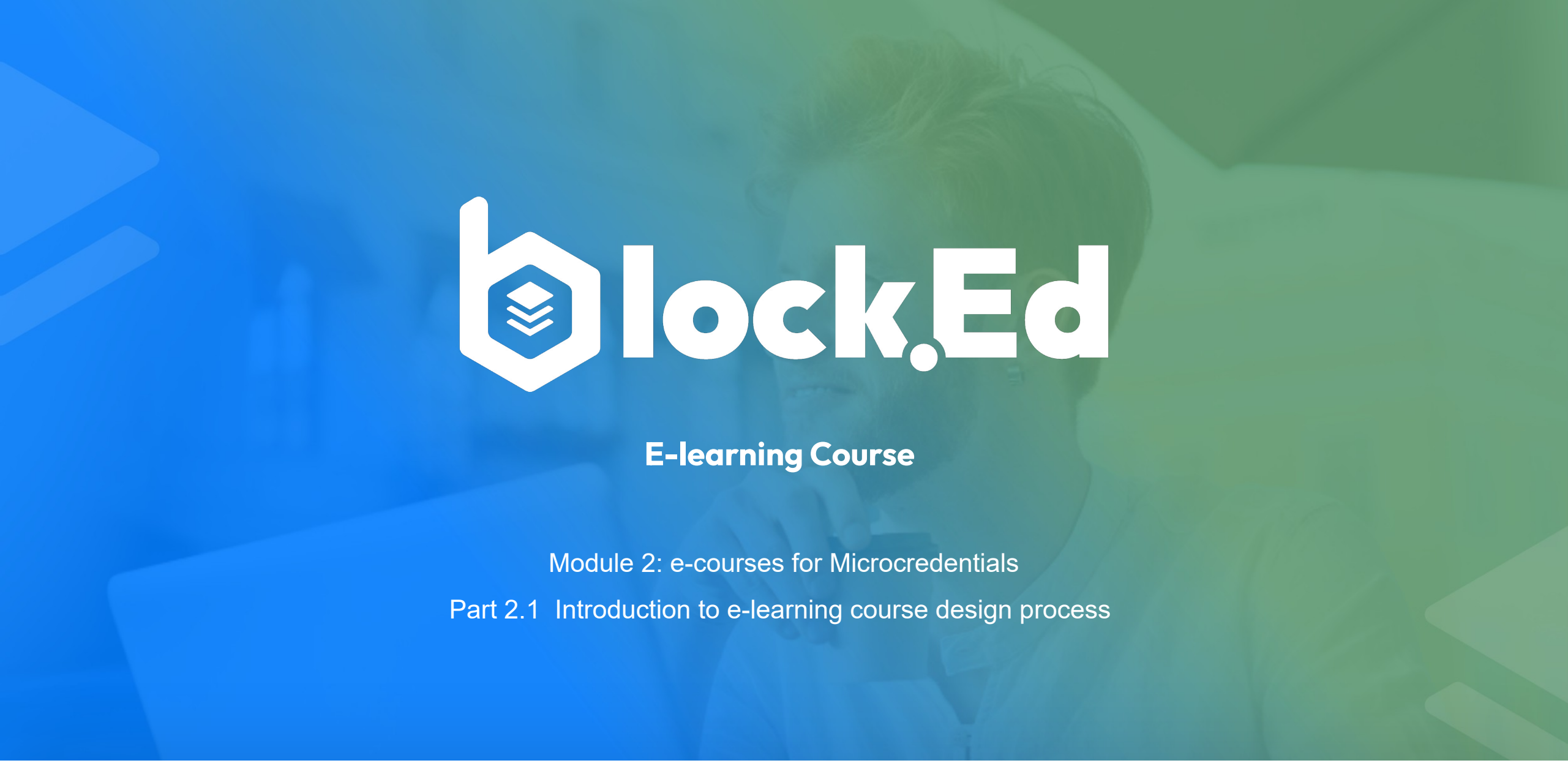

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E-learning Course

Module 2: e-courses for Microcredentials

Part 2.1 Introduction to e-learning course design process

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Introduction to e-learning course design process

