 DPHHS eLearn

DPHHS eLearn Teacher Guide

Definitions of terms:

- **DPHHS eLearn -** Main eLearning portal for the Department of Public Health and Human Services. https://dphhselearn.org.
- **Test site -** The test site will be used for creation and development of trainings. https://testdphhs.moonami.com.
- **ePass Montana** - State of Montana's single sign-on authentication solution developed by Montana Interactive.
- **Teacher** – The default role given to A default role which can be renamed within individual courses
- **Student** – A default student role can be renamed within individual courses
- **User** – Anyone with an account to login to DPHHS eLearn
- **Course** - An area where a teacher can add resources and activities for students to complete.

Notice:
The security of information posted on the DPHHS eLearn site is not guaranteed. Course content **MUST NOT** contain personally identifiable information (PII) or personal health information (PHI). All content must also be ADA compliant.

DPHHS eLearn is the DPHHS Learning Management System. This site allows online training to maximize, stimulate, and facilitate knowledge and awareness in Public Health and Human Services of Montana.

A teacher has responsibility for the materials in their own course. They can also manage enrollments and change the layout of the course page. This quick start guide introduces Moodle's features to those with Teacher role.

Contents

Become a Teacher

Teachers must have supervisor approval and submit an Employee System and File Access Request - Montana (servicenowservices.com).

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Course set up

To request a new course, please use the New Course Request form. Web Support will create a new blank course. Once created, the course can be built by the teacher. Courses may consist of discussion boards, course material, WebEx, Storyline2, PowerPoint, ArcGIS, Videoscribe, Prezi, just about any type of application or software you can imagine as a tool can be used on Moodle.

It is important to note that all courses must be designed to meet HIPAA and ADA requirements for accessibility.

Course sections may be renamed by turning on the editing and clicking the configuration icon underneath the section name. Sections may also be moved by drag and drop and sections added or removed by clicking the + or - underneath the bottom section.

You can also add elements known as 'blocks' to the right, left or both sides of your central learning area (depending on your theme).

See the resource tab to access featured course building tools, tutorials, and trainings offered.

Course enrollment

Before a student can access your course, they must first be logged into the site, which uses ePass Montana.

The types of enrollment consist of:
- Self-Enrollment
- Self-Enrollment with password
- Excel Spreadsheet manual enrollment
- Auto Enroll by Cohort
- Request for Enrollment

State Employees and others with state issued login ids will access using the "State Employee Login button" option.

Those without a State issued login id can create an account and use the "Create new Account button".
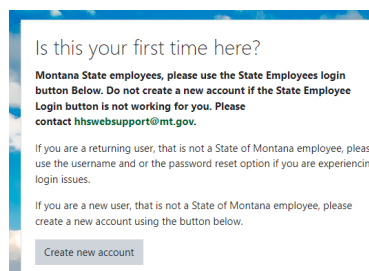

Providing a link to your course directly with login instructions is recommended. Once the student has passed the login step, they will be taken to your course.

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Features

Moodle features such as forums or discussion blogs, quiz, resources, and certificates can enhance and drive your trainings.

Tracking progress

If completion tracking has been enabled for the site and in *Course administration > Edit settings*, you can then set completion conditions in activity settings. A checkbox will appear next to the activity and a student may be allowed to tick it manually, or a tick will display once criteria for that particular activity have been met. This feature can be combined with Course completion so that when certain activities have been completed and/or grades obtained, the course itself is marked complete.
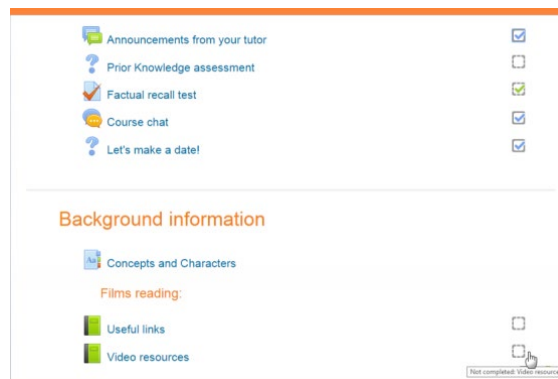
Chat, useful links, and video resources are just two more helpful tools to use.

