



Co-funded by
the European Union

D-VETYA PROJECT

YOUNG AFRICA (YA) ELEARNING CAPACITY BUILDING COURSE

TRAINING MANUAL
(produced by [Spur Technologies](#))

Project Deliverable 4 (This complete Training Manual is a core part of this Deliverable. The overarching Deliverable Report was submitted to the EU in June 2024 through the Continuous Reporting System. This Training Manual and the associated videos, available at the link on the next page, complete the work on this deliverable)

Deliverable Description Sheet

Deliverable: D4 Training Material for eLearning Platform

Due Date: Month 18 (30th June 2024)

Actual Completion Date: June 2024

Work Package Concerned: WP 2 – Development of the YA eLearning Platform

Deliverable Type: R – Report (Actual Training Material)

Dissemination Level:

PU – Public (shared on project websites – <https://serve.ie/digital-vet-youngafrica/> and <https://youngafrica.org/en/project/digital-vocational-education-and-training-for-young-africans/>)

This Training Programme is also available on the Young Africa eLearning [Youtube](#) channel (Videos of the eLearning Training Programme & Key Content)

Authors: Spur Technologies (Uganda)

Disclaimer: “Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA) – the Granting Authority. Neither the European Union nor the granting authority can be held responsible for them.”

Contents

YOUNG AFRICA (YA) eLEARNING CAPACITY BUILDING COURSE CURRICULUM - OVERVIEW	4
YOUNG AFRICA (YA) eLEARNING CAPACITY BUILDING COURSE OUTLINE	8
YOUNG AFRICA (YA) eLEARNING CAPACITY BUILDING COURSE CONTENT DETAILS..	17
ORIENTATION TO THE YOUNG AFRICA eLEARNING CAPACITY BUILDING COURSE LEARNING RESOURCES (WEEK 1)	17
REQUIRED PERSONAL ATTRIBUTES REQUIRED OF PARTICIPANTS OF AN eLEARNING COURSE	20
ETIQUETTE GUIDELINES FOR FORUM DISCUSSIONS	21
ONLINE FACILITATORS' RESPONSIBILITIES AND REQUIRED KNOWLEDGE AND SKILL SET	22
ORIENTATION TASKS	24
BEGINNING OF COURSE SURVEY: YOUNG AFRICA (YA) eLEARNING CAPACITY BUILDING COURSE	28
MODULE 1: INTRODUCTION TO YA eLEARNING PLATFORM LEARNING RESOURCE	36
MODULE 2: SETTING UP, ADDING RESOURCES AND ENROLLING USERS IN YOUR ONLINE COURSE LEARNING RESOURCE	64
MODULE 3: ADDING ACTIVITIES TO YOUR ONLINE COURSE LEARNING RESOURCE	88
MODULE 4: ADDING H5P INTERACTIVE CONTENT TO YOUR ONLINE COURSE LEARNING RESOURCE.....	107
APPENDIX 1: EXAMPLE OF A COURSE PLAN	131
APPENDIX 2: MOODLE MOBILE APP OFFLINE FUNCTIONALITY	132

YOUNG AFRICA (YA) eLEARNING CAPACITY BUILDING COURSE CURRICULUM - OVERVIEW

COURSE AIMS

The overall aim of this Young Africa eLearning Capacity Building course is to equip Young Africa (YA) Learning Centre coordinators, course designers and Technical and Vocational Education and Training (TVET) and Soft Skills trainers with the knowledge and skills necessary to effectively utilize the YA eLearning platform (<https://yaelearning.org/>) for planning, creating, uploading, configuring and facilitating online courses.

Specifically, the course aims at:

1. Familiarizing course participants with the YA eLearning platform, its interface, and core functionalities.
2. Guiding course participants through the process of planning, creating, uploading, configuring and facilitating TVET and Soft skills courses on the YA eLearning platform.
3. Enabling course participants to create and integrate interactive and multimedia content using the platform's features and H5P (HTML5) to enhance learner engagement and facilitate practical, hands-on learning experiences that are characteristic of TVET.
4. Equipping course participants skills and tools to effectively manage learner registration, enrollment, track progress, assess and grade performance, and provide feedback, ensuring a supportive and constructive learning environment.
5. Building participants' capacity to edit and upgrade existing courses on the YA eLearning platform and creating new courses on the platform.

COURSE DURATION

This self-paced eLearning capacity building course should take a maximum of eight (8) weeks.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, course participants should be able to:

1. Confidently navigate the YA eLearning platform, understanding its interface, features and capabilities to effectively facilitate the existing courses and to design new courses.

2. Plan, design and develop structured and engaging online courses on the YA eLearning platform, specifically tailored to meet the learning outcomes and objectives of TVET and Soft Skills programs.
3. Employ course development tools such as H5P to create and integrate interactive and multimedia content into their courses, enhancing the learning experience and engagement of your TVET learners.
4. Utilize the YA eLearning platform assessment tools such as interactive quizzes, crossword puzzles, image drag and drop, word drag and drop, assignments, forums, journals, interactive videos to construct meaningful assessments and provide timely and constructive feedback to their students.
5. Effectively manage learner enrollments, roles and permissions and use the platform tracking and reporting features to monitor and support learner progress and engagement.
6. Foster a collaborative and supportive learning environment by facilitating communication among learners using the YA eLearning platform's forums, messaging and other collaborative tools.

RECOMMENDED PREREQUISITE PEDAGOGICAL KNOWLEDGE

For smooth and successful participation in this course, it's important for participants to have the following recommended pedagogical knowledge

- Knowledge of the core principles and objectives of Technical and Vocational Education and Training (TVET), including the focus on providing learners with skills directly applicable to the labor market and specific occupations.
- Basic understanding of instructional design principles, such as defining clear learning outcomes, aligning content and assessment with outcomes, and structuring courses for optimal learning progression.
- Understanding of various assessment methods (formative and summative) and their role in evaluating learner performance and achieving learning outcomes.
- Knowledge of Competency-based Education (CBE) principles, including designing learning experiences around acquiring specific skills and competencies.
- Familiarity with student-centered learning approaches that emphasize active learning, learner engagement, and personalization of the learning experience.

RECOMMENDED PREREQUISITE TECHNICAL KNOWLEDGE AND SKILLS

While the course is designed for those with no previous experience with the YA eLearning platform, the following technical prerequisites are recommended:

- Proficiency in using a computer for basic computer operations such as file management, copying, pasting, and organizing files and folders.

- Competence in using the internet, including web browsing, searching for information, and downloading resources.
- Ability to use word processing software (e.g., Microsoft Word, Google Docs) .
- Familiarity with using email for communication, including sending, receiving as well as attaching and downloading files.
- Ability to view, download and upload multimedia content such as images, audio, and video. Basic editing skills for images and videos can be particularly useful for creating engaging course materials.
- Experience with video conferencing tools and platforms (e.g. Microsoft Teams, Zoom, Google Meet) which will be used for weekly live demonstrations.
- Willingness and ability to learn and adapt to new software applications and tools, as exploring and mastering the YA eLearning platform will require navigating and utilizing its various features and capabilities.

