



De La Salle Lipa



## PROGRAM BRIEF

# Technology for Education **Online Course Creation Challenge**

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- I. Rationale, Purpose and Expectations

### **Online Course Creation Challenge**

With its commitment of being at the forefront of social innovation in quality education, De La Salle Lipa is inviting its partners to take part in the design and execution of digital learning processes through the creation of online or digital course wares aimed at equipping teachers with skills for the 21<sup>st</sup> century education.

With the use of the school's CANVAS Learning Management System (LMS) as platform, the Challenge is a response to the call for developing competencies for teaching and promotion of digital learning environment, engagement, and experience to address the needs for the 4IR (Fourth Industrial Revolution).

Driven by De La Salle Lipa's strategic direction on Driving Social Innovation in Quality Education and Inclusion, the challenge is conceptualized to create opportunities for inclusive professional training and development pathways for both Academic and Services Personnel in the digital learning platform. It aims to develop a culture of innovation among partners to promote relevant, quality-driven, sustainable, and responsive instruction as a response to the challenges of the emerging digital landscape.

It seeks to provide an opportunity for the DLSL Partners to become Education and Training Technology Professionals (ETTPs) who will serve as online course authors and teacher moderator responsible for;

- the design of the digital learning and training programs;
- creation of digital learning modules as (their) platform; and,
- as moderator of their online courses in the future.

The program expects partners (Faculty and Services Personnel) who will join the challenge to have;

- an aptitude for teaching and professional training;
- competencies for developing digital learning and training programs;
- well-organized and proficient in the use of educational technology platforms (Learning Management Systems); and,
- creators and moderators of digital learning modules for online education and professional training.

The challenge is also programmed to produce the online courses and materials for DLSL Partners' Digital Learning Training Program aimed at developing competencies for online teaching.

## II. Mechanics

Participation details: Who can join and incentives for participation

### Who can participate?

All partners, whether employed full-time or part-time, may submit a design for a module. Modules can be authored individually or by a group with at least three (3) members. Correspondingly, partners who participate in the development of the module are expected to develop the following:

- an aptitude for teaching and professional training;

- competencies for developing digital learning and training programs;
- proficiency in the use of educational technology platforms (Learning Management Systems); and;
- ability to design a digital learning modules for fully-online education and professional training.

#### Expectations: What do partners need to do?

The partner participants shall develop and design a course module which can be integrated with other modules to create a full online course. As content creator, the challenge is to design and create an online course module.

Course Modules – are online course modules designed to provide knowledge on topics or subjects in a particular area of discipline and as well as training and development for digital literacy among partners. Each course has 3 modules three topics with a total of fifty-one (51) hours of online teaching and learning engagement.

For Partner users of the modules, successful completion of the nine modules in a course corresponds to equivalent credit for a future Master’s Program.

#### What’s in it for me?

The authors of the modules which will pass the screening process will be exempted from enrolling in the course they designed. LP will be awarded the completion incentive of P 10,000.00 for the module upon passing, otherwise, the LP shall be recognized for his/her work done with a certificate of participation.

In case, the module will be utilized for commercial purposes, a royalty incentive will be provided for the developer. Accordingly, the developer as teacher of the course will have a separate payment scheme provided that the course reached the minimum number of students.

#### How do I choose a topic for the module?

Modules can be designed for discussing theories, practices, and trends\* in categories such as beginner, proficient, and advanced levels.

#### How will the module be used?

Nine modules will be selected by a screening committee and be integrated to form an online course program for De La Salle Lipa partners equivalent to 459 hours of training and development for the academic year 2020-2021.