Restricting access

A course can be set to display everything to everyone all the time, or it can be very restrictive, displaying certain items at certain times, to certain groups or based on performance in previous tasks.
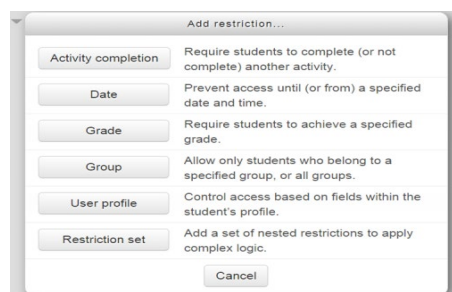
Course Retirement

It is important to decommission unused training sessions. When you have a course ready for removal, please use the Course Deletion Request form.

Course Creation Best Practices

The adult pedagogy required for distance education and learning requires considerations of how adult learners learn, interact with other learners, and how adult learners interact with learning management systems. Adult pedagogy indicates that there are specific methodologies that enable learning across all platforms. When using an LMS there are some best practices to use from how the LMS is configured to the materials used.

LMS Course Setup
DPHHS eLearn courses need to be configured to best meet the needs of the learner, in this case adult learners. The following table describes the basics of the best practices of a course design and configuration.

General Standard	Detailed Standards	Why it's important

Course Overview and Introduction, and summary	• Detailed course description is provided before entering the course with specifics about the course.
	The course description should include:
	  o Course Title and Identification
	  o Instructor contact information
	  o Course description
	  o Course goals or outcomes
	  o Required and recommended materials if any
	  o Class format
	  o ADA statement
	• Course structured into intuitive sections (weeks, units, etc.), with all materials for each section housed within that section
	• Intuitive and logical navigational structures are present
	• All DPHHS relevant information included (IE trainer name, contact information, who is the target audience)
	• A course schedule with due dates is provided (within the syllabus or as a separate document)
	• Syllabus also includes information for learners, such as netiquette requirements and technical support info
		The course description is used by the search function to search within the course. The description will also provide an overview of the course to the learner prior to enrollment.
		
		Clear navigation and overview/introductory materials help learners find what they need, reducing frustration. They help learners avoid missing important instructions or assignments.

Course Structure	• Be consistent in course layout design, module design, and materials • Use modules to chunk related materials • Text and materials that are to be read online should be short and to the point • Roles should be renamed to reflect the course: Teacher to Trainer Student to Learner • Course format (Grid, topic, etc.) should be decided with the overall course in mind • Enrollment methods reflect the needs of the course • Use file naming system that is consistent • Use the checklist if you need assistance See Appendix B	Course roles should be considered carefully. Adult learners generally do not like to be referred to as students. But they do not need to be called learners, for example of course dealing with nurses may rename the role student to nurse. The course format is important. Courses with lots of materials but not a modular format could go with a grid format. One with many modules should use the module format. Enrollment methods are designed to get the right leaners into the right course.

General Standard	Detailed Standards	Why it's important
Learning Outcomes	• Clearly specified course objectives for learners. • Course outcomes are measurable and observable (avoiding ambiguous verbs such as "understand," or "comprehend") Bloom's Taxonomy is helpful http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf • Module outcomes clearly defined	Learning outcomes are the roadmap for the course. Clear outcomes tell us exactly what should be covered and at which depth. A modules outcomes specifies what is covered in each module. For more help with writing learning objectives read Dr. Robert Mager's "Preparing Instructional Objectives"
Assessment and Measurement	• Completion criteria is clearly stated (You need an 80% or better, you must obtain an 8 out of 10 or better) • Assessments (assignments, exams, projects, discussions, etc.) are aligned with course outcomes • Assessments are varied, including formative and summative assessments • If proctored exams are desired, proctoring requirements are established with the testing coordinator and communicated in the syllabus	Clear expectations help learners succeed. Assessments should be aligned with outcomes to ensure that outcomes are being met.