These technical skills will provide a solid foundation for participants to successfully navigate the YA eLearning platform, engage with the course materials, and design effective and interactive TVET courses. Participants without these skills may need additional support or preparatory training (by Young Africa) for them to fully benefit from the eLearning Capacity Building course.

RECOMMENDED PREREQUISITE TECHNICAL KNOWLEDGE AND SKILLS FOR PARTICIPANTS USING MOBILE DEVICES.

For participants accessing the YA eLearning platform via mobile devices like smartphones or tablets, certain technical knowledge and skills are particularly relevant. The YA eLearning platform is designed to be accessible on various devices, including mobile devices like smartphones, through a web browser or a dedicated Moodle Mobile App.

Participants using mobile devices should have:

- Proficiency in using the basic functions of their mobile device, including installing apps, managing settings, using touch gestures (such as tapping, swiping, pinching), and adjusting connectivity settings (Wi-Fi, mobile data).
- Ability to search for, install, update, and manage apps from the device's app store (Google Play Store for Android devices, App Store for iOS devices).
- Familiarity with using a web browser on a mobile device to access websites, navigate through web pages, and manage browser tabs and bookmarks.
- Skills in managing files on a mobile device, including downloading, opening, and organizing files such as PDFs, images, and videos.
- Experience with using email, messaging apps, and other communication tools on a mobile device for effective communication.
- Understanding how to view, record, and upload multimedia content (photos, videos, audio) using a mobile device.

- Adaptability to learning on a smaller screen and navigating courses in a mobile context, which may include scrolling through content, participating in forums, and completing activities within the Moodle app or mobile web browser.
- Awareness of the Moodle Mobile app's existence and how to use its offline functionality.

These skills will ensure that participants using mobile devices can effectively access and engage with the YA eLearning platform, participate in courses, and complete activities.

YOUNG AFRICA (YA) eLEARNING CAPACITY BUILDING COURSE OUTLINE

The Young Africa (YA) eLearning Capacity Building Course is divided into five (5) sections:

1. Orientation to the Young Africa (YA) eLearning Capacity Building Course (Week 1)
2. Module 1: Introduction to the Young Africa (YA) eLearning Platform (Week 2 & Week 3)
3. Module 2: Setting Up, Adding Resources and Enrolling Users in Your Online Course (Week 4 & Week 5)
4. Module 3: Adding Activities to Your Online Course (Week 6)
5. Module 4: Adding H5P Interactive Content to Your Online Course (Week 7 & Week 8)

ORIENTATION TO THE YOUNG AFRICA (YA) eLEARNING CAPACITY BUILDING COURSE (WEEK 1)

Orientation to Young Africa (YA) eLearning Capacity Building Course sets the stage for a successful, engaging and respectful online learning experience.

Reading material:

The orientation learning resources covers:

- Advice to participants on how to succeed in an online course
- Personal attributes required of participants of an online course.
- Online facilitators' responsibilities and required knowledge and skills set.
- Introducing yourself to other course participants
- Beginning of course survey: Young Africa (YA) eLearning Capacity Building Course
- Moodle Mobile App offline functionality

Orientation Tasks:

During the orientation, participants are expected to complete four (4) tasks:

1. **Forum Activity – Welcome to eLearning course – Introduce Yourself:** Participants expected to introduce themselves and respond to at least two of peers' introductions.
2. **Beginning of Course Survey – Young Africa (YA) eLearning Capacity Building Course:** Participants are expected to complete and submit the survey.
3. **About this Young Africa (YA) eLearning Capacity Building Course:** Participants are expected to carefully read each of the sections outlined in the "About the Young Africa eLearning Capacity Building Course" to equip themselves with a thorough

understanding of what to expect, how to prepare and how to engage effectively in the course.

4. **Reflective Journal Entry – My Initial Course Engagement:** Participants are expected to write and submit a thoughtful reflection on self-introduction in the forum, beginning of course survey and review of the “About the Young Africa eLearning Capacity Building Course”.

MODULE 1: INTRODUCTION TO YOUNG AFRICA (YA) ELEARNING PLATFORM (WEEK 2 & WEEK 3)

This module serves as an introduction to the Young Africa (YA) eLearning platform. It aims at building a positive attitude of eLearning in Technical and Vocational Education and Training (TVET). Participants navigate the transition to eLearning at Young Africa and build their skills to register and to build a conducive learning community and atmosphere on the YA eLearning platform.

Learning Outcomes;

Upon successful completion of this module, participants should be able to:

- Explain the importance of eLearning platforms like YA eLearning platform in the context of TVET,
- Navigate the YA eLearning platform confidently and understand its structure and main features.
- Customize their user profile to facilitate communication and engagement within the platform.
- Get to know other participants in the course as a way of fostering a learning community.

Units covered:

Module 1 consists of two (2) units:

Unit 1: Introduction to YA eLearning Platform for TVET

- Understanding eLearning
- Benefits of eLearning to Technical and Vocational Education and Training (TVET).
- Key features of the YA eLearning platform
- Navigating the transition to eLearning at Young Africa
- Uses of instructional videos in Technical and Vocational Education and Training (TVET).

Unit 2: Getting started with YA eLearning Platform

- Creating an account and logging in
- Editing user profiles for enhanced communication and personalization.
- Getting to know each other to build a sense of community among course participants.

Reading material:

Module 1: Introduction to Young Africa (YA) eLearning Platform Learning Resource covers:

- Understanding eLearning
- Benefits of eLearning to Technical and Vocational Education and Training (TVET)
- Teaching and Assessment methods used in Online Courses
- Key features of the Young Africa (YA) eLearning Platform
- Use of instructional videos in Technical and Vocational Education and Training (TVET)
- Purposes of personal information captured from new users
- Self-registration on the YA eLearning Platform
- Manual Account creation by Platform Administrator (Admin)
- Bulk User upload by Administrator (Admin)

Tasks:

Module 1 has eight (8) tasks:

1. **Forum Activity- Navigating the transition to eLearning at Young Africa:**
Participants are required to reflect on how eLearning can benefit Young Africa, its coordinators, course designers, trainers and students. Discuss any challenges they foresee with the adoption of eLearning and propose strategies or solutions to overcome these challenges. Participants will respond to at least two other posts,
2. **Forum Activity – Exploring instructional videos in different TVET courses:**
Participants are required to conduct internet research to find videos relevant to their TVET courses and share them with their peers, fostering a diverse learning resource pool.
3. **Multiple- Choice Quiz: Benefits and Challenges of eLearning in TVET:**
Participants will be assessed on their knowledge and understanding of the benefits and challenges of eLearning in Technical and Vocational Education and Training (TVET).