Duration: app. 20 minutes



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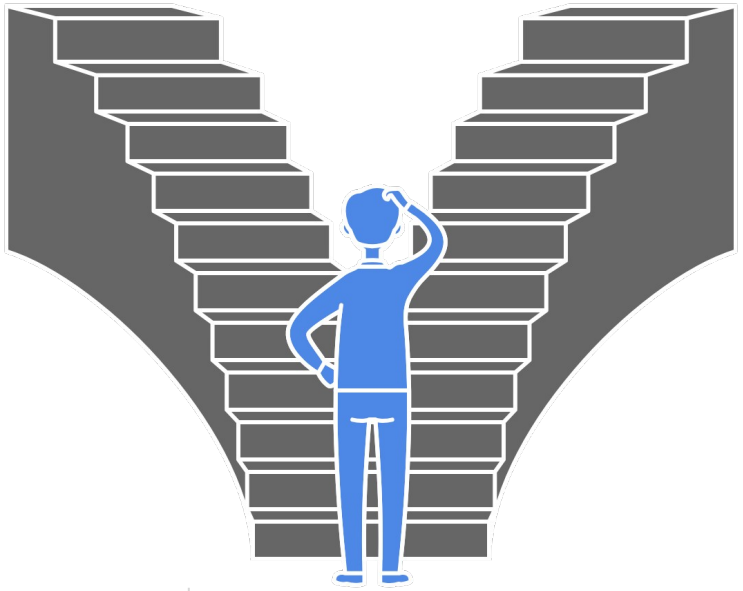
Understanding the scope of eLearning design

SLP: Offers flexibility and targeted learning

Full eLearning Course: Provides comprehensive and structured education



When developing eLearning, there are differences between **Short Learning Programs (SLPs)** and **full courses**. SLPs are **compact**, **competency-based**, **designed for rapid upskilling** and often stackable to more **comprehensive qualifications**.

Full courses are of a **longer duration**, **more comprehensive**, and for **broader learning outcomes**.

Understanding these differences helps **align objectives**, **structure**, and **delivery methods**. This knowledge is especially important when developing **microcredentials***, where **targeted**, **measurable outcomes** are key.

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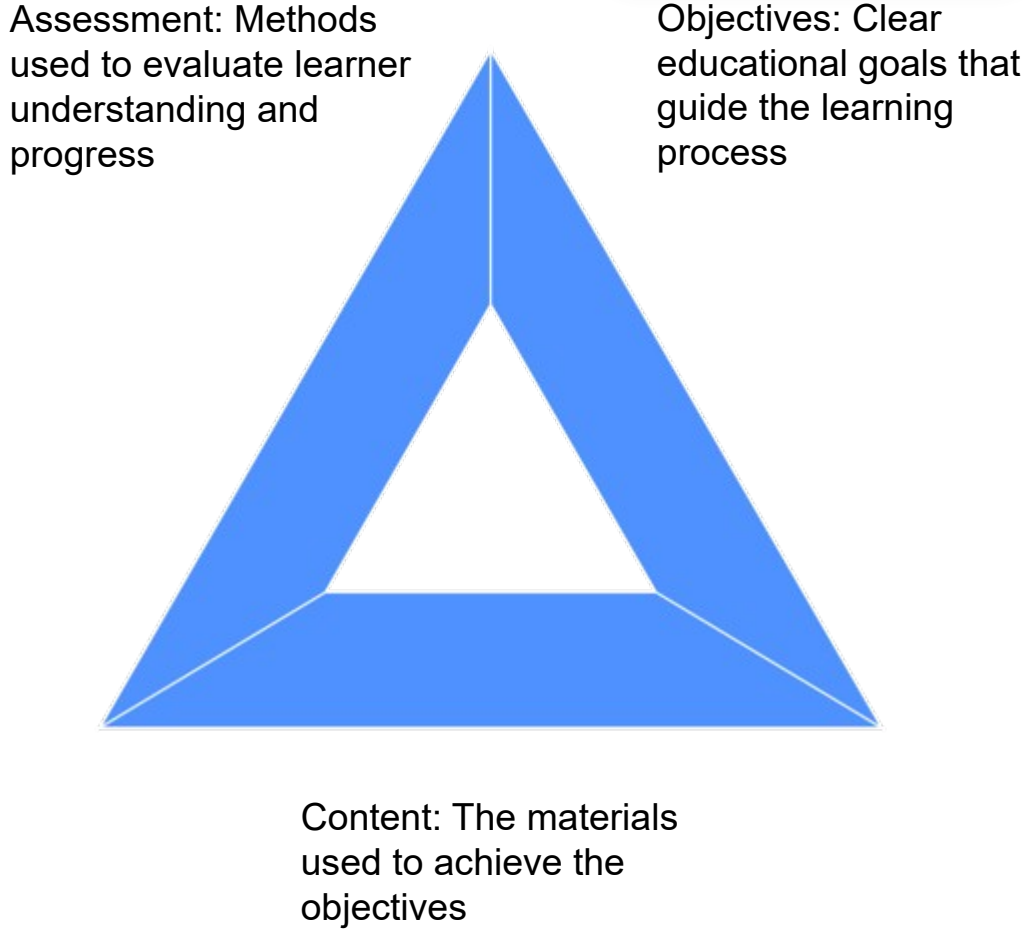
**microcredentials are considered as SLPs*

