

## Report for the Activity 2.1

### Review of current standards, recommendations and curricula

In the framework of the Activity 1.2 we have conducted review on current practices in several best-known eLearning curricula.

In order to create Draft curriculum in eLearning we performed an analyses on content of the syllabi in e-learning courses that were available in the previous review. In the Examples of master studies of distance Education and Course Description we provided an comparative analyses on selected eLearning curricula.

As the result of the analyses we made groupings of the similar courses forming typical e-learning curriculum. Such curriculum should consist of the following categories in e-learning: General (G), Learning & Teaching (L&T), Design (D), Technology (T), Project management (P) (sources: ACM eLearn Magazine - <http://elearnmag.org/index.cfm>, Brighton e-Learning Alliance (BeLA) - <http://www.be-la.co.uk/index.htm>, Epic centre – [www.epic.co.uk](http://www.epic.co.uk))

Our new curriculum should cover all mentioned areas with at least one course per area, and we suggest that our curriculum structure should consist of the following courses:

Core courses:

1. Introduction to e-Learning (L&T)
2. Teaching and Learning in Online Education (L&T)
3. Instructional Design and Course Development (D)
4. eLearning Tools and Technology (T)

Elective courses (student will choose 3 courses):

1. Learning and Training with Multimedia (T)
2. Learning Management Systems (D)
3. Learner Support in e-Learning (T)
4. Adult Education and Life Long Learning (L&T)
5. Management of e-Learning projects (P)
6. Assessment in e-Learning (D)
7. Infrastructure of e-Learning Environments (T)
8. Research Methods in Distance Education (G)
9. Professional seminar (G)

Figure 1. represents Draft MSc Curriculum structure in e-Learning, including mode of implementation, possible outcomes, career options and list of core and elective courses.



Suggestion: 4 core + 3 electives + final theses =60 ECTS

**Implementation of studies**

coursework delivered via Moodle  
 „on-campus“ final testing  
 „on-campus“ meetings and practical work

Blended approach

2008/2009

**Graduates will be able to:**

- Design, implement, evaluate and manage educational and training programs
- Apply learning theory and research methods to improve learning
- Develop strategic goals and business plans for distance education within an organization
- Function effectively as leader, manager and team member within a distance education or training organization

**Outcomes:**

Educational leadership positions in school districts, organizations, and higher education institution.

**Career options**

- Coordinator of online instruction
- Online course support specialist

**CORE courses**

- 1 Introduction to e-Learning Credits:
- 2 Teaching and Learning in Online Education
  - Pros: Theoretical foundation of learning theories and best practices
  - Cons: Pedagogical, methodical, didactical aspects
  - Credits: syllabi differs from analyzed module OMD 610 from Maryland
- 3 Instructional Design and Course Development
  - Pros: to include eLearning standards
  - Cons:
  - Credits:
- 2 eLearning Tools and Technology
  - Pros: Asynchronous and Synchronous tools also includes foundation on T&T state-of-the art T&T
  - Cons:
  - Credits:

**ELECTIVE courses**

- Research Methods in Distance Education
- Learning and Training with Multimedia
- Professional seminar
  - topic changes each time, like MDDE660 module
  - Interaction with visiting instructor
- Learning Management Systems (IT5660, EDU654, DETC630)
- Learner Support in eLearning
- Adult Education and Life Long Learning
- Management of eLearning projects
  - Leadership in eLearning
  - Meeting client needs and expectations
  - Administration of distance education systems
- Assessment in e-Learning
- Infrastructure of E-Learning Environments