4. **Reflective Journal Entry - Reflecting on Unit 1 of Introduction to the YA eLearning Platform (Unit 1):** Participants are required to reflect on their initial experiences, the use of instructional videos in TVET and their personal expectations and goals for the remainder of the course.
5. **Practical Activity - Facilitating student self-registration on the YA eLearning platform:** Participants will guide (2-5) of their students through the self-registration process on the YA eLearning platform, document the process and prepare a short report to be submitted as an Assignment for grading.
6. **Practical Task- Personalizing your user profile on the YA eLearning Platform:** Participants are required to complete/edit and personalize their user profile including a brief bio and a personal professional photo.
7. **Forum Activity - Getting to know each other:** Participants are required to view profiles of peers, learn more about each other's backgrounds, interests and expectations for the course fostering a supportive learning environment.
8. **Reflective Journal Entry - Reflecting on Module 1: Introduction to YA eLearning platform:** Participants are required to write a thoughtful reflection on the challenges they faced in Module 1 and how they overcame them, the surprises they got, lessons learned and key takeaways from module 1.

MODULE 2: SETTING UP, ADDING RESOURCES AND ENROLLING USERS IN YOUR ONLINE COURSE (WEEK 4 & WEEK 5)

This Module will equip you with the knowledge and skills necessary to setup a new course on the YA eLearning platform, configure the course settings, add content to the course, enroll users into the course and assign them roles.

Learning outcomes:

Upon successful completion of this module, you should be able:

- Create a new course on the YA eLearning platform
- Configure the course settings.
- Add resources to your online course
- Enroll users into your online course and assign them roles

Units covered:

Module 2 consists of two (3) units:

Unit 1: Creating a new course on Young Africa (YA) eLearning platform

1. Step-by-step guide to creating and configuring a new course on the YA eLearning platform
2. Basic components of the YA eLearning platform course

Unit 2: Adding Resources to your online course

1. Adding a page
2. Adding a URL
3. Adding a video or image

Unit 3: User Roles and Enrolling Users

1. Overview of user roles in a course on YA eLearning platform
2. Methods of enrolling users
3. Enrolling users in your online course

Reading material:

Module 2: Setting up, Adding Resources and Enrolling Users in Your Online learning resource covers:

- Creating a new course on the YA eLearning Platform
- Configuring your online course
- Basic components of a course on the YA eLearning platform
- Adding Resources (Page, URL, Image and Video) to your online course
- User roles in the Young Africa (YA) eLearning Platform
- Methods of enrolling users in an online course on the YA eLearning Platform

Tasks:

Module 2 has six (6) tasks:

1. **Practical Activity: Configuring Your Online Course on the YA eLearning platform:** Participants having the role of “Teacher” in their individually assigned empty courses will configure the course setting starting with general settings like course name and description, choosing an appropriate course format, adjusting

appearance setting including language and layout, setting maximum upload size and finally setting up completion tracking criteria.

2. **Reflective Journal Entry – Reflecting on Configuring Your Online Course on the YA eLearning platform:** After completing the “Configuring Your Online Course on the YA eLearning platform”, participants will reflect on the process, their decisions and how the activity influenced their understanding of the YA eLearning platform and online course design.
3. **Practical Activity- Adding Resources to Your Online Course:** Participants will add a variety of resources of their online courses, including at least one text-based resources, two multimedia element and one external link or resource,
4. **Reflective Journal Entry – Reflecting on Adding Resources to Your Online Course: Participants after** adding resources to their assigned online courses will reflect on the choice and impact of the resources they added, the challenges they face and what they learned from the activity.
5. **Practical Activity – Enrolling Users in Your Online Course:** Participants will enroll users in their online courses using the manual enrollment method.
6. **Forum Activity – Reflection on Module 2: Setting up, Adding Resources and Enrolling users to Your Online Course:** Participants will reflect and share with their peers their experience, challenges and lessons learned while planning, setting up and adding resources to their online courses.

MODULE 3: ADDING ACTIVITIES TO YOUR ONLINE COURSE (WEEK 6)

This Module will equip you with the knowledge and skills necessary to setup and configure a forum and an Assignment.

Learning outcomes:

Upon successful completion of this module, participants should be able to:

- Setup and configure discussion forums to foster meaningful discussions, enable peer feedback and build a learning community among learners.
- Create and manage online assignment, including selecting appropriate submission types and configuring grading methods.
- Mark and grade assignment providing timely and constructive feedback to learners.
- Construct quizzes that incorporate a variety of question types to assess student learning,

Units covered:

Module 3 has two (2) units:

Unit 1: Facilitating Discussions and Collaborations

- Detailed guide on setting up discussion forums
- Using forums for discussions, peer feedback and community building
- Structuring criteria for effective peer assessment.

Unit 2: Creating and Marking Assignments

- Detailed guide on setting up assignments, including submission types and grading methods.
- Implementing assignments that reflect real-world tasks and scenarios.
- Marking and grading assignments.

Reading material:

Module 3: Adding Activities to Your Online Course learning resource covers:

- Uses and key features of discussion forums
- Detailed step-by-step guide to setting up and configuring a discussion forum
- Uses of Assignment activity in an online course on the YA eLearning platform
- Detailed step-by-step guide to adding an Assignment to an online course on the YA eLearning platform

Tasks:

Module 3 has four (3) tasks:

1. **Practical Activity – Setting Up and Configuring Introduction Discussion Forum in Your Online Course:** Participants will setup and configure an introduction discussion forum and invite users enrolled in their assigned course to introduce themselves and respond to peers' posts. They will facilitate the forum discussions.
2. **Practical Activity – Setting Up and Configuring an Assignment activity in Your Online Course:** Participants will setup and configure an Assignment in their assigned course. They will invite users enrolled in their course to submit their answers to the assignment which they will mark and grade.
3. **Reflective Journal Entry – Reflecting on Adding Activities to Your Online Course:** Participants will write a thoughtful reflection on the challenges they faced

and the lessons they learnt when setting up and configuring a forum and an assignment in their online courses.

MODULE 4: ADDING H5P INTERACTIVE CONTENT TO YOUR ONLINE COURSE (WEEK 7 & WEEK 8)

This module is designed to equip you with the skills and knowledge necessary to create and integrate H5P interactive content into your online course. The module introduces you to H5P, a powerful tool for creating interactive content and guides you through the process of using H5P to create engaging and interactive content. Through hands-on experience with H5P, you will learn how to create, integrate and utilize various types of H5P content in your online course, enhancing student engagement and learning outcomes.

Learning outcomes:

Upon successful completion of this module, you should be able to:

- Explain what H5P is and its advantages in creating interactive content within an online course on the YA eLearning platform.
- Explain the various H5P content types and how they can be used in Technical and Vocational Education and Training (TVET).
- Use the H5P interactive content Activity to create interactive content.
- Create several types of H5P interactive content relevant to TVET courses
- Edit and add new courses on the YA eLearning platform.

Units covered:

Module 4 has two (2) units:

Unit 1: Introduction to H5P and getting started with H5P in the YA eLearning platform

- Understanding H5P and its advantages in creating interactive content in course on the YA eLearning platform.
- Different H5P content types and their possible use in Technical and Vocational Education and Training (TVET).
- Exposition to the different H5P content types such as quizzes, drag and drop activities, course presentation, interactive videos, drag the words, crossword puzzles etc.

Unit 2: Creating interactive content with H5P

- Hands-on activities for creating various interactive content types, including detailed instructions
- Embedding and re-using H5P content in online courses on the YA eLearning platform.