Foundations of instructional design

Instructional design is the basis of successful eLearning. It ensures that **objectives**, **content**, and **assessment** are aligned correctly. The significant underlying principles are **learner-centered design**, **scaffolding**, **active engagement**, **timely feedback**, and **real-world relevance**. Implementation of such principles assists in better **understanding** and **retention**, especially with **microcredential-based learning** whose outputs must be **concrete** and **usable**.



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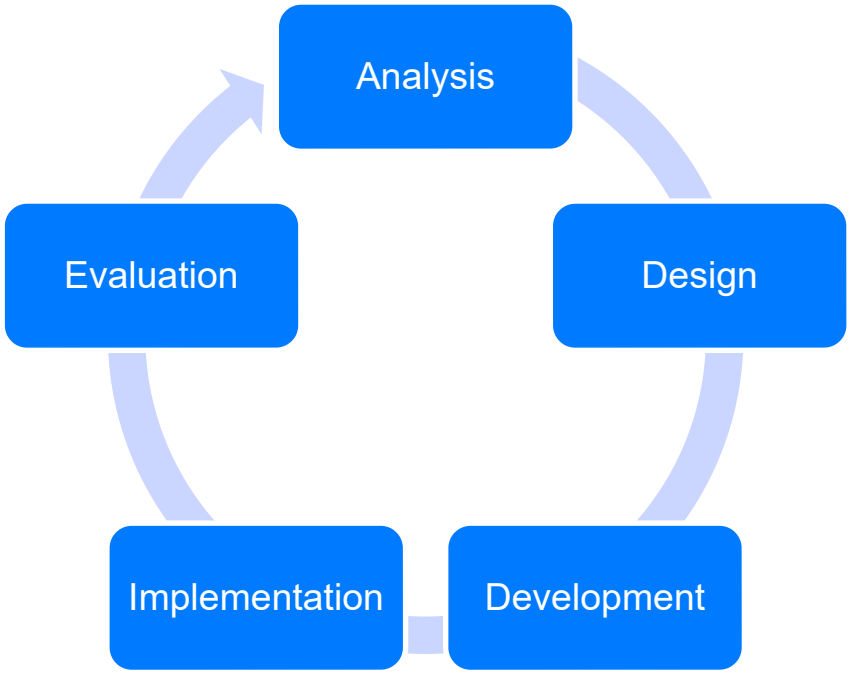
The eLearning course design cycle with ADDIE

The **eLearning design cycle** is **iterative** and **systematic**. It commences with **needs analysis** and proceeds to **design**, **development**, **implementation**, and **evaluation** steps that are prescribed by **ADDIE**. Each step proceeds from the previous step and can be looped to ensure that everything is functioning together efficiently. ADDIE makes it simpler to create **compelling**, **outcome-driven content** and so is ideally fitting **microcredentials** and **SLPs** where detail and clarity are crucial to ensuring that learners are successful.

