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

80 credits

2019-20

Courses and Evaluation Weightage

Courses	Internal	External	Credits
Semester I			
120011 Educational Technology and Instructional Technology	50	50	4
120012 Learner and the Process of Learning	50	50	4
120013 Instructional Systems Design: Basics	50	50	4
120014 Open and Flexible Distance Learning System #	50	50	4
120015 Information Technology *	50	50 (Pract)	4
Semester II			
220011 Instructional System Design: Theories and Models	50	50	4
220012 Instructional Strategies for Face-to-face learning #	50	50	4
220016 eLearning *	50	50 (Pract)	4
220014 Research Methodology	50	50	4
220015 OER Development	50	50 (Pract)	4
Exit: PG Diploma in eLearning			
Semester III			
320011 Interactive Multimedia: Concept and Development	100		4
320012 Online Learning: Planning and implementation	100		4
320014 Modern Techniques in Educational Technology	100		4
320015 Visual Communication and Language Communication * #	100		4
320888 Research	100		4
Semester IV			
420011 Web-Application Skills *	100		4
420012 Project Management	100		4
420888 Research	50	50 (Pract)	4
420999 Internship	150	50 (Pract)	8

Assessment strategies to be used for "Practical external' are: Lab practical of software, Presentation/Seminar/Workshop evaluation, product evaluation, Viva Voce, etc. by external examiners. Theory papers are not to be set for these courses.

*** CBCS for other students** **# can be dropped out by DET students**

$ Skill-based courses

Rules for CBCS Elective offerings

Highlighted courses of every semester will be open for all other master degree students.

MA/MSc (eLearning) students can skip the same courses if they wish to join course of other master degree.

Maximum 3 students from one department will be allowed to join elective of that semester. Total 10 students of other departments can be accommodated in one elective course.

Master of Arts / Science (eLearning) (MA/MSc eL)
Detailed Syllabus

Semester I

Courses	Internal	External	Credits
Semester I			
120011 Educational Technology and Instructional Technology	50	50	4
120012 Learner and the Process of Learning	50	50	4
120013 Instructional Systems Design: Basics	50	50	4
120014 Open and Flexible Distance Learning System	50	50	4
120015 Information Technology	50	50 (Pract)	4

Course 120011: Educational Technology and Instructional Technology

4 Credits: 100 marks

Course Objectives: Learners will be able to

- Trace the development of the Concept of ET with special reference to Indian Context
- Analyse a given system
- Describe Communication process with the use of models.
- Derive specific objectives from the given goals
- Analyse the given content
- Differentiate between formative and summative evaluation.
- Classify instructional strategies using various criteria

Module 111: Concept of Educational Technology, Systems Approach to education and Process of Communication **Credit 1**

Objectives: Learners will be able to

- Trace the development of the Concept of ET with special reference to Indian Context
- State characteristics of a system.
- Develop a micro level system related to education field.
- Identify areas of application of system approach in Education

- ♦ Identify elements of Communication
- ♦ List characteristics of Communication process
- ♦ Describe Communication process with the use of models.
- ♦ Suggest applications of good communication to the process of education.

Content:

- **Concept of ET**: Meaning, Definition, Development
- **System**- definition, characteristics, Stages of Development of a System
- **Communication Process**- Definition, Elements, characteristics
- Models of Communication: Simple, Osgood and Schram, Shanon-Weaver
- Concepts of Noise and Distortion

Module 112: Goal Setting and Content Analysis **Credit 1**

Objectives: Learners will be able to

- ♦ derive specific objectives from the given goals
- ♦ Enlist objectives using Magerian System
- ♦ Place given objectives in Bloom's Taxonomy
- ♦ Analyse the given content

Content:

- Goals of Education (Domains: Cognitive, Affective, Psychomotor)
- Objectives
  - Instructional Objectives/ Performance Objectives
  - Characteristics, Criteria for writing objectives
  - Taxonomy of Educational Objectives
- Content Analysis – CDT Matrix
  - Process, Categories of content (Facts, Concepts, Principles, Procedures)