Reading material:

Module 4: Adding H5P interactive content to Your Online Course learning resource covers:

- H5P and its advantages in creating interactive content in online courses on the YA eLearning platform,
- Examples of H5P interactive content types (Image Hotspot, Image Drag and Drop, Question set, Interactive video, Crossword puzzle and Drag the Words)

Tasks:

Module 4 has two (2) tasks:

1. **Practical Activity - Adding H5P Interactive Content to my Online Course:**
Participants are required to create and integrate at least two types of H5P interactive content into their online courses, demonstrating an understanding of how to use interactive content enhance learning in TVET.
2. **Reflective Journal Entry:** Participants will reflect on the challenges encountered and successes achieved in adding H5P interactive content to their courses.

YOUNG AFRICA (YA) eLEARNING CAPACITY BUILDING COURSE CONTENT DETAILS

ORIENTATION TO THE YOUNG AFRICA eLEARNING CAPACITY BUILDING COURSE LEARNING RESOURCES (WEEK 1)

Summary

This learning resource covers” advice to participants on how to succeed in an online course, personal attributes required of participants of an eLearning course, online facilitators’ responsibilities and required knowledge and skill set, orientation tasks, introducing yourself to other participants, beginning of Young Africa (YA) eLearning Capacity Building Course survey, review of YA eLearning Capacity Building Course content and reflective journal entry.

ADVICE TO PARTICIPANTS ON HOW TO SUCCEED IN AN ONLINE COURSE

Dear participants,

Succeeding in the Young Africa eLearning Capacity Building online course requires strategy, discipline and engagement. Below is our advice to you to succeed in the Young Africa (YA) eLearning Capacity Building course.

1. Set realistic and specific goals for what you want to achieve by the end of the course. Setting realist goals can provide direction and motivation.
2. Have the minimum technical requirements to utilize in the course:
 - Have access to the internet.
 - Own or have access to a desktop or laptop, or a smartphone.
3. Have the basic computer and internet skills:
 - File management which involves creating, saving, and shifting files.
 - Using internet for browsing and research
 - Downloading documents, sharing and attaching files
 - Use of Word proccesser for creating document
 - Converting Word documents to PDF file
 - Having and using email
 - Using video conferencing tools like Google Meet and Zoom
4. Allocate specific times for studying and stick to your schedule. Regularly log into the course and complete assignments on time. Consistency establishes a routine and

reinforces good study habits.

5. Make sure that you learn the course layout in the eLearning platform early. Take time to access the various course sections and tools to which you have access. Where you experience challenges, reach out for help from facilitators.
6. Keep track of important dates, assignments, announcements and deadlines. You are encouraged to use digital tools like calendars, task lists, reminders to keep track of deadlines, assignments and live sessions.
7. Participate fully in all the aspects of the course. Engage actively with the content, complete the assignments and contribute in forum discussions, attend live conferencing sessions and collaborate in group projects. Active participation not only solidifies your learning but also enriches the learning experiences of your peers and keeps you connected with your peers and the instructors.
8. Don't hesitate to seek for clarification or assistance whether it is related to course content or technical issues with the YA eLearning platform. Use forums, emails, journals to ask your instructors or peers questions.
9. Take advantage of all the resources provided in the course, including reading material, videos, external links and supplementary materials. These resources are designed to enhance your understanding of the subject matter.
10. The YA eLearning platform is a hands-on platform and familiarity comes with practice. Take advantage of the practical activities provided in the course to experiment with different features and tools.
11. Regularly assess your progress towards your goals. Reflect on what you have learned, what you are struggling with and how you can improve your study strategies. Celebrate your achievements, no matter how small, to maintain motivation.
12. Share your learning experience with peers and facilitators. The Young Africa eLearning platform provides two main platforms for participants to share their learning experiences:
 - The first platform are the discussion forums where you share your activities. What you share in the discussion forum can be seen and responded to by both peers and facilitators.
 - The second platform are the reflective journals where you share your personal reflection on your learning journal to share their learning journeys: challenges, new learnings, new plans and so forth. Your personal reflections are only seen by the facilitators who can even give you feedback and advice.

13. Welcome constructive feedback on your assignments and participation. Feedback is a powerful tool for growth and improvement.
14. Strive to be as inclusive as possible. For instance, you will observe that the Young Africa eLearning Capacity Building Course has participants who can communicate in Portuguese but not English and those who can communicate in English and not in Portuguese. You are therefore advised to translate your postings into Portuguese and vice versa using a language translator integrated in the eLearning platform. Being inclusive is another very important criterion for identifying candidates for the post of facilitator.
15. The Young Africa eLearning Capacity Building Course is both asynchronous and synchronous.
- Asynchronous courses do not require participants to be online at the same time. Materials such as videos, readings, project work, assessments and assignments are provided and you can access and complete them at your own time.
 - Synchronous courses require all course participants to be present at the same time though not necessarily in the same place. A 2-hour zoom live conference is conducted once every week.

You need to actively participate in both the asynchronous and synchronous parts of the course.

16. You need to prepare well for the weekly zoom live conferencing sessions:
- Mark the meeting date(s) on your calendar.
 - Take note of important things in the week that you may have to consider in the meeting.
 - Ensure that you have enough internet data to last the length of the meeting.
 - Make sure you are in an environment with stable internet connectivity.
 - Ensure that it is an environment that is quiet and has no distractions.
 - Be at least five minutes early in the meeting.
 - Make sure your microphone is on mute. Only unmute your microphone when talking and immediately mute it off thereafter.
 - Most importantly, complete the work of the week before the live meeting. This is because your participation and contribution to the session will greatly be informed by your activities of the previous week. The live sessions are used for reflections on the previous week's activities, guidance on the coming week's work and for demonstrations of some of the eLearning platform functionalities.
17. eLearning can be challenging. Maintain a positive mindset. Be open to new ideas, technologies and pedagogies. View challenges are opportunities to learn and grow.

Good luck, and we look forward to seeing your progress and contributions!

Best Regards,

Kakinda Daniel

Lead course designer and lead facilitator,
Young Africa (YA) eLearning Capacity Building Course

REQUIRED PERSONAL ATTRIBUTES REQUIRED OF PARTICIPANTS OF AN eLEARNING COURSE

To be successful in an eLearning course, requires participants to have a set of personal attributes that enable effective learning in an eLearning platform environment:

1. **Self-discipline and motivation:** Without the physical presence of a classmates and direct supervision by facilitators, online participants need a strong sense of self-discipline to adhere to schedules, complete assignments on time and keep up with the course material and assignments.
2. **Time-management skills:** eLearning courses are self-study, self-paced courses. To be able to effectively manage one's time in an online learning environment, participants must be able to prioritize tasks, set aside time for studying and balance the course with other personal commitments like job requirements or family obligations.
3. **Proactivity:** Online course participants must be proactive about seeking for help when needed, clarifying doubts by reaching out to the facilitators or peers and taking initiative to participate in forum discussions and group activities.
4. **Computer and internet skills:** Basic computer and internet skills are necessary to navigate the eLearning platform, troubleshoot common issues, download course materials, engage with interactive content, do self-marking interactive quizzes, upload assignments, watch YouTube videos, participate in forum discussions, participate in zoom live conferencing sessions and use various tools that are available in the online course.
5. **Adaptability:** Online course participants should be able to adapt to various online teaching methods which are different from in-classroom teaching methods.
 - In-classroom TVET teaching methods involve direct, hands-on instructions with physical tools, machinery and materials. In-class instructors can directly observe students' techniques and provide immediate correction and guidance, which is crucial for mastering technical skills.
 - Online TVET teaching methods utilize video demonstrations and simulations to illustrate techniques and processes, trying to replicate hands-on experience

within a virtual environment. Online students are provided with learning resources such as recorded lectures, tutorials and readings, they can access at their convenience supporting self-study. Online TVET teaching methods integrate assessment continuously through the course via online tests, practical assignments, ongoing student personal reflections, which can provide a comprehensive view of student progress.