Instructional Materials	• Instructional materials are in alignment with the course outcomes and module Outcomes
	• Instructional materials are appropriately cited
	• Copyright permissions for any borrowed images, textual content, film, or other source materials have been requested; in cases where permissions are denied or when fees are not feasible, the source materials in question are removed. Videos are not streamed until permission is granted.
	• Instructional materials are presented in formats demonstrating best practices for distance education
	  o Appeal to a variety of learning preferences (readings, audio, visual, multimedia, etc.)
	  o Lecture content is brief (<20 mins.)
	  o All recordings are designed for WCAG 2.0 compliance
	  o Audio and visual quality must be clear for all multimedia
	  o Use white space, text read online can be difficult to read
	• Materials are accessible on multiple operation systems
	  o Use PDF as opposed to MS Office documents
	  o Videos are in MP4 format or hosted on YouTube
	  o Audio is in MP3 format
	• Learning materials are design for accessibility
	  o PDF's are properly tagged
	  o Alt text is provided for images
	  o Videos are closed captioned and have descriptions
	• E-learning content is interactive and engaging
		Instructional materials should prepare learners for assessments.
		Copyright laws must be followed.
		Research shows that using best practices for presenting instructional materials helps learners learn more effectively (for example, using active learning strategies, where learners perform meaningful actions involving course content and then reflect on learning).
		Materials for online classes should be created for the audience of online learners. Online learners feel at a disadvantage when they are merely given recordings.

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General Standard	Detailed Standards	Why it's important

Learner Interaction and Engagement	• Learning activities are aligned with course outcomes and module learning Outcomes
	• Opportunities for active learning (meaningful action + reflection) are provided
	• Three forms of interaction are present in the course:
	  o Learner/content (such as discussion board, readings, video, research projects)
	  o Learner/instructor (such as discussion board, response to assignments, inclusion of a Q&A forum the instructor will facilitate)
	  o Learner/learner (such as discussion board, group projects, peer reviewed assignments) See appendix A
		Research shows that active learning opportunities, as well as the three forms of interaction, are effective in online classes and for adult learners.
		Response times help create a structure for interaction.

Course Technology	• Appropriate tools are used for their intended purpose (assignment tool for homework, exam tool for exams, rather than having learners email assignments, for example) • Grades are communicated to learners using the DPHHS eLearn grading center • Links to outside resources are functional • Completion tracking is set	
Learner Support	• Information about learner support is provided, such as trainer contact information and help desk contact information	
Accessibility	• Simple font and color schemes are used • DPHHS eLearn pages are structured in an accessible format (such as using heading styles) • Visuals, such as PowerPoint presentations, contain sufficient contrast from background color to foreground text • Audio and video materials have captions or transcripts available • Documents are posted in accessible format (such as a PDF file with document structure tags, and images with alt text) • WCAG 2.0 guidelines are adhered to: https://www.w3.org/WAI/intro/wcag	Providing accessible content is required by law. You are responsible for the accessibility of your content. If you need assistance please contact Web Support at hhswebsupport@mt.gov or Human Resources at hhshumanresources@mt.gov

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Appendix A

Instructional Method	Techniques	Online Tools/Resource
Cooperative Learning	• Multi-Media Presentations • Research Projects • Student-Led Instructions	• Windows MovieMaker, PowerPoint, Audacity, Rapid Learning Authoring (Articulate/Captivate) • Blogs/Wikis/Group Pages • Discussion board or web-conferencing
Demonstration	• Video Clips • Text and Images	• Streaming Video/YouTube • Powerpoint/Rapld Learning Authoring Tools
Discovery	• Research Project • Web Quests	• Wikis • Internet/Library Search
Discussion	• Asynchronous Discussions • Synchronous Discussions	• Blogs, course emails, discussion boards • Chat, web conferencing
Drills	• Exercises featuring multiple choice, fill in the blank, crosswords, matching/ordering, short answer, jumbled sentences • Self-tests	• Hot potatoes • Quizzes
Presentation or Lecture	• Narrated Slides/Images • Podcasts • Video Clips • Written Lectures/Lecture Notes	• Powerpoint/Rapid learning authoring tools • Streaming audio/video files • YouTube videos • Word/Rich Text/HTML files
Problem-Solving	• Problem-Based Learning	• Word/Rich Text/HTML files • Group Pages
Simulations and Tutorials	• Animations • Self-Paced Modules • Video Clips	• Flash animations • HTML Files • Wikimedia, YouTube, Vimeo