Module 113: Evaluation Strategies **Credit 1**

Objectives: Learners will be able to

- ♦ State importance of Evaluation in the teaching learning process.
- ♦ Differentiate between formative and summative evaluation.
- ♦ Develop various types of test items.
- ♦ Develop an Achievement Test

Content:

- Evaluation
  - Process, Types (Formative Evaluation, Summative Evaluation)
  - Process of developing an Achievement Test
  - Characteristics of Diagnostic Test

- Mastery Learning

Module 114: Instructional Strategies **Credit 1**

Objectives: Learners will be able to

- compare strengths and weaknesses of the Teacher determined, Group determined and individualized instructional strategies
- classify instructional strategies using various criteria

Content:

Instructional strategy

- Meaning, nature

Classification of Instructional Strategies

1. Teacher/Group/Individual determined strategies
2. Cooperative/Collaborative Strategies

Role of teacher/trainer in using various types of strategies

Course 120012: Learner and the Process of Learning

4 Credits, 100 marks

Course Objectives: Learners will be able to

- Define process of learning.
- Describe process of attention and its aspects
- Describe the role of perception in the process of learning
- Explain the implications of theories of learning for classroom teaching
- Relate brain structure to process of learning
- Develop places of learning as an application of BBL.
- Identify Learning styles of learners
- Enumerate special characteristics of Adult Learning

Module 121: Learner Characteristics **Credit 1**

Objectives: Learners will be able to

- Define process of learning.
- State various aspects of process of learning.
- Relate brain structure to process of learning
- Identify learner characteristics.

Content:

- 1. Process of Learning
- 2. Individual Differences in learning
  Intelligence
  Multiple Intelligences

Emotional Intelligence
Creativity

Module 122: Processes and Factors Associated with Learning **Credit 1**

Objectives: Learners will be able to

- Define attention
- Describe process of attention and its aspects
- Define Perception
- Describe the role of perception in the process of learning
- State types of memory
- State various factors affecting/related to memory
- Identify Learning styles of learners

Content:

1. Psychological Processes associated with Learning
- Attention
- Perception
- Memory

2. Learning styles

Concept and significance in TLP
Measuring Learning Styles

Module 123: Theories of Learning **Credit 1**

Objectives: Learners will be able to

- Compare various theories of learning
- Explain the implications of theories of learning for classroom teaching
- Apply theories of learning to Instructional Design

Content:

Theories of Learning and their educational implications for classroom teaching

1. Behaviourism
2. Cognitivism
3. Constructivism
4. Humanism

Module 124: Brain Based Learning and Adult Learning **Credit 1**

Objectives: Learners will be able to

- Explain brain structure.
- Relate brain structure to process of learning
- Develop places of learning as an application of BBL.
- Differentiate between Pedagogy and andragogy
- Enumerate special characteristics of Adult Learning

Content:

The Brain: Structure and functions of parts of brain

- How Brain learns: Learning from Neuropsychological research.
- Brain Based Learning (BBL)
- Characteristics of adult learning
- Comparison between pedagogy and andragogy

Course 120013: Instructional Systems Design: Basics

4 Credits, 100 marks

Course Objectives: 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

Objectives: Learners will be able to

- Define Instructional Design
- Trace the historical development of the Instructional Design
- Compare different views on Instructional Design
- Explain the need for and importance of Instructional Design

Content:

- Instructional Design
  - Concept (Process, Product)
  - Need and Importance in teaching/training
- Historical Development of the Instructional Design
- Characteristics of Instructional Design

Module 132: ADDIE Approach for ILT **Credit 1**

Objectives: Learners will be able to

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

Content:

- ADDIE Approach
  - Concept
  - Historical Perspective
  - Steps in the ADDIE and their relationship with each other
    - Analysis, Design, Develop, Implement, Evaluate

Module 133: Development of Instructional Material and Media **Credit 1**

Objectives: Learners will be able to

- ♦ Describe the process of material development for the ILT
- ♦ Select media appropriate to objectives and Instructional strategies
- ♦ Develop Session Plan for the face-to-face session using ADDIE approach

Content:

Instructional Media

- Characteristics, Classification of Media
- Five generations of media
- Criteria for selection of media