6. **Communication skills:** Effective written communication skills are crucial since most of the online interactions occur through written mediums. Online participants should be able to read with understanding, be clear and concise in discussion forum posts and assignments. They should organize content in a logical order that makes it easy for the reader to follow their thoughts.
7. **Critical thinking and analytical skills:** Online courses often require participants to engage more deeply with content, requiring critical thinking to analyze, synthesize and apply the information they learn.
8. **Persistence and Resilience:** Online participants must be resilient and persistent in overcoming technical issues, understanding complex materials and navigating the demands of self-study.
9. **Independence:** Online participants must be able to learn independently without consistent guidance of facilitators. This involves actively reading materials, engaging with content and self-reflecting on one's learning journey.
10. **Social and collaborative skills:** Participants can easily feel isolated in an online environment. Having strong social skills can help online course participants engage effectively in forum discussions, group projects and form study networks with peers.

ETIQUETTE GUIDELINES FOR FORUM DISCUSSIONS

In all the forum discussions, please follow the following etiquette guidelines to ensure forum discussions can remain productive, supportive and conducive to learning.

1. **Be respectful:** Treat all participants with respect, kindness and consideration, just as you would love to be treated. Respect diverse opinions and backgrounds.
2. **Stay on topic:** Keep your contributions relevant to the topic of the thread. Avoid introducing unrelated topics or content that might derail the discussion.
3. **Use clear and concise language:** Write clearly and concisely. Use proper grammar, spelling and punctuation to ensure your message is easily understood. Avoid using slang, jargon or complex language that might be confusing to some participants.
4. **Read before posting:** Read the entire thread before contributing to it to ensure your point hasn't already been made or answered and to avoid repeating information.

5. **Think before you post:** Consider how your words might be perceived by others. Avoid posting in anger or frustration. If you disagree with someone, do so politely and back up your points with evidence or reasoning.
6. **Check what you have just posted:** The forums give you a time of 30 minutes to check and edit what you have posted.
7. **Cite your sources:** When referencing facts, studies or any external information provide links to your sources. This adds credibility to your statements and allows others to further explore the topic.
8. **Avoid personal attacks and offensive language:** Never resort to personal attacks, insults or offensive language. Address the content of the post, not the person who made it.
9. **Use private messages for personal topics:** If you need to address something specific with an individual that doesn't pertain to the group, use private messages rather than public forum posts.
10. **Report inappropriate content:** If you encounter posts that violate the forum rules or general etiquette, report them to the forum moderators instead of confronting the poster publicly.
11. **Respect privacy:** Do not share personal information about others without their consent. Be mindful of your privacy as well.
12. **Acknowledge and correct mistakes:** If you make a mistake or post incorrect information, acknowledge it, and correct it promptly. It's okay to admit you were wrong or didn't have all the information.
13. **Use meaningful titles:** When starting a new thread, use a title that accurately reflects the content of your post. This helps others decide whether they can contribute or benefit from the discussion.
14. **Limit the uses of ALL CAPS and excessive formatting:** Writing in ALL CAPS can be perceived as shouting. Use bold, italic and underlining sparingly to emphasize points without overwhelming readers.

ONLINE FACILITATORS' RESPONSIBILITIES AND REQUIRED KNOWLEDGE AND SKILL SET

RESPONSIBILITIES

- Troubleshoot technical problems encountered by course participants to ensure that every participant can access and utilize the eLearning platform resources effectively.
- Guide course participants through course materials and assignments
- Address questions or concerns from course participants promptly.
- Identify and ensure no participants are left behind or feel lonely by providing them with additional support to ensure all participants have equitable chance to succeed.

- Provide timely and constructive feedback on discussions and assignments, helping course participants to know what they are doing well and where they need improvement.
- Assess and grade learners' work based on the assessment criteria provided for each activity.
- Foster discussions, collaboration and peer-to-peer learning and knowledge sharing among learners.
- Address questions or concerns from learners promptly.
- Monitor learner progress and provide additional support as needed to ensure that course participants are engaging with the course content and activities and are on track.
- Utilize the eLearning platform effectively to deliver the course content
- Maintain a respectful, inclusive learning environment.
- Ensure learners follow forum discussion etiquette guidelines to ensure the discussions remain constructive and respectful.
- Use different strategies to maintain course participants' engagement and motivation
- Evaluate course effectiveness and suggest course improvements

REQUIRED KNOWLEDGE AND SKILLS FOR ONLINE FACILITATORS

Online facilitators should possess a certain knowledge and skills set to effectively support learners in an online course:

1. **Knowledge of the subject matter:** Online facilitators should have a strong understanding of the subject content being taught in order to provide accurate information and guidance to course participants.
2. **Communication skills:** Effective communication is essential for online facilitators to interact with course participants, provide feedback, facilitate discussions and address any queries or concerns participants may have.
3. **Technical proficiency:** Online facilitators should be comfortable using the eLearning platform to deliver course content and engage with the participants.
4. **Time management:** Online facilitators need to have good time management skills to organize their workload efficiently, meet deadlines for providing feedback on assignments and ensure discussions are timely and productive.
5. **Interpersonal skills:** Online facilitators need to build rapport with course participants, fostering a sense of community within the course, resolving conflicts constructively and providing encouragement to participants.
6. **Problem-solving abilities:** Online facilitators should be able to troubleshoot technical issues that may arise during the course as well as address any challenges

faced by the learners in understanding the material or completing assignments.

7. **Adaptability:** Online facilitators must be flexible in adapting their facilitation strategies based on learner needs, technological changes or unexpected circumstances that may impact course delivery.

ORIENTATION TASKS

In this week, you are expected to complete four (4) tasks:

1. Introduce yourself to the rest of the class and reply to at least two of your peers' introductions in the **"Forum Activity – Welcome to eLearning course – Introduce Yourself"**
2. Complete and submit the **"Beginning of Course Survey – Young Africa (YA) eLearning Capacity Building Course"**
3. Read the **"About this Young Africa (YA) eLearning Capacity Building Course"**
4. Compose and submit your **"Reflective Journal Entry – My Initial Course Engagement"**

INTRODUCING YOURSELF TO OTHER COURSE PARTICIPANTS

As we embark of our learning journey, your first task is to introduce yourself to the rest of the course participants in the **"Welcome to eLearning Course – Introduce Yourself" forum** and responding to at least two of your peers' introductions. Below are some of the reasons why these introductions and interactions are important for the success of this course.

