



## COURSE OUTLINE: ELD304 - WEB CONF. AUTHOR TL

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<b>Course Code: Title</b>	ELD304: WEB CONFERENCING AUTHORIZING TOOL
<b>Program Number: Name</b>	1229: E-LEARNING DES & DEV
<b>Department:</b>	GENERAL ARTS & SCIENCE
<b>Academic Year:</b>	2024-2025
<b>Course Description:</b>	In this course, learners will further explore advanced technological tools by utilizing web conferencing authoring tools used to support the facilitation of quality online learning and engagement. Learners will explore common web conferencing tools that are used by Canadian businesses to support project collaboration and management.
<b>Total Credits:</b>	4
<b>Hours/Week:</b>	4
<b>Total Hours:</b>	56
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	ELD410, ELD420
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1229 - E-LEARNING DES &amp; DEV</b>
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 2 Apply learning theories to the development and design of courses utilizing educational technology, eLearning and instructional design.
	VLO 3 Evaluate and recommend learning strategies and solutions when developing and designing courses for a variety of learning and course management systems.
	VLO 4 Assess integrated learning methods, evaluations, and assessments for a variety of learning and development environments.
	VLO 6 Integrate fundamentals of design, animation, audio, and video to develop interactive online learning resources using a wide range of educational technological tools and systems.
	VLO 8 Communicate effectively and professionally in the Canadian workplace to support quality course development and a cohesive and productive work environment.
	VLO 10 Curate, develop, and storyboard reliable and peer-reviewed Canadian related eLearning content and resources to design effective online training modules and courses.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working



relationships and the achievement of goals.  
 EES 10 Manage the use of time and other resources to complete projects.

**Course Evaluation:**

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Other Course Evaluation & Assessment Requirements:**

Learners within this Post-Graduate program must maintain a cumulative program average of 63% or higher to be eligible for co-op or field placement.

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
Construct a comprehensive set of evaluation criteria for web conferencing that addresses strategic tool selection, accessibility considerations, and proactive solutions for potential technical and pedagogical challenges	<p>Construct a comparative analysis of three popular web conferencing tools (e.g., Zoom, Google Meet, Microsoft Teams), to highlight the key distinct features related to their critical functionalities: accessibility, interactivity, and assessment integration</p> <p>Compose a feasibility report that evaluates the selected web conferencing authoring tool on the basis of its capabilities, limitations and how it aligns with the specific requirements of an e-learning project</p> <p>Develop a weighted decision matrix to evaluate the selected web conferencing tool across criteria like usability, feature set, accessibility options, pricing structure, and customer support quality</p> <p>Design a how-to guide (text-based, video, or infographic) that explains integration capabilities and compatibility features of the selected web authoring tools with steps for integrating the web conferencing tool with common e-learning systems</p> <p>Conduct a comprehensive research review on current trends and emerging technologies in web conferencing to identify tools with strong pedagogical, communication and collaboration potential</p> <p>Identify potential challenges in implementing the web conferencing tool such as compatibility issues, bandwidth limitations and data privacy concerns to ensure access for all learners, regardless of their technical or technological capabilities</p>
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
Develop a plan for creating and delivering an engaging web conference session that incorporates multimedia elements, collaborative activities, and formative assessments to enhance	<p>Conduct comprehensive audience research of the unique characteristics of the target audience such as age, prior knowledge, expertise, technological proficiency, and learning background to assess their learning needs</p> <p>Develop clear and measurable learning objectives for your web conference session that align with both the core content and the broader learning goals of the session</p>

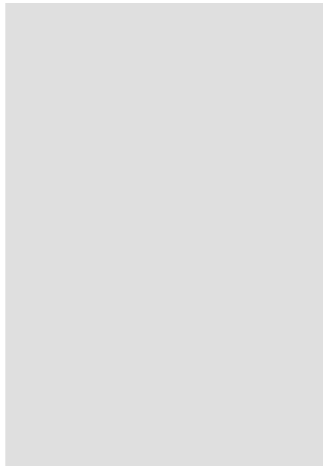


	<p>learner engagement and knowledge retention</p>	<p>Evaluate the cognitive load and technical demands of various interactive elements (polls, quizzes, simulations, breakout rooms, etc.) to match the technological proficiency and overall competency level of your learners</p> <p>Create a checklist that guides the selection, integration, and evaluation of interactive content to ensure each element promotes active participation, and learner interaction</p> <p>Discover various forms of interactive content by their potential pedagogical purposes (knowledge checks, collaborative tasks, problem-solving activities, etc.) to ensure purposeful and effective learner engagement</p> <p>Develop a detailed design and delivery plan that maps out all aspects of your web conference, including the timelines for each segment, clear transitions between activities, diverse methods of content delivery (slides, multimedia, shared documents) and formative assessments</p>
	<p><b>Course Outcome 3</b></p>	<p><b>Learning Objectives for Course Outcome 3</b></p>
	<p>Design compelling online learning content and activities that actively engage learners, promote collaboration, and promote positive, and engaging learning experiences</p>	<p>Design a diverse range of learning tasks that smoothly encourage learners to engage in reflection, meaningful collaboration with peers, and active interaction with the content</p> <p>Develop a comprehensive and practical how-to guide (checklist, rubric, infographic, etc.) for designing interactive and thought-provoking online learning tasks for web conferencing environments</p> <p>Construct a detailed concept map that visually connects content creation, delivery methods, multimedia elements, collaborative activities, and assessments with the session's core objectives to ensure that all elements work harmoniously to support meaningful learning experiences</p> <p>Apply principles of cognitive load theory to break down complex learning content into accessible chunks that can support various learning styles and levels of prior knowledge within your audience</p> <p>Develop flexible and adaptable frameworks or templates for designing compelling web conference activities which outline key elements and best practices for promoting active participation, productive collaboration, and meaningful interaction within online synchronous sessions</p> <p>Design and implement pre-webinar asynchronous activities (discussion prompts, polls, micro-learning modules) in a logical sequence to introduce key concepts, stimulate learner curiosity, establish a foundation of knowledge, and set the stage for the live web session</p>