Preparation of Teaching and Learning Material

Module 134: Preparation and Implementation of session Plan **Credit 1**

Objectives: Learners will be able to

- ♦ Design template for session plan
- ♦ Prepare a session plan

Content:

Session Plan (Face-to-Face)

- Concept, Features, Characteristics
- Template for developing Session plan
- Evaluation of the Session Plan

Course 120014: Open and Flexible Distance Learning Systems

4 Credits, 100 marks

Course Objectives: To enable learners to

- Discuss theoretical framework of Open Learning and Distance Education Systems
- Analyse Organizational structure of the given ODL organization
- Plan for assessments and evaluation in ODDL systems
- Develop ODLM

Module 141: OFDL Systems Credit 1

Objectives: Learners will be able to

- Differentiate between Open Learning and Distance Education Systems
- Analyse ODL system in India
- Explain the organisational structure of Head Quarter in ODL
- Enlist roles and responsibilities of program coordinator

Content:

Concepts of Open Learning, Flexible learning, Distance learning
ODL in India
Characteristics of Distance Learners
Organisational Structure of Head Quarter in ODL
Roles and responsibilities of Program Coordinator

Module 142: Program Implementation and Evaluation System in ODL Credit 1

Objectives: Learners will be able to

- Explain the importance of Student Support Services
- Explain the structure and functions of Regional Centers
- Design systems for Study centers
- Plan evaluation for ODL

Content:

Student Support Services
Study centers
Evaluation System in ODL

Module 143: ODLM development Credit 1

Objectives: Learners will be able to

- Develop ODL modules

- Edit given ODL module

Content:

Nature and characteristics of ODLM
Design and development of ODLM
Assessment strategies in ODLM

Module 144: Writing Skills for ODLM **Credit 1**

Objectives: To enable learners to

- Use appropriate language for writing ODLM

Content:

Language of ODLM
Accuracy of Language Structure in ODLM

Course 120015: Information Technology

4 Credits, 100 marks

Course Objectives: Learners will be able to

- Explain the structure of computer system.
- Appreciate the developments in computer and its application
- Use application software to present information
- Use application software to create data
- Explore FOSS software for Graphics creating and editing
- Explore FOSS software for photo-editing

Module No. 151: Hardware System, Networking and Operating System **Credit 1**

Objectives: Learners will be able to

- Describe the concept of Information Technology.
- Explain the structure of computer system.
- State characteristics of LAN and WAN
- Appreciate the developments in computer and its application

Content:

- Information Technology: Overview
  Information Systems
  IT in Business, Education, Entertainment, Science and Engineering
- Computer System Hardware Orientation
  Types of Computers
  Basic structure of Computers:
  CPU
  Input-Output and Storage Devices (including cloud storage)
- Logical algorithm
- User Interface of OS
- Folder and files systems,
- effective use of browsers, appropriate use of search engines,
- database searches, bookmarking tools such as Diigo
- Google Drive tools

Module No. 152: Application Software: Office **Credit ~~1~~2**

Objectives: Learners will be able to

- Use application software to present information
- Use application software to analyse information
- Use application software to create data

Content:

Application Packages

Open Source Software

- Computer Applications

Word Processing

Spreadsheet & Data Base Applications

Presentation software

Module No. 153: Application Software: Graphics and Photo-editing **Credit ~~2~~ 1**

Objectives: Learners will be able to

- Use Graphics software effectively
- Use GIMP to edit graphics/photo
- Explore FOSS software for Graphics creating and editing

- Explore FOSS software for photo-editing

Content:

- Infographic and one or two concept-mapping tools
- Graphics Software
  - Smart Drawing tool, smooth the curves, create perfect forms
  - Incorporate text, edit text
  - Inserting clip art images, photos and objects
  - Effects filters
  - Create backgrounds
- GIMP
    - image-editing capabilities, enhanced color-correction, cloning and healing
    - new Smart Filters, visualizing different image effects
    - multiple layers
- FOSS for graphic editing, photo editing

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	50 (Pract)	4
220014 Research Methodology	50	50	4
220015 OER Development	50	50 (Pract)	4