## COURSE CATEGORY

TECHNOLOGY  
EDUCATION  
MANAGEMENT

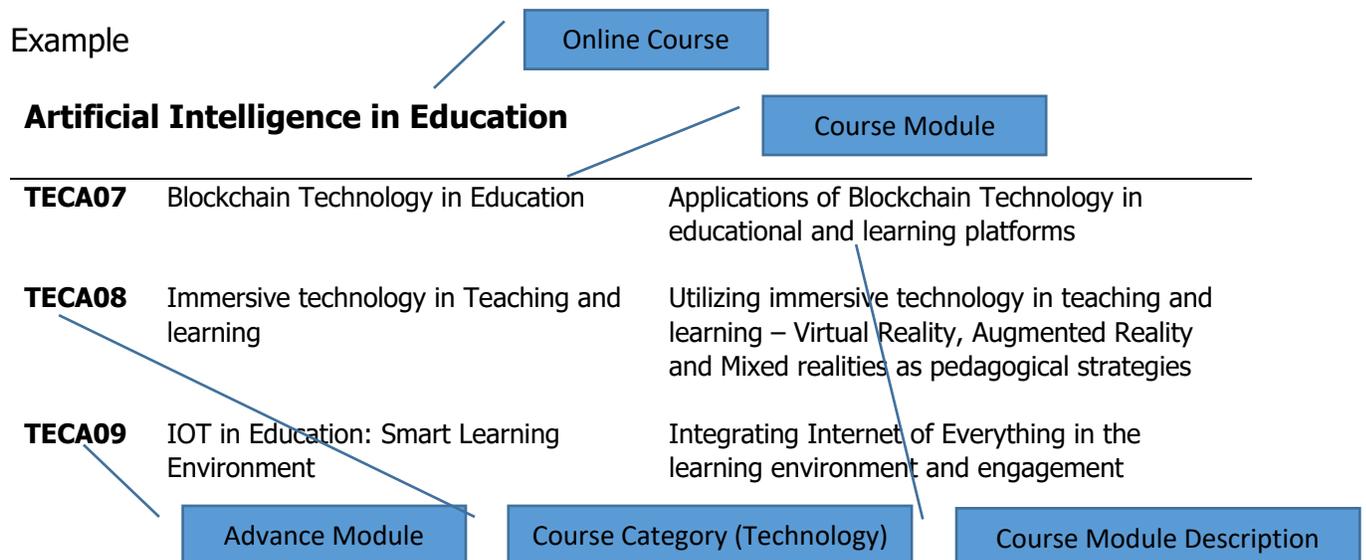
## MODULE CATEGORY

**BEGINNER (B).** An introductory level which operates on the acquisition of basic knowledge, fundamental skills and abilities of the given topic. It requires a number of readings about principles, theories and fundamental frameworks of education, management, and technology.

**PROFICIENT (P).** A more in-depth learning level which operates on the analysis of knowledge, skills, and abilities of the given topic. It requires a number of case analysis of contemporary trends and issues in education, management, and technology.

**ADVANCED (A).** An applied and future oriented learning which operates on the practical application and deep dive learning experiences. It requires a thorough understanding of models of leapfrogging of the 21st century institutions and organizations.

Example



## Priority courses for development



## TECHNOLOGY

### **Advancing Digital Literacy and Citizenship in Education**

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|               |                                   |   |
|---------------|-----------------------------------|---|
| <b>TECB01</b> | ICT in Education Through Time     | Comparing digital trends past, present, and future  |
| <b>TECB02</b> | Digital Literacy and Citizenship  | Demonstrating online safety and digital citizenship |
| <b>TECB03</b> | Digital Strategy and Applications | Augmenting digital strategy and analytics           |

### **Emergent Trends in Technology and Digital Transformation in Education**

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|               |  |  |
|---------------|--|--|
| <b>TECP04</b> | Design and use of Learning Management Systems        | Enabling learning and content management systems   |
| <b>TECP05</b> | Introducing multimedia authoring in content creation | Introducing multimedia authoring in content creation   |
| <b>TECP06</b> | Gamification in education and management             | Employing gamification in management and education apps. Applying game-design elements and game principles in non-game contexts. |

### **Artificial Intelligence in Education**

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|               |   |  |
|---------------|---|--|
| <b>TECA07</b> | Blockchain Technology in Education            | Applications of Blockchain Technology in educational and learning platforms  |
| <b>TECA08</b> | Immersive technology in Teaching and learning | Utilizing immersive technology in teaching and learning – Virtual Reality, Augmented Reality and Mixed realities as pedagogical strategies |
| <b>TECA09</b> | IOT in Education: Smart Learning Environment  | Integrating Internet of Everything in the learning environment and engagement  |