ADDIE Model Overview



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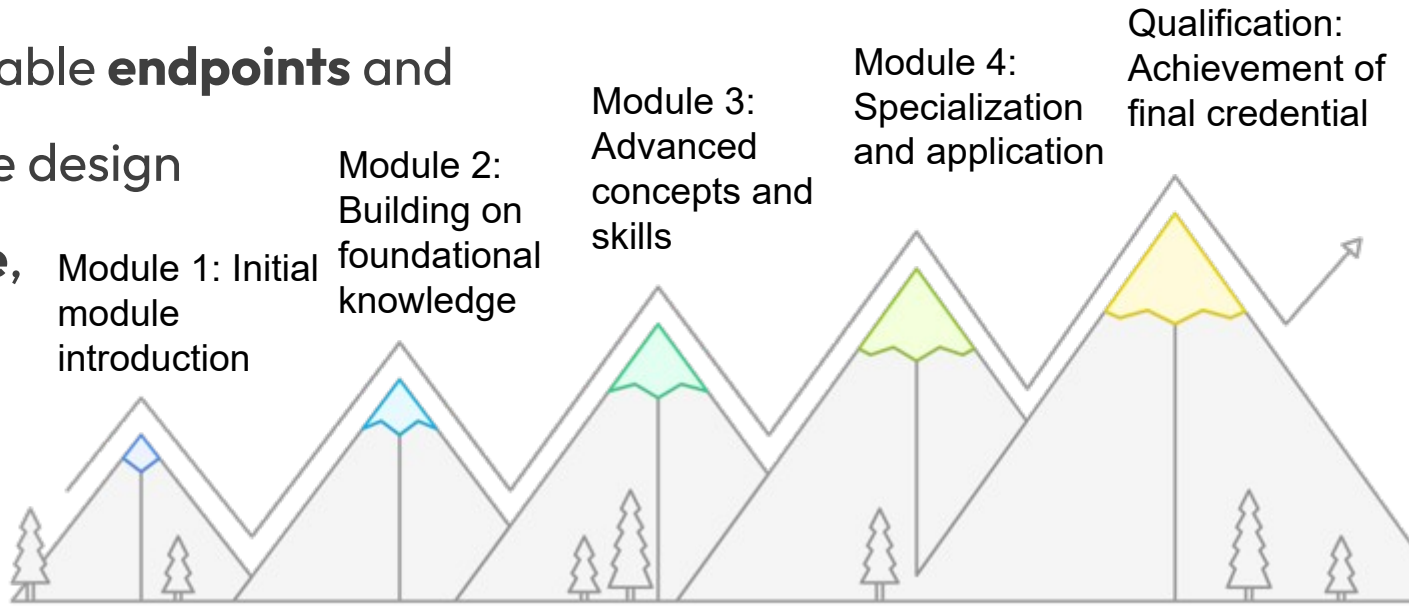
Applying the design cycle to SLPs and microcredentials

SLPs and **microcredentials** are driven by a **modular**, **competency-based design**. Each **module** targets **discrete skills** with **brief activities** and **measurements**. Utilization of the **ADDIE cycle** ensures that such elements are **adequately sequenced** and **continuously iterated**.

The designer needs to **conceptualize** stackable **endpoints** and **compact, attention-retaining content**. The design integrates **flexibility**, **real-world relevance**, and **responsiveness** to **workforce needs**.



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Module 2 at a glance

Part	ADDIE phase / focus	Learning resources	Duration*
2.1	Introduction to the design process	Slides 2.1.1	20′
2.2	Analysis – gaps and goals	Slides 2.2.1 · Guide 2.2.2 · Template 2.2.3	60′
2.3a	Design A – choosing the instructional strategy	Slides 2.3.1a · Guide 2.3.2 (§1 Training method)	30′
2.3b	Design B – blueprint, content and assessment	Slides 2.3.1b · Guide 2.3.2 (§2 Storyboard)	38′
2.4	Development – building learning materials	Slides 2.4.1 · Guide 2.4.2	45′
2.5	Implementation – before launch & during delivery	Slides 2.5.1 · Guide 2.5.2 · Template 2.5.3	25′
2.6	Evaluation – impact and continuous improvement	Slides 2.6.1 · Guide 2.6.2	22′

Every ADDIE phase follows the same path: Learn (slides) → Apply ("in action" guide) → Use (template, where provided).