Course 220011: Instructional System Design: Theories and Models

4 Credits, 100 marks

Course Objectives: Learners will be able to

- Elaborate Instructional Design theories
- State various steps in ISD given by Dick and Carey Model
- Develop ISD for CBT using Dick and Carey Model

Module 211: Overview of Theories and Models of ISD **Credit: 1**

Objectives: Learners will be able to

- State importance of Gagne's nine events of learning
- Apply Component Display Theory of ISD
- Apply Reigluth's Elaboration theory of ISD and develop ISD at Macro level.
- Apply learning theories (e.g. Behaviorists, Cognitivist and Constructivist) approach to ISD

Content:

- Theory of Instructional Design
  Bruner's Theory of Instruction
  Kirk and Gusfatson, Reigluth's David Merill's, Gagne's theories
- Theory and its application to ISD

Module 212: Dick and Carey Model: Analysis **Credit: 1**

Objectives: Learners will be able to

- ♦ State various steps in ISD given by Dick and Carey Model
- ♦ Write analysis using Dick and Carey Model
- ♦ Identify goals as per Dick and Carey Model

Content:

- Introduction to Dick and Carey Model
- Identify instructional goals
- Conduct Instructional Analysis
- Analyse learners and context

Module 213: Dick and Carey Model: Design and Development **Credit: 1**

Objectives: Learners will be able to

- ♦ Write performance objectives
- ♦ Develop criterion-reference tests
- ♦ Plan strategy and material

Content:

- Write performance objectives
- Develop assessment instruments
- Develop instructional strategy
- Develop and select instructional materials

Module 214: Dick and Carey Model: Design: Evaluation **Credit: 1**

Objectives: Learners will be able to

- ♦ Design formative evaluation strategies as per Dick and Carey Model
- ♦ Design summative evaluation strategies as per Dick and Carey Model

Content:

- Design and conduct formative evaluation of instruction
- Revise instruction
- Design and conduct summative evaluation
- Application of the Model

Course 220012: Instructional Strategies for Face-to-face learning
4 Credits, 100 marks

Course Objectives: Learners will be able to

- Plan large group instructional strategies for classroom sessions
- Plan co-operative learning activities for the class
- Design constructivist learning environments
- Plan for individualized learning opportunities
- Prepare a workshop plan

Module 221: Large group instructional strategies Credit: 1

Objectives: Learners will be able to

- Plan sessions with large group teaching methods
- Design session with Concept-attainment model
- Design session with Role Play model
- Design session with Assertive training model
- Design session with Synnectics model

Content:

Lecturette, Demonstration, Story-telling

Learner-centred large group strategies: Brain-storming

Models of teaching: families, syntax

Concept-attainment Model,

Role-play Model,

Inquiry training Model,

Advance Organiser Model

Module 222: Co-operative instructional strategies Credit: 1

Objectives: Learners will be able to

- Plan sessions with Co-operative instructional strategies
- Write procedures for conducting Co-operative instructional strategies

Content:

Psychological foundation for constructivist strategies

Classification of co-operative learning strategies

Procedure of at least 5 Strategies

Planning for co-operative learning strategies

Module 223: Individualised learning strategies **Credit: 1**

Objectives: Learners will be able to

- Plan individualized instructional strategies
- Identify characteristics of various individualized instructional materials

Content:

Individualised learning: characteristics
Programmed Instruction
Computer-Assisted Learning
Self-learning material: Overview

Module 224: Planning Workshop **Credit: 1**

Objectives: Learners will be able to

- Design workshop planning template
- Write a workshop session plan

Content:

Workshop plan template design
Ananlysis of Content
Designing Objectives
Identification of strategies
Planning of session
Material Development for Workshop

Course 220016: eLearning

4 Credits, 100 marks

Course Objectives: Learners will be able to

- Define the concept of eLearning
- Compare on-campus, Online and Blended Modes of Learning
- Analyze models of Blended Learning
- Design a course through MOOC
- Explain the new trends in eLearning

Module 231: Concept and Development of eLearning **Credit: 1**

Objectives: Learners will be able to

- Explain the concept of eLearning

- Differentiate between the various concepts related to eLearning
- Differentiate between the types of eLearning

Content:

Concept and history of eLearning
Concepts related to eLearning
Types of eLearning

Module 232: Online and Blended Learning **Credit: 1**

Objectives: Learners will be able to

- Compare on-campus, Online and Blended Modes of Learning
- Define Online Learning, Blended Learning
- Analyze models of Blended Learning
- Design Blended learning sessions

Content:

Online and Blended Learning: concept
Characteristics of Online learners
Facilitator's role in Online Learning environment
Asynchronous communication tools
Synchronous communication tools
Models of Blended Learning
Session plan for blended learning

Module 233: MOOCs and Its Deviated Formats **Credit: 1**

Objectives: Learners will be able to

- Define the concept of MOOCs
- Plan for MOOCs

Content:

Concept of MOOCs
Derivations of MOOCs
Learner analytics in MOOCs
Distributed classroom, digital classroom

Module 234: New Trends in eLearning **Credit: 1**

Objectives: Learners will be able to

- Anayse mLearning environments

- Establish need of AR, VR, AI in education systems
- Differentiate between Web 2.0 and 3.0
- Illustrate integrated digital learning environments

Content:

mLearning
Augmented Reality
Virtual Reality, Artificial Intelligence
Web 2.0 and Web 3.0
Integrated digital learning environments and support systems

Course 220014: Research Methodology

4 Credits, 100 marks

Course Objectives: Learners will be able to

- Select appropriate Research Methodology
- Prepare a Research Proposal on a selected topic
- Write a research report using the International specifications
- Prepare a Bibliography

Module 241: Research in Education — Credit: 1

Objectives: Learners will be able to

- Describe various types of research
- Select appropriate sources of information for identifying a research problem
- Select appropriate type of research for the problem selected for research
- Prepare a Bibliography

Content:

- What is Research?
- Types of Research (Pure, Applied, Action Research)
- Steps in conducting research
- Basic Concepts in Research
- APA in Educational Research
- Literature and Research Review

Module 242: Methodology of Research — Credit: 1

Objectives: Learners will be able to

- Select appropriate research design
- State characteristics of research methods

- Explain various Experimental designs and select the most appropriate for the research problem in hand

Content:

- Methods of Research (Qualitative, quantitative)
- Types of quantitative researches
- Types of Descriptive researches
- Types of Experimental researches

Module 243: Sampling, Instruments of Data Collection and Research Proposal Credit: 1

Objectives: Learners will be able to

- Choose appropriate sampling procedures for a given research
- Prepare at least 2 instruments and 2 tests for data collection
- State the procedure for data collection
- Prepare a plan for data analysis
- Prepare research proposal

Content:

- Sampling
  - Sampling Procedure: Types
  - Procedure for Sample Selection
- Data Collection:
  - instruments and Techniques of data collection
  - Procedure for development of the instrument
  - Procedure for data collection
  - Scoring Procedure
  - Planning for data Analysis: coding of the responses
- Research Proposal

Module 244: **Statistical Techniques and Report Writing** **Credit: 1**

Objectives: Learners will be able to

- Compute measures of Central Tendency
- Compute measures of Variability
- State statistical significance of the techniques used.
- Test hypothesis using appropriate statistical technique.
- Write a research report using the International specifications

Content:

- Statistical techniques
  - Types of Data (Nominal, Ordinal, Interval and Ratio Scale)

Measures of Central Tendency: Mean, Median, Mode

Normal Distribution

Measures of Variability (Range, rank, percentile rank, Standard Deviation)

Testing hypothesis for Correlation (Coefficient of Correlation) - using software for hypothesis testing

Testing hypothesis for Comparison (Chi square, t-ratio, One-way ANOVA) - using software for hypothesis testing

- Report writing

Course 220015: OER Development

4 Credits, 100 marks

Course Objectives: 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

Objectives: 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

Objectives: 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

Objectives: 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

Objectives: 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

Semester III

Courses	Internal	External	Credits
320011 Interactive Multimedia: Concept and Development	100		4
320012 Online Learning: Planning and implementation	100		4
320014 Modern Techniques in Educational Technology	100		4
320015 Visual Communication and Language Communication	100		4
320888 Research	100		4