<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
<p>Create an accessible learning experience on the basis of Universal Design principles to meet the needs of culturally diverse learners and learners with disability</p>	<p>Develop a comprehensive set of metrics to assess the effectiveness and efficiency of integrating diverse elements into the web conference such as technical performance, user engagement, and learning outcomes</p> <p>Create web conference materials (e.g., a short presentation, infographic, interactive activity) that demonstrates excellence in visual design, ease of navigation, and accessibility for all learners</p> <p>Develop a well-structured web conference lesson plan or online learning module that integrates culturally responsive pedagogy to ensure there is appropriate content relevance, representation that relate directly to the experiences and backgrounds of the learners</p> <p>Create a set of guidelines for designing and facilitating accessible and inclusive web conferencing learning experiences, from planning and content creation to multimedia integration and evaluation</p> <p>Identify potential accessibility barriers that learners with disabilities might encounter within a web conference setting (e.g., lack of captions, poor color contrast, inaccessible navigation) to ensure an equitable learning experience for all</p> <p>Create a comprehensive accessibility checklist which covers all aspects of accessible design such as transcripts, captions, audio descriptions, and other accessibility features to guide the design and development of online learning content for the web conferencing session</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
<p>Design an innovative and learner-centered approach to online facilitation by mastering the technical and interactive elements of web conferencing to create engaging, accessible, and impactful learning experiences</p>	<p>Develop and implement a proactive technical checklist designed to identify common technical issues and troubleshoot problems with available support resources to mitigate potential disruptions during live web conferences</p> <p>Design a multi-modal communication strategy with diverse methods such as reminders, calendar invites, engaging pre-session content, and follow-up communication to maximize web conference attendance and engagement</p> <p>Evaluate three external tools, plugins, or learning technologies that integrate with your web conferencing platform to analyze its setup, functionality, and potential</p> <p>Create a resource list (e.g., shared document, social bookmarking tool) on emerging technologies in online learning to inform your ongoing professional development in this field</p> <p>Analyze web conference analytics, such as attendance records, poll responses, and chat logs to identify trends and</p>

	<p>patterns in learner engagement</p> <p>Design and facilitate two distinct interactive activities with the digital whiteboard feature of a web conferencing platform to engage learners in collaborative brainstorming, visual thinking, or concept mapping exercises in the session</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
<p>Build adaptable facilitation techniques for the online environment to lead engaging and interactive web conferencing sessions which creates impactful learning experiences for all diverse participants</p>	<p>Design and facilitate a collaborative concept-mapping activity with a structured approach to using both the digital whiteboard and breakout room features for optimal learner interaction and constructing knowledge</p> <p>Experiment with different approaches to strategically timing and pacing the delivery of the content during a web conference to ensure there are adequate intervals for learner processing, learner engagement, comprehension, and a smooth flow of the session</p> <p>Compile a web-based learning module or resource that presents new information in a step-by-step, sequential manner to allow learners to progressively build upon their knowledge and apply new concepts before moving forward</p> <p>Apply diverse chunking techniques such as segmenting, signaling, summarizing to translate complex content into accessible parts for a web conference session</p> <p>Design distinct collaborative learning activities which are suitable for different group sizes for a web conferencing learning environment</p> <p>Demonstrate effective strategies to address the inquiries and concerns of learners by responding to their questions, comments, and technical challenges in a manner that supports an inclusive learning community throughout web conferences</p>
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
<p>Develop a data-driven approach to web conference design and facilitation by using assessment strategies and learner feedback to improve the quality, engagement, and efficacy of online learning experiences</p>	<p>Devise a pre-session assessment tool (e.g., online survey, pre-reading quiz, surveys, interviews, or focus groups) to assess the prior knowledge and learning needs of your target audience to adjust the complexity, pace, and relevance of the content for your web conferencing session</p> <p>Develop a post-session assessment strategy and feedback mechanisms to measure the overall efficacy of your web conference by evaluating the knowledge gain and refining your future online session designs based on learner feedback</p> <p>Conduct a thorough evaluation of the interactive content creation process to assess the interactivity, relevance, and complexity of the content and identify potential areas for enhancement based on feedback received</p>





Construct a set of clear evaluation criteria (e.g., rubric, checklist) and diverse formative assessment methods such as polls, low-stakes quizzes, reflective prompts, knowledge checks throughout the web conference session to actively assess the comprehension of learners and provide instant feedback to guide their understanding and support active learning

Implement anonymous feedback mechanisms, such as online surveys or suggestion boxes, to empower learners to share constructive feedback to facilitate the continuous improvement of the web conference experience

Design icebreaker activities for web conferencing environments using a range of web conferencing features (chat, polls, breakout rooms, multimedia sharing) to maximize learner interaction, build mutual rapport, and promote an inclusive online learning community

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Application-Based Exercises: 5 @ 6% each	30%
Online Learning Activities: 12 @ 2% each	28%
Project-Based Exercises: 6 @ 7% each	42%

**Date:** August 6, 2024

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.