## EDUCATION

### Exploring 21<sup>st</sup> Century Learning Practices

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|               |   |  |
|---------------|---|--|
| <b>EDUB01</b> | 21 <sup>st</sup> Century Education<br>a) Emerging Issues of Education in the 21 <sup>st</sup> Century<br>b) Lasallian Principles of Education | Revisiting Fundamentals of education in the context of 21 <sup>st</sup> Century Education<br>A. Development of Education<br>B. Lasallian Principles of Education |
| <b>EDUB02</b> | Teaching and Learning Innovations in the Digital age  | Structuring innovative approaches to teaching and learning for the digital age   |
| <b>EDUB03</b> | Modern Approaches and Design for Curriculum, Pedagogy and Assessment  | Adapting modern perspectives on curriculum, pedagogy and assessment  |

### The 21st Century Learner

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|               |   |   |
|---------------|---|---|
| <b>EDUP04</b> | Engaging the 21st Century Learners                | Describing/knowing the 21st century learner   |
| <b>EDUP05</b> | Effective Feedback through Educational Technology | Stimulating effective feedback and assessment using educational technology applications |
| <b>EDUP06</b> | Learners in a Mobile Learning Environment         | Investigating theoretical and methodological aspects of mobile learning                 |

### Current and Emerging Trends in Education

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|               |   |  |
|---------------|---|--|
| <b>EDUA07</b> | Use of Digital Educational Tools in the Teaching and Learning environment | Differentiating educational digital tools as used in the teaching and learning environment |
| <b>EDUA08</b> | Mobile Learning Methodology   | Utilizing mobile learning methodology  |
| <b>EDUA09</b> | 21 <sup>st</sup> Century Online Pedagogy and Assessment                   | Applying 21 <sup>st</sup> century online pedagogy and assessment                           |



## MANAGEMENT

### Principles of Organizational Theory and Management in the Digital Era

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|               |  |  |
|---------------|--|--|
| <b>MANB01</b> | Change Management and Organizational Transformation        | Identifying patterns in change management and organizational transformation                                      |
| <b>MANB02</b> | Organizational Leadership and Culture in the Era of Change | Restructuring organizational leadership and culture  |
| <b>MANB03</b> | Digital Ethics   | Attributing ethics in digital technology. Assessing the ethical implications of the use of digital technologies. |

### Managing Innovation and Technology Transformations in Education

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|               |  |   |
|---------------|--|---|
| <b>MANP04</b> | Strategic Knowledge Management and Data Analytics                                    | Optimizing strategic knowledge management and data analytics  |
| <b>MANP05</b> | Integration of Digital Technology and Innovative Strategies in Teaching and Learning | Developing innovative strategies using digital technology for teaching and learning   |
| <b>MANP06</b> | Digital Transformation in School Management and Culture                              | Assessing the essential role how digital transformation affects the school management and culture for the quality in education. |

### Cultivating Trends, Strategies and Innovation in Education

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|               |   |  |
|---------------|---|--|
| <b>MANA07</b> | Strategic AI Application for Education                      | Advancing strategic AI for teaching and learning                       |
| <b>MANA08</b> | Strategic HR for Managing Technological Change & Innovation | Organizing strategic HR for managing technological change & innovation |
| <b>MANA09</b> | Strategic Management and Leadership for Innovation          | Designing strategic management and innovation in operations            |