Course 320011: Interactive Multimedia (IMM): Concept and Development

4 Credits, 100 marks

Course Objectives: Learners will be able to

- State characteristics of CAI, CBT, CML
- Compare characteristics of major CAI modes
- Prepare an Instructional Design for IMM
- Prepare a Storyboard for IMM
- Plan activities for providing Interactivity in IMM
- Develop Multimedia projects

Module 311: CAI/CBT: Concept, Characteristics and Modes Credit: 1

Objectives: Learners will be able to

- State characteristics of CAI, CBT, CML
- Distinguish between CAI, CML, CBT
- Compare characteristics of major CAI modes
- Prepare a Storyboard for CAI/CBT from the Instructional Design

Content:

- Concept, Definition, Characteristics of CAI, CAL, CML, CBT
- Characteristics of CAI
- CAI and CML, CAL and CBT, mLearning eContent

- Modes of CAI
- User Interfaces for desktop-based, mLearning devices

Module 312: Storyboard Writing for IMM **Credit: 1**

Objectives: Learners will be able to

- ♦ Prepare a Storyboard for IMM
- ♦ Define Navigation, Hyper-linking and Interactivity
- ♦ Review various views on Interactivity as defined by experts
- ♦ Define levels of Interactivity for CAI in one's own words
- ♦ Plan activities for providing Interactivity in IMM

Content:

- Storyboard Writing
  - Concept, Need and Styles of Storyboard writing
  - Steps in developing Storyboard for the given ID
- Interactivity: Concept, Need
- Techniques of building Interactivity in IMM

Module 313: **Designing scenes with Multimedia components** **Credit: 1**

Objectives: Learners will be able to

- ♦ Create Multimedia screens
- ♦ Create animation scenes and movies

Content:

Interface
Toolbar and Menu bar
Exploring Timeline
Animating objects

Module 314: **Building Interactivity** **Credit: 1**

Objectives: Learners will be able to

- ♦ Develop Multimedia projects
- ♦ Create interactive multimedia scenes
- ♦ Insert sound in scenes
- ♦ Insert video in scenes

Content:

Adding basic Interactivity
Creating quizzes

Publishing project in stand-alone format
Integration of audio in Multimedia
Integration of video in Multimedia

Course 320012: Online Learning: Planning and implementation

4 Credits, 100 marks

Course Objectives: Learners will be able to

- Describe various stages in offering online course
- Evaluate appropriateness of the online course activities.
- Select appropriate Cognitive Strategies for Instructional Design.
- Use various ID Models for developing web-based training.
- Conduct an online course using an LMS.
- Evaluate available e-portfolio (individual or course portfolio)
- Develop an evaluation rubric on a given topic.
- Use evaluation strategies for student evaluation

Module 321: Online Course Development Credit: 1

Objectives: Learners will be able to

- Describe features of online learning
- Describe various stages in offering online course
- Create various activities for the online course
- Evaluate appropriateness of the online course activities.

Content:

A. Online Learning
   Features
   5-stage Framework
B. Creating Online Activities under each of these stages

Module 322: Cognitivism-Constructivism and e-learning Credit 1

Objectives: Learners will be able to

- Identify various Cognitive Strategies used in Instructional Design.
- Select appropriate Cognitive Strategies for Instructional Design.
- Describe Constructivist's approach to Instructional Design.
- Compare traditional Learning Communities with Community of Practices.

Content:

Constructivist strategies e-learning

Problem Based Learning

Learning Communities (Communities of Participation)

Cognitive Strategies

- Classification of cognitive strategies

Module 323: **Creating an Online Course on LMS** **Credit: 1**

Objectives: Learners will be able to

- Use LMS (Commercial or open Source) comfortably for offering an online course.
- Explain the structure of LMS
- Evaluate the GUI of a LMS
- Conduct an online course using an LMS.