1. **Fostering a sense of community:** Online learning environment can sometimes make participants feel isolated due to the physical separation of participants. Introductions where participants share their personal stories, professional backgrounds and learning goals break down the physical barriers creating a more connected learning community.
2. **Facilitating networking:** As you read about your peers, you might discover shared interests, common challenges or complementary skills that could lead to meaningful collaborations or discussions that can enhance your learning experience throughout the course and with the potential to extend beyond the course
3. **Encouraging active participation:** By engaging with your peers from the onset, you're taking the first step in a series of interactive and collaborative activities designed to deepen your understanding of the course material which is mainly

through peer-to-peer learning and knowledge sharing.

4. **Tailoring course content and activities:** Understanding your backgrounds, experiences and expectations from your introductions enables the course facilitators/instructors to adapt the course to better meet your needs and to support your learning journey more effectively.
5. **Building confidence in online communication:** Introducing yourself and replying to peers' introductions is a way for you to become familiar with the YA eLearning platform and to practice expressing your thoughts and ideas online, an essential skill for successful engagement in online courses.

TIPS ON SELF INTRODUCTION

Yourself introduction is not just about sharing who you are but also about starting to build the relationships that will support your learning journey.

Below are some tips to make your self-introduction welcoming, engaging and informative:

1. Share authentic information about yourself but be careful not to reveal anything too personal. Genuine insights into your interests, professional background, reasons for taking the course can help others connect with you.
2. Mention briefly your experience relevant to the course. This can help others understand your perspective and areas of expertise.
3. Explain why you're taking the course and what you hope to achieve. Whether it is for professional growth, personal interest or acquiring a specific skill, sharing your goals can lead to finding peers with similar objectives.
4. Showing your excitement about the course and what lies ahead sets a positive tone for your interactions and encourages others to engage with you.
5. Mentions any concerns you have about the course or online learning in general. Chances are, others might have similar concerns and addressing these early can foster a supportive learning environment.
6. End your self-introduction by inviting others to connect with you. This can be as simple as saying you look forward to learning from and with your peers.
7. Before posting, read aloud or to yourself your introduction to check for clarity, tone, grammatic and spelling errors. A friendly, grammar and spelling free, and welcoming message can make a big difference on how others perceive you and how your message is received.
8. Once you have posted your introduction, spend some time reading through other posts by your course mates and reply to at least two (two or more) of posts of your peers.
9. Keep checking the forum for new posts and replies and respond to them. You need to reply to replies of your postings.

10. Avoid posting your introduction late. You are likely to get no response from your peers which will make you feel isolated from the onset of the course.

TASK 1

Introduce yourself to your peers and reply to at least two of your peers' introductions in the "Welcome to eLearning Course – Introduce Yourself" forum

WELCOME TO eLEARNING COURSE - INTRODUCE YOURSELF!

Dear Course participant, I warmly welcome you to this eLearning capacity building course for Young Africa. I am Kakinda Daniel, the lead consultant for content review, digitization, eLearning adaptation for the Young Africa (YA) eLearning platform (<https://yaelearning.org/>), from Spur Technologies Uganda. I am thrilled to be one of your facilitators for this course and I look forward to working with you throughout the course.

This course is designed to equip you with the knowledge and skills necessary to effectively utilize the YA eLearning platform (<https://yaelearning.org/>) for creating and facilitating engaging, interactive, and pedagogically sound online TVET and Soft Skills courses for your learners.

Our online course has been carefully designed to provide an immersive and interactive learning experience, mirroring as closely as possible a traditional classroom setting but with the added convenience of learning at your own pace.

As we commence this journey, it is important to build a sense of community among us. Therefore, I invite each of you to introduce yourselves to the rest of the class.

Instructions

In your introduction, please include:

- Your name
- Your location (Country and YA Learning Centre)
- Your designation (administrator, course designer, trainer etc) in Young Africa
- Your eLearning experience
- Your reasons for taking this course
- Your expectations and concerns for this course
- How you intend to use the knowledge and skills acquired from this course.

After posting your introduction, read and respond to at least two other introductions from your peers. This is a fantastic way to start building connections and finding common interests.

Please make sure you carefully read through the Etiquette guidelines for forum discussion

Code of Conduct

Please only post clear, easy to understand, meaningful, constructive and relevant content to this forum and elsewhere. Ensure you do not harass other participants and treat others with respect. Avoid using jargons, offensive language and personal attack. Persistent violation of the code of conduct will result in suspension of your account or blocking of your account. Remember, the beauty of online learning is that we can physically be in different parts of the world and yet still learn together. I am thrilled to embark on this journey with you, and I am looking forward to learn about you from your introductions.

Happy eLearning, and welcome aboard!

BEGINNING OF COURSE SURVEY: YOUNG AFRICA (YA) eLEARNING CAPACITY BUILDING COURSE

Welcome to the “**Beginning of Course Survey**” for the “**Young Africa (YA) eLearning Capacity Building Course**.”

This beginning of course survey is aimed at helping Spur Technologies (the designers of this course) and Young Africa get some insights into your prior knowledge and experience with eLearning platforms, your reasons for taking the course, what you think about eLearning for Technical and Vocational Education and Training (TVET), the specific knowledge and skills you expect to gain from this course, what you perceive as the biggest challenge in implementing eLearning in TVET and what you think are the success factors in implementing eLearning in TVET.

- Insight into your previous experience with eLearning platforms especially Moodle (as the YA eLearning platform uses Moodle), your role in TVET at Young Africa and your familiarity with eLearning in TVET will help Spur Technologies tailor the course content to suit your needs and experience.
- By understanding your reasons for enrolling in the course and what you hope to achieve, Spur Technologies can ensure that the course meets your professional development goals and enhances your knowledge and capacity to design and facilitate online TVET courses for your students.
- Your perceived challenges and success factors of implementing eLearning in TVET will help Young Africa to make strategic decisions about how best to support trainers and students for success of eLearning at Young Africa.

There are no right or wrong answers. Your responses will remain confidential and will be used solely for the purpose of improving the course content and enhancing the learning experience.

Thanks in advance for your time and contributions. Your sincere input is crucial in making this course a success for everyone involved now and in future.

TASK 2

Complete and submit the “Beginning of course survey for Young Africa eLearning Capacity Building Course

.....

BEGINNING OF COURSE SURVEY

Welcome to the “Beginning of Course Survey” for the Young Africa (YA) eLearning Capacity Building course. This survey is aimed at helping us (the designers of this course and Young Africa) get some insights into your prior knowledge and experience with eLearning platforms, your reasons for taking the course and what they think about eLearning for Technical and Vocational Education and Training (TVET).

- Insight into your previous experience with eLearning platforms especially Moodle, your role in TVET at Young Africa and your familiarity with eLearning in TVET will help us tailor the course content to suit your needs and experience.
- By understanding your reasons for enrolling in the course and what you hope to achieve, we can ensure that the course meets your professional development goals and enhances your knowledge and capacity to design and facilitate online TVET courses for your students.