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Appendix B

Course Configuration and design checklist

DPHHS eLearn Course Configuration	YES	N/A	Comments
Course summary is written including: • Course Title and Identification • Instructor contact information • Course description • Course goals or outcomes • Required and recommended materials if any • Class format • ADA statement			
Learner objectives are clearly stated			
Directions are clear and easy to understand			
Enrollment methods set			
Roles renamed to meet course needs			
Course format is set to meet course needs			
File Upload limit is set at 2MB			
Completion tracking is set to yes if needed			
Course ID number is set if needed			

Course Design and Organization Course Design and Organization refers to elements of instructional design in an online course.	YES	N/A	Comments
Course is organized and easy to navigate			
Course structure is clear			
Course materials are available to learners in manageable sections or "chunks" (e.g. modules)			
Content is designed to meet course objectives			
Accessibility designed into course materials			
Links are current and up-to-date			
Timeframes for completion are stated if needed			

Aesthetics Aesthetic design refers to the overall appearance of the course and includes visual aspects such as color, typeface, images and other elements key to presenting the course material.	YES	N/A	Comments
A course banner is used to identify the course			
Color and texture do not overpower the course information.			
Sufficient contrast between text and background makes information easy to read.			
Design keeps course pages to a comfortable length with white space.			

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Aesthetics Aesthetic design refers to the overall appearance of the course and includes visual aspects such as color, typeface, images and other elements key to presenting the course material.	YES	N/A	Comments
Images are used in course design to support course content.			
Images are accompanied by text descriptions (Alt text) or captions for images that require a more complex description.			
Typeface is easy to read. Documents are created using Sans Serif fonts (e.g. Calibri, Arial or Tahoma) with a size of 12 point or higher.			
Styles such as titles and headings are used to format the document.			
Data organized in rows and columns are put in a table.			
Spelling and grammar are accurate.			

Interaction and Collaboration Interaction and Collaboration refers to the extent to which there is trainer-learner, learner-learner, and learner-content interaction. Exemplary courses should integrate many ways to interact and collaborate in the online environment.	YES	N/A	Comments
Student participation requirements/expectations are clearly stated.			
Trainer provides announcements/reminders.			
Regular feedback about student performance is provided in a timely manner throughout the course (example: discussion board posts, assignments, quizzes, etc.).			
Course promotes an active discussion area which encourages students to reply to each other.			
Contact is initiated with students in a variety of ways: (Select all that apply.) ☐ Announcements ☐ Phone conversations ☐ Participation in discussion board ☐ Chat sessions or virtual meetings ☐ Email ☐ Voice enabled messages ☐ Participation in online group collaboration projects ☐ Face-to-face meetings (review sessions, scheduled meetings)			
Communication/collaboration tools used in the course: ☐ Email ☐ Chat room ☐ Discussion board ☐ Whiteboard ☐ other ☐ Learner presentations			

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Effective Use of Technology Effective Use of Course Technology refers to the successful integration of technology into the online course and its use in a variety of formats that help learners to achieve course goals and objectives.	YES	N/A	Comments
Course makes effective use of online instructional tools.			
Course materials are presented using appropriate formats compatible across computer platform (pdf, rtf, mp3, etc.).			
Audio materials (mp3, wav, etc.) are accompanied by a transcript.			
Videos and screencasts are closed-captioned.			
Computer-simulated demonstrations are used to convey information.			
Social media tools (such as, Twitter, Facebook, Flickr) are used.			
What tools are used in the course? (Select all that apply) ☐ Email ☐ Chat ☐ Journals ☐ Calendar ☐ Gradebook ☐ Video/DVD ☐ Graphics/Images ☐ Wikis ☐ Image Database ☐ Blogs ☐ Animations ☐ Whiteboard ☐ Audio ☐ Survey ☐ Podcasts ☐ Glossary ☐ presentations/portfolios			

Assessments/Evaluations **The assessment category focuses on the ways in which the leaner is evaluated toward achieving the learning outcomes and the quality, type, structure, and security of the assessments used.**	YES	N/A	Comments
Assessments are used throughout the course.			
Detailed instructions and tips for completing assignments are provided.			
Security measures are used if necessary.			