## Criteria for Development

### Minimum Requirements for Course Module Development:

| Component  | Number of hours | Description/Minimum Requirements  |
|--|-----------------|---|
| CANVAS Modules   |                 | Course program organized by weeks, units, chapters in one-directional linear flow of what students will do. Includes course materials and related information organized for course activities for easy course navigation.   |
| <b>HOMEPAGE</b>  |                 | <ul style="list-style-type: none"> <li>• make this page attractive; course home page should be inviting and intuitive for students</li> <li>• should look pretty and cool and unique and easy access their course content.</li> <li>• clear where to start</li> <li>• easy for returning students to get where they need to go</li> <li>• should include a short overview of what the course is and what it's about. This overview should be brief: detailed information can go on your course information page.</li> </ul>   |
| <b>TEACHING PROGRAMS</b> uploaded in CANVAS  |                 | OBEdized program of learning or syllabus for academic courses   |
| <b>INSTRUCTIONAL VIDEOS</b><br><br>Original instructional video of course content, activity or learning material   | 1 hour          | <p>A maximum of forty (60) minutes instructional/informative video clips</p> <p>Option 1</p> <ul style="list-style-type: none"> <li>- one (1) video clip with maximum of twenty (20) minute clip; one (1) ten (10) minute clip, and several other clips which should not exceed from three (3) to five (5) minutes;</li> </ul> <p>Option 2)</p> <ul style="list-style-type: none"> <li>- two (2) fifteen (15) minute clips and several other clips not exceeding from three (3) to five (5) minutes; and it should be assessed at the end of the course.</li> </ul> |
| <b>LEARNING MATERIALS</b><br><br>Embed videos and documents into any Page, Discussion, Assignment or Quiz. Provide variety of course content materials (pdf's, | 5 hours         | <ul style="list-style-type: none"> <li>- should include but not limited articles, executive summary, refereed journals, etc.</li> <li>- it should require a maximum reading equivalent to two (2) hours and minimum of thirty (30) minutes comprehended reading; (include number of page per minute)</li> <li>- it should include materials published not later than 2012;</li> <li>- it should cover all materials assigned in the topic;</li> </ul>   |

|   |          |   |
|---|----------|---|
| ppt's, doc's, etc.) in the CANVAS module  |          |   |
| <b>ASSESSMENTS</b> Create questions and deliver them as forms of assessments with PASSED or NEEDS IMPROVEMENT (FAILED) remark | 6 hours  | <p><u>Written Assessment</u> - integration of the acquired knowledge, skills, and competencies from readings, videos, and collaborations</p> <ul style="list-style-type: none"> <li>- should cover seventy (30) percent of the total assessment</li> <li>- should be created and delivered through a CANVAS quiz using options for quiz types and feedback for correct and incorrect responses</li> </ul> <p style="padding-left: 40px;">Create and deliver a quiz with a use of Rubrics to mark tasks in Speedgrader if necessary</p> <p><u>Authentic Assessment</u> - work-based outcome applying the learned knowledge, skills, and competencies from the module</p> <ul style="list-style-type: none"> <li>- should cover thirty (70) percent of the total assessment which includes but not limited to: article review, essays, reflections, and integrative paper;</li> <li>- it should require three (3) to five (5) pages paper works; double space, 12 font size Times New Roman with required</li> <li>- at least three (3) to five (5) citations, APA format;</li> <li>- it should undergo TURNITIN evaluation on an average rating of at least twenty (20) percent</li> </ul> |
| <b>Collaboration</b><br><br>Use CANVAS for collaboration, group task and Peer Reviews   | 5 hours  | <p>A learning engagement (collaboration) is designed among enrolled students and/or stakeholders (if no collaborators available among enrolled students) to establish the culture of collaboration using online platform</p> <p>Each module should have at least one (1) hour collaborative work. As such, it should require team meeting including minutes of the meeting; it should be directed towards the development of collaborative action project / CAPSTONE Initiatives</p>  |
| <b>Total</b>  | 17 hours |   |

## Online course requirements and criteria for assessment

| <b>Deliverable</b>  | <b>Indicator</b>  |
|---|---|
| CANVAS course is published  | Active account  |
| Created an effective Homepage   | Home page is has all the information about the subject and has easy to follow directions where to start and where to go for the planned learning activities |
| Teaching programs uploaded in CANVAS  | Both CANVAS Format and Long Syllabus Format are uploaded  |
| Prepared a modules for teaching and learning  | With reference to the uploaded teaching programs, all course content, activities and materials are provided and organized properly                          |
| Posted a variety of class content and resources (pdf's, doc's, ppt's, etc.) available through modules to support learning activities based on syllabus. | With reference to the uploaded teaching programs, there is a sufficient variety of course content, activities and materials provided                        |

## Screening of outputs (Full Online Course Modules)

- Screening committee will be created
- A recommendation from the screening committee will be submitted to Integrated Digital and Innovative Instruction (IDII) Director and Chief Administrative Officer for the approval.
- A letter of acceptance will be sent to the contributor once approved.
- A special contract will be prepared by iPACE.
- The contributor is expected to prepare the courseware to be uploaded in TechEd Canvas account subject for the approval of EduTech leads.