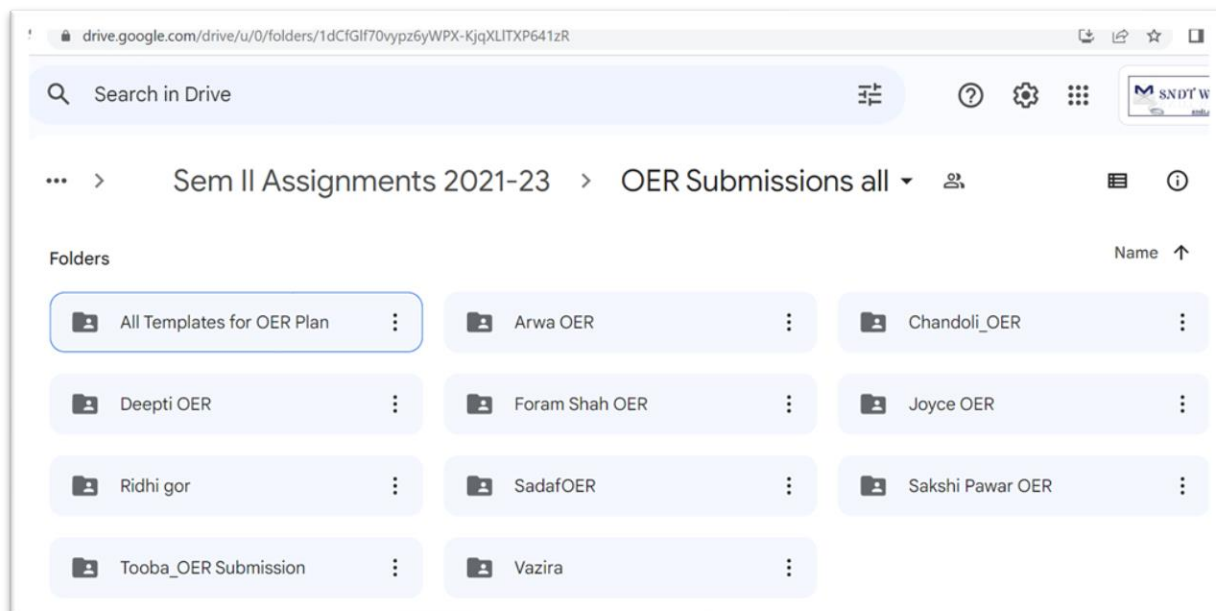
Individual Assignment of development of OER with at least 5 formats

https://drive.google.com/drive/folders/1dCfGlf70vypz6yWPX-KjqXLlTXP641zR?usp=share_link