There are no right or wrong answers. Your responses will remain confidential and will be used solely for the purpose of improving the course content and enhancing the learning experience.

Thanks in advance for your time and contributions. Your sincere input is crucial in making this course a success for everyone involved now and in future.

SURVEY QUESTIONS

The survey has 15 multiple-choice questions and 3 short-answer questions

Attempt all questions

1. What is your primary role in Technical and Vocational Education and Training (TVET) at Young Africa?
 - A. Course Designer
 - B. Trainer/Instructor
 - C. Administrator/Manager
 - D. Other
2. How would you rate your current level of experience with Moodle or other eLearning platforms?
 - A. No experience
 - B. Beginner
 - C. Intermediate
 - D. Advanced
3. What motivated you to enroll in this course? (Select all that apply)

- A. To improve my skills in online course design and delivery
 - B. To learn more about Young Africa (YA) eLearning platform functionalities
 - C. To keep up with educational technology trends
 - D. To enhance the learning experience of my students
4. Have you previously designed or delivered an online or blended TVET course?
- A. Yes, multiple times
 - B. Yes, a few times
 - C. Only once
 - D. No, this is my first time
5. How do you currently integrate technology into your teaching or course design?
- A. I regularly use eLearning platforms and digital tools
 - B. I occasionally use digital tools as supplements
 - C. I really use technology in my teaching
 - D. I have not yet integrated technology into my teaching
6. What do you perceive as the biggest challenge of implementing eLearning in TVET?
- A. Lack of technology infrastructure like computers, smartphones and internet
 - B. Resistance to change from traditional methods
 - C. Ensuring the quality and effectiveness of online training
 - D. Lack of skills in eLearning design and delivery
7. How do you expect this course to impact your approach to TVET course design and training?
- A. Significantly transform my approach
 - B. Enhance my existing methods with new insights
 - C. Offer few useful tips to incorporate
 - D. I am not sure yet
8. What aspect of using the Young Africa (YA) eLearning platform are you most interested in learning about?
- A. Creating interactive and engaging content
 - B. Assessing and tracking learner progress
 - C. Facilitating communication and collaboration
 - D. Customizing the YA eLearning platform to fit specific training needs.
9. How important do you think eLearning will be for the future of TVET?

- A. Extremely important
 - B. Very important
 - C. Somewhat important
 - D. Not very important
10. In your opinion, what is the key to successful eLearning in TVET at Young Africa?
- A. High quality content that matches industry standards
 - B. Interactive and practical online activities
 - C. Strong support and guidance for learners
 - D. Flexibility and accessibility of learning materials
11. Which form of online learning do you recommend for TVET training?
- A. Self-paced asynchronous courses
 - B. Scheduled synchronous sessions (e.g. live webinars)
 - C. Blended learning combining online and face-to-face sessions
 - D. Informal learning through forums and social media platforms
12. How confident are you in your ability to engage and motivate students in an online environment?
- A. Very confident
 - B. Somewhat confident
 - C. Not very confident
 - D. Not confident at all
13. What do you think is the most effective way to assess students' learning in an online TVET course?
- A. Traditional quizzes and exams
 - B. Practical assignments and projects
 - C. Peer assessment and review
 - D. Participation in discussions and activities
14. How important is mobile access to eLearning materials for you and your students?
- A. Extremely important – it's important for flexibility and accessibility.
 - B. Somewhat important -it's a convenient option but not critical
 - C. Not very important – most learning occurs on larger devices
 - D. Not important at all – it's not a consideration in my context.

15. What is your biggest expectation from this course?
- A. To gain a comprehensive understanding of the YA eLearning platform.
 - B. To learn best practices in eLearning instructional design
 - C. To develop a network with other TVET professionals.
 - D. To innovate and implement new teaching strategies in my course.
16. In your opinion, what are the key elements that make an online TVET course effective and engaging?
17. What specific skills or knowledge, are you hoping to gain from this course?
18. Any other suggestions or concerns you may want to share for the success of this course?

COMPLETION MESSAGE

Thank you for completing the “Beginning of Course Survey. The insights you have shared will directly influence how we approach the course content and delivery. Our goal is to create learning environment that supports your professional growth. Should you want to share additional thoughts as we move forward, please don’t hesitate to reach out.

Thank you once again for your valuable feedback. Let’s together make the course a great success.

Best regards
Kakinda Daniel
Lead facilitator
Email: dkakinda@yahoo.com

REVIEW THE “ABOUT YOUNG AFRICA eLEARNING CAPACITY BUILDING COURSE” – COURSE CURRICULUM

The “About Young Africa eLearning Capacity Building Course” resource has the following sections:

1. Course aims
2. Course learning outcomes
3. Recommended prerequisite pedagogical knowledge
4. Recommended prerequisite technical knowledge and skills for participants using desktops and laptops.
5. Recommended prerequisite technical knowledge and skills for participants using mobile devices like smartphones and tablets.
6. Advice to participants on how to succeed in an online course
7. Etiquette guidelines for forum discussions.

8. Modules in the course specifying learning outcomes, the units to be covered, the reading material and the tasks to be done.

The “About the Young Africa eLearning capacity building course” resource is designed to provide you with a comprehensive understanding of the course structure and how best you can best prepare and engage to ensure a successful learning experience.

Below is why it is important for you to review each item listed:

1. **Course aims:** Understanding the course aims gives you insight into the broad goals of the course and what it intends to achieve.
2. **Course learning outcomes:** The learning outcomes specify what you will be able to know, do or demonstrate upon successful completion of the course. The learning outcomes serve as a guide for your learning journey and help you to focus your effort on achieving these outcomes.
3. **Recommended prerequisite pedagogical knowledge:** This specifies the specialized knowledge for creating effective teaching and learning environments that will enhance your understanding of course content. This specialized knowledge includes instructional design principles, formative and summative assessment, competency-based education (CBE) principles, student-centred learning approaches etc. Knowing these prerequisites helps you gauge your readiness for the course and identifying areas where you might need to seek additional resources or support.
4. **Recommended prerequisite technical skills for desktops and laptops:** Given the online nature of the course, certain technical skills related to using desktops and laptops are essential. These skills include navigating the eLearning platform, browsing the internet, using email communication, downloading and uploading files, participating in video conferences (e.g. Zoom, Microsoft Teams, Google Meet) for virtual meetings etc. Having these prerequisites ensures you can engage effectively with the course materials and activities.
5. **Recommended prerequisite technical knowledge and skills for mobile devices:** The Young Africa eLearning platform has been designed for mobile-friendliness which means you can access it using mobile devices like smartphones and tablets. For you to be able to access course materials, participate in discussions and complete assignments, you need certain technical skills. These skills include using on-screen keyboard, browsing the internet, navigating the eLearning platform, downloading and reading files such as PDFs, downloading and installing apps especially Moodle App, troubleshooting apps, using video conferencing apps for live sessions etc. Having these skills will ensure flexibility and continuity in your learning anywhere, anytime.
6. **Etiquette guidelines for forum discussions:** Discussion forums are a cornerstone in online learning as they provide space where students interact with each other and

with facilitators, facilitate peer learning and knowledge sharing, support asynchronous communication, offer space where students articulate their ideas and thoughts, cultivate a sense of community among participants, provide a platform for feedback and support, create a written record of the learning process (discussions, questions and resolutions) capturing the collective knowledge and insights of the participants.