** Duration of the slide-based part of each unit.*

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Additional Resources

Part	Title	Type	Duration	Link	Description
1	Mayer's 12 Principles of Multimedia Learning	website	30'	https://www.digitallearninginstitute.com/blog/mayers-principles-multimedia-learning	Mayer's 12 Principles of Multimedia Learning
2	Content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2374	Content creation guidance
3	Content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2376	Content creation guidance
4	Content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2378	Content creation guidance
5	Principles on designing content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2381	Content design guidance
6	Principles on designing content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2382	Content design guidance
7	Authoring tools for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2384	Available authoring tools
8	Guidance for blended and online education programmes	Online manual	30'	https://e-xcellencelabel.eadtu.eu/e-xcellence-review/manual	This manual is to provide a set of benchmarks, quality criteria and notes for guidance against which blended and online education programmes

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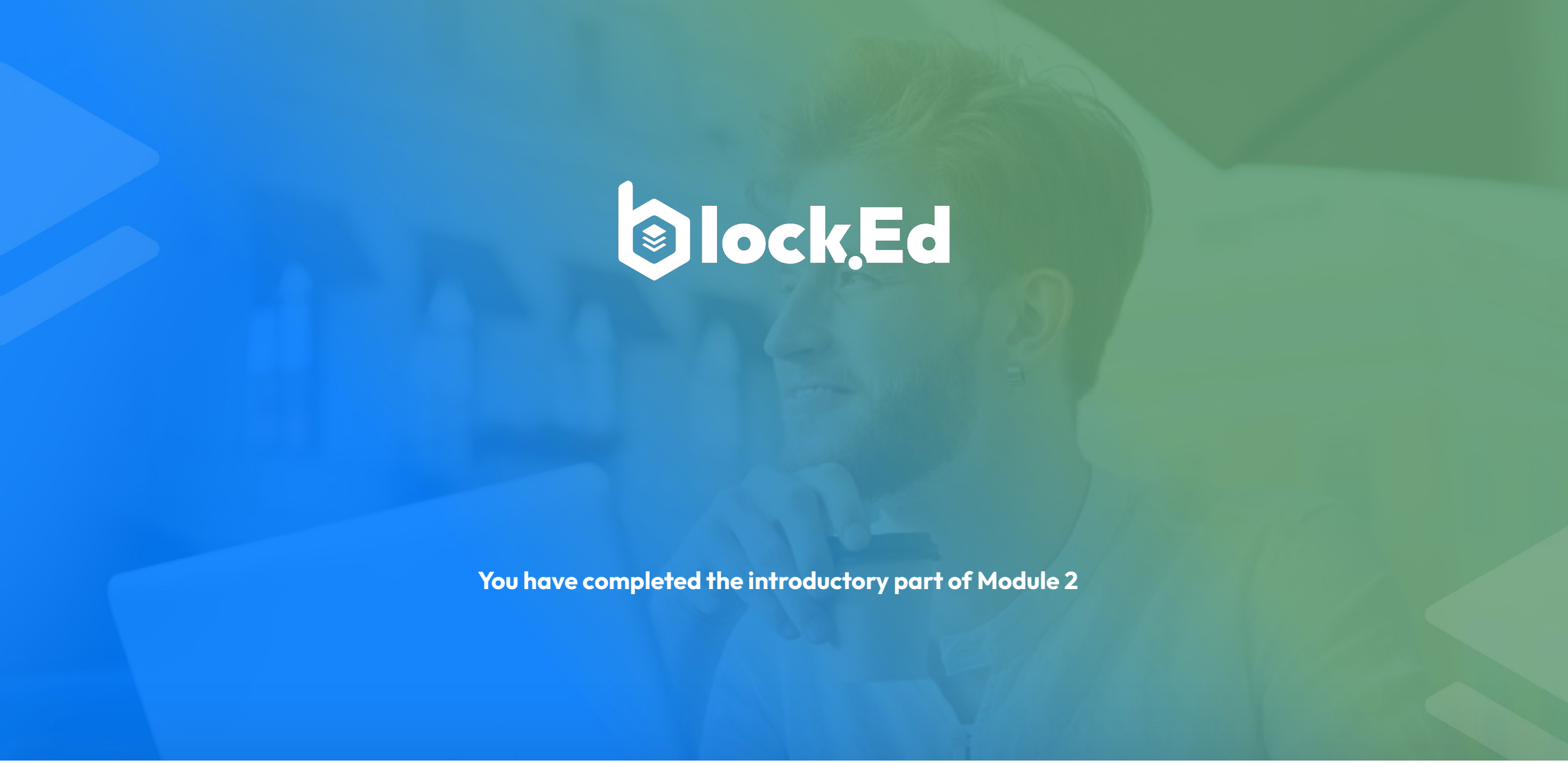

You have completed the introductory part of Module 2

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