How to use this Course Design Manual (CDM)

The CDM is the legacy document. Copies will be located within the DESC and is available to DESC staff and to PPI personnel for practical use and reference. This manual is a comprehensive resource for novice or seasoned educators who plan on designing simple or complex learning environments on a learning management system (LMS). Many of the strategies, and processes explained in this manual may be transferred on other LMS's, MOODLE is the chosen LMS for DEPP. More information about the LMS can be accessed at the MOODLE website **(http:www.moodle .org)**. There may need to be some adjustments that are specific to the virtual learning environment or to the functionality of the LMS if transferring content, and developed strategies on another LMS.

Good online teaching and learning within the DEPP framework

Good teaching and learning is more than merely solid design, effective development and good facilitation of content and activities. A system approach to online design and development incorporates important components and aspects that can lead towards an online educational experience that is greater than the sum of its parts! The DEPP Instructional Design Model has been laid out in a flowchart format in the *Conceptual Framework for Distance Education in Sri Lanka* (Revised September, 2006, page 25). This CDM expands upon the model by adding detail required for designing and developing contextually solid online learning experiences, which are built on a new learning paradigm. Online education has changed the way a teacher would design, develop and teach. It is strongly recommended that users refer to the model in order to help guide planning and operations at any stage of their processes.
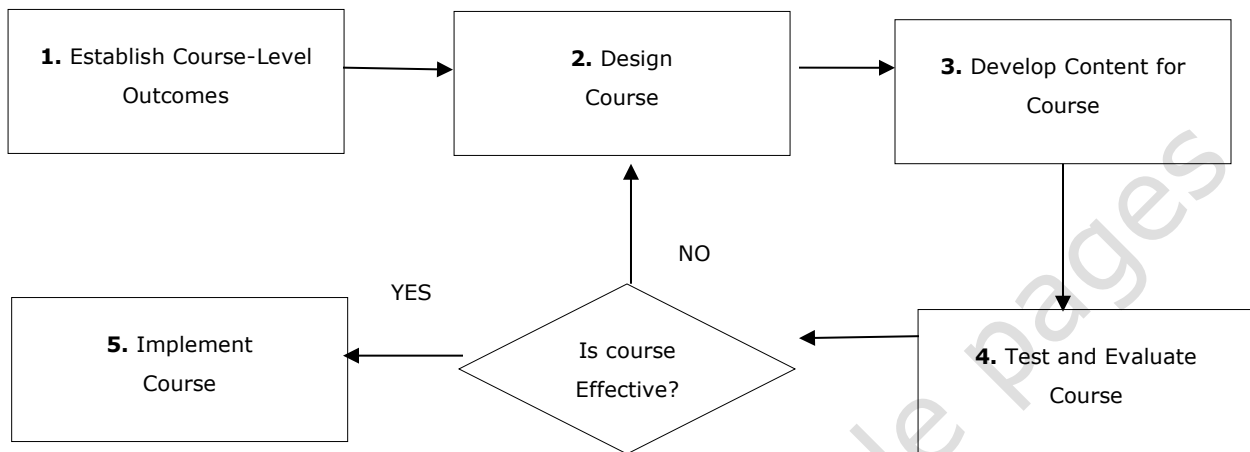
Where is the teacher?

Who is "teaching"?

Online Learning Instructional Design Model

Getting the most from the model requires a dissection of its parts and then a fleshing out or expanding of the phases or sub-components of the model structure in order to provide an explanation and detail of good practice required for process and production. The model diagrammed above is a useful high-level framework. It is vital to use the model, this CDM, current research in instructional design process, and to access your local community of educators and the training programmes that the DEPP office has prepared in order to help you achieve success.

Step 1. Establish Course-level Outcomes

Learner, task and context analysis which help form course-level outcomes are important first steps. Writing course-level outcomes and some insight into learning theories and instructional theoretical foundations are needed to help shape the underpinnings of the design phase. Lesson-level outcomes, and the matching of assessment choices to outcomes are also needed at this stage. Step 1 requires a strong emphasis from the ID and the SME roles.