Etiquette guidelines for forum discussions sets clear expectations for respectful interactions, encourages constructive criticism and feedback, keeps discussions focused on the subject matter, creates an environment where all voices are heard and valued, provides tips for clear and effective communication, emphasizes the importance of sharing knowledge and support and helps participants develop skills and behaviours that are important for responsible digital citizens.

7. **Modules in the course:** Outlining the course structure including modules, units and assessments provides a clear roadmap for your learning journey. The outline helps you understand the scope of the course, plan your study schedule and prepare for the types of assessments you'll encounter.

TASK 3:

Carefully read each of the sections outlined in the “About the Young Africa eLearning Capacity Building Course” and revisit them as needed throughout the course to equip yourself with a thorough understanding of what to expect, how to prepare and how to engage effectively in the course. Your preparation and active engagement in the course are key to your success and your overall learning experience.

REFLECTIVE JOURNAL ENTRY

Quite often, we focus so much upon learning outcomes and we lose sight of the learning process. A journal entry is designed to shift that focus.

A journal entry is designed to serve as your personal private space within the online course where you reflect on what you have learned, successes you have achieved, challenges you have encountered and how you addressed them, how you intend to apply your new acquired knowledge and skills and so on. The reflective practice encourages deep learning and helps you internalize and make sense of new information.

The journal entry is designed to be a private communication between you and the course facilitators. You can view and edit your own journal entry. Your peers, do not have access to your journal entry, preserving the privacy and confidentiality of your reflection.

Facilitators can view all course participants' journal entries within their courses. This allows the facilitators to provide feedback, assess learning progress and offer support tailored to each participant's reflections and needs.

TASK 4

Compose and submit your **"Reflective Journal Entry – My Initial Course Engagement"**

-----END OF ORIENTATION. PROCEED TO MODULE 1-----

MODULE 1: INTRODUCTION TO YA eLEARNING PLATFORM LEARNING RESOURCE

Summary

This learning resource covers: understanding eLearning, benefits of eLearning to TVET, key features of the Young Africa (YA) eLearning platform, navigating the transition to eLearning at Young Africa, use of instructional videos in TVET, exploring instructional videos in TVET, getting started with the YA eLearning platform, creating a new user account on the YA eLearning platform, facilitating student self-registration , manual account creation by platform admin, bulk user upload by platform admin, personalizing user profile and getting to know each other.

OVERVIEW OF MODULE 1: INTRODUCTION TO YOUNG AFRICA (YA) eLEARNING PLATFORM

This module serves as an introduction to the Young Africa (YA) eLearning platform. It aims at building a positive attitude towards eLearning in Technical and Vocational Education and Training (TVET). Participants navigate the transition to eLearning at Young Africa and build their skills to register and to build a conducive learning community and atmosphere on the YA eLearning platform.

LEARNING OUTCOMES

Upon successful completion of this module, participants should be able to:

- Explain the importance of eLearning platforms like YA eLearning platform in the context of TVET,
- Navigate the YA eLearning platform confidently and understand its structure and main features.
- Customize their user profile to facilitate communication and engagement within the platform.
- Get to know other participants in the course as a way of fostering a learning community.

UNITS COVERED

Module 1 consists of two (2) units:

Unit 1: Introduction to YA eLearning Platform for TVET

- Understanding eLearning

- Benefits of eLearning to Technical and Vocational Education and Training (TVET).
- Key features of the YA eLearning platform
- Navigating the transition to eLearning at Young Africa
- Uses of instructional videos in Technical and Vocational Education and Training (TVET).

Unit 2: Getting started with YA eLearning Platform

- Creating an account and logging in
- Editing user profiles for enhanced communication and personalization.
- Getting to know each other to build a sense of community among course participants.

TASKS:

Module 1 has eight (8) tasks:

1. **Forum Activity- Navigating the transition to eLearning at Young Africa:**
Participants are required to reflect on how eLearning can benefit Young Africa, its coordinators, course designers, trainers and students. Discuss any challenges they foresee with the adoption of eLearning and propose strategies or solutions to overcome these challenges. Participants will respond to at least two other posts.
2. **Forum Activity – Exploring instructional videos in different TVET courses:**
Participants are required to conduct internet research to find videos relevant to their TVET courses and share them with their peers, fostering a diverse learning resource pool.
3. **Multiple- Choice Quiz: Benefits and Challenges of eLearning in TVET:**
Participants will be assessed on their knowledge and understanding of the benefits and challenges of eLearning in Technical and Vocational Education and Training (TVET).
4. **Reflective Journal Entry – Reflecting on Unit 1 of Introduction to the YA eLearning Platform (Unit 1):** Participants are required to reflect on their initial experiences, the use of instructional videos in TVET and their personal expectations and goals for the remainder of the course.
5. **Practical Activity – Facilitating student self-registration on the YA eLearning platform:** Participants will guide (2-5) of their students through the self-registration process on the YA eLearning platform, document the process and prepare a short report to be submitted as an Assignment for grading.
6. **Practical Task- Personalizing your user profile on the YA eLearning Platform:**
Participants are required to complete/edit and personalize their user profile including

a brief bio and a personal professional photo.

7. **Forum Activity – Getting to know each other:** Participants are required to view profiles of peers, learn more about each other's backgrounds, interests and expectations for the course fostering a supportive learning environment.
8. **Reflective Journal Entry – Reflecting on Module 1: Introduction to YA eLearning platform:** Participants are required to write a thoughtful reflection on the challenges they faced in Module 1 and how they overcame them, the surprises they got, lessons learned and key takeaways from module 1.

UNIT 1: INTRODUCTION TO YOUNG AFRICA (YA) eLEARNING PLATFORM FOR TVET

UNDERSTANDING eLEARNING.

eLearning refers to the use of electronic technologies (internet, digital content and electronic devices) to access educational curriculum outside a traditional classroom.

eLearning has the following key characteristics:

- eLearning materials can be accessed anywhere and anytime provided there is an internet connection.
- eLearning offers flexible learning schedules, enabling learners to balance their studies with other commitments such as work.
- eLearning can include various forms of content delivery such as text, image, video, audio, animations, simulations, catering for different learning styles.
- Many eLearning platforms incorporate interactive elements like quizzes, discussion forums to enhance learner engagement, knowledge sharing and retention.
- eLearning solutions can easily be scaled to accommodate a large number of learners making it a cost-effective solution.
- eLearning delivers standardized training ensuring consistency in learning experience of all learners.
- eLearning platforms provide tools for tracking progress , performance and engagement offering insights for learners and instructors to improve the learning experience.

However, eLearning requires a very high level of self-discipline and time management.

BENEFITS OF eLEARNING TO TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET).

1. eLearning platforms can be used to provide high-quality video demonstrations and tutorials to show step-by-step processes, techniques and use of tools and machinery. Videos can be paused and replayed as many times as needed.
2. eLearning platform are packed with a wide range of multimedia resources that suit different learning styles, making TVET