Content:

Instructional Design used by various Educational Organizations

Asynchronous Mode

Synchronous and Asynchronous Mode

Virtual Learning Environment (VLE)

Planning of various communication modes

LMS and its features: Facilitating student learning

Structure of LMS

Features facilitating student learning

Module 324: **Evaluation Strategies for Online Learning** **Credit: 1**

Objectives: Learners will be able to

- Explain the significance of Kilpatrick's Evaluation model.
- Create an e-portfolio.
- Evaluate available e-portfolio (individual or course portfolio)
- Develop an evaluation rubric on a given topic.
- Use evaluation strategies for student evaluation
- Use evaluation strategies for course evaluation

Content:

Kirkpatrick's 4-level Model of Evaluation

e-portfolio: Concepts, Aspects

Rubrics for Evaluation

Need to create Rubrics

Steps in preparing Rubrics

Course 320015: Visual Communication and Language Communication

4 Credits, 100 marks

Course Objectives: Learners will be able to

- Use appropriate language structures
- Evaluate various calligraphy, typography patterns with respect to multimedia
- Prepare Visual Designs for eContents
- Analyse User Interfaces

Module 331: Basics of Visual Communication **Credit: 1**

Objectives: Learners will be able to

- Define Visual Communication
- Differentiate between signs and symbols
- Discuss the role of images in visual media
- Evaluate various calligraphy, typography patterns with respect to multimedia

Content:

Visual Communication: Concept, Definition and Scope

Linguistic Signs and Symbols

Calligraphy, Typography, Compugraphy, Type Design

Graphics, Photographs, Illustrations as visual media

Module 332: **Visual Design: Concept, Elements and Assembly** **Credit: 1**

Objectives: Learners will be able to

- Define Visual Design
- State characteristics of effective Visual Design in Educational Media
- Discuss the role of Visual Design elements in Visual Assembly
- Prepare various Visual Design

Content:

Visual Design: Concept

Elements of Visual Design: Abstract lines, tones, shapes, colour

Progression, Subtraction, Addition of Elements

Assembly of Visual Design Elements

Module 333: **Language Structures and vocabulary** **Credit: 1**

Objectives: Learners will be able to

- Use appropriate structures
- Use appropriate vocabulary

Content:

Tenses
Voice
Spelling rules
Vocabulary
UK and US dictionary

Module 334: **Writing skills** **Credit: 1**

Objectives: Learners will be able to

- Write effective letters
- Write appropriate scripts
- Prepare manuals

Content:

Letter writing
Video script writing
Storyboard writing in accurate language
Dialogue writing
Writing storyboard instructions
Manual writing

Course 320014: Modern Techniques in Educational Technology

4 Credits, 100 marks

Course Objectives: Learners will be able to

- Explore modern techniques in Educational technology
- Study at least four modern techniques/recent trends in depth
- Share own knowledge about three modern techniques using appropriate techniques of training
- Create Discussion Forum threads to discuss 5 new trends.

Module 341: Classroom Seminar on Modern Techniques **Credit: 1**

Objectives: Learners will be able to

- Present seminar to the class on a recent trend in Educational Technology

Practical/ Internal Assignment:

Perform content analysis for workshop

Present a seminar

Module 342: Workshop on Modern Techniques **Credit: 1**

Objectives: Learners will be able to

- Conduct a workshop for a different group on any recent trend in Educational Technology/ ICT in Education

Practical/ Internal Assignment:

Perform content analysis for workshop

Design session plan for workshop

Develop material for workshop

Present a Workshop

Module 343: Webinar on Modern Techniques **Credit: 1**

Objectives: Learners will be able to

- Present webinar on a recent trend in Educational Technology/ICT

Practical/ Internal Assignment:

Perform content analysis for webinar

Present a webinar

Module 344: Web-based Discussion on Modern Techniques **Credit: 1**

Course Objectives: Learners will be able to

- Create Discussion forum and keep it activated till at least 5 new topics of discussion

Course 320888: Research

4 Credits, 100 marks

Course Objectives: Learners will be able to

- Explore current research trends in Educational technology
- Identify Research problem suitable to the field

- Review related studies
- Design data collection tools

Module 351: **Credit 1**

Identification of Topics and Sample
Writing Concept-paper

Module 352: **Credit 1**

Review of Related Literature and Studies

Module 353: **Credit 1**

Preparation of Proposal
Presentation of proposal

Module 354: **Credit 1**

Designing Tools of data Collection

Semester IV

Courses	Internal	External	Credits
420011 Web-Application Skills *	100		4
420012 Project Management	100		4
420888 Research	50	50	4
420999 Internship	150	50	8

Course 420011: Web-Application Skills

4 Credits, 100 marks

Module 411: **HTML and Web Development Environment** **Credit: 1**

Course Objectives: Learners will be able to

- Use HTML to create a Web Page
- Use web development environment to design a Web page

Content:

- HTML:
  - Basic HTML Tags
  - HTML colour palette
  - List, Tables, Links, Image Maps
  - Frame
  - HTML Forms
  - Scripts

- Website Development Environment:
  - Creating new site
  - Types of views
  - Inserting and embedding images, tables, interactive images, layers, frames, form objects, tabular data, date, link, special character
  - Aligning graphics
  - Sorting format table
  - Creating animations
  - Windows: Objects, Properties, Launch

Module 412: **Design Issues of Website and web applications** **Credit: 2**

Objectives: Learners will be able to

- ♦ Analyse stakeholders' need
- ♦ Analyse educational websites worldwide
- ♦ Design an effective navigational GUI for educational website
- ♦ Develop an interface for educational website

Content:

- Features and Components of website
- Use experience analysis
- User-interface of websites, site maps, navigational paths
- Facilities and functionalities
- Web-applications/ mobile applications
  - Functionality
  - Navigational paths
  - UX
  - Wizards: logical sequencing, wizard design

Module 413: **ePortfolio Development** **Credit: 1**

Objectives: Learners will be able to

- ♦ Evaluate User Interface of ePortfolio aesthetically
- ♦ Prepare effective GUI for ePortfolio
- ♦ Design ePortfolio

Content:

- User Interface (UI) for eportfolio
- e-portfolio design and development

Course 420012: Project Management

4 Credits, 100 marks

Course Objectives: Learners will be able to

- ♦ Compare between Project, Programme and Portfolio Management,
- ♦ Manage eLearning projects
- ♦ Suggest strategies for monitoring and controlling process groups
- ♦ Design processes for all knowledge areas of Project Management
- ♦ Define project management processes for eLearning projects

Module 421: Introduction to Project Management Credit 1

Objectives: Learners will be able to

- Define 'Project Management'
- Discuss characteristics of Project Life cycle

Content:

Concept and Meaning of Project Management
Project Management, Programme Management and Portfolio Management
Role of a Project Manager
Project Life cycle: Characteristics
Project phases

Module 422: Project Management Processes Credit 1

Objectives: Learners will be able to

- Discuss Project Management processes
- Suggest strategies for monitoring and controlling process groups

Content:

Initiating Process Group
Planning process group
Monitoring and controlling Process group
Closing Process Group

Module 423: Project Management Knowledge Areas Credit 1

Objectives: Learners will be able to

- Discuss various project knowledge areas
- Design processes for all knowledge areas of Project Management

Content:

Project Integration Management
Project Scope Management
Project Time Management
Project Cost Management
Project Quality Management
Project Human Resource Management
Project Communications Management

Module 424: eLearning Project Management Credit 1

Objectives: Learners will be able to

- Define project management processes for eLearning projects
- Prepare eLearning project proposal

Content:

Defining eLearning projects
Planning project strategies
Writing project proposal
Open Source Project Management Software
Planning eLearning project evaluation strategies

Course 420888: Research

4 Credits, 100 marks

Course Objectives: Learners will be able to

- Analyse the data collected during the research
- Write research dissertation
- Appear for viva-voce

Output:

Continuation of research work done during Semester III
Data-analysis
Chapter-writing
Viva-voce

Course 420999: Internship

8 Credits, 200 marks

Course Objectives: Learners will be able to

- Apply the knowledge and skills learnt during Master's degree at the place of work
- Write internship report
- Appear for viva-voce

MA-ET students will work as Educational Technologists, eContent developers, Pedagogy consultants, Instructional Designers, etc. in educational organizations as well as eLearning industries.

Internship period: minimum 240 hours
Two months full-time for 5 days a week

Output:

Formative evaluation of internship work through Evaluation Rubrics
Internship-report writing
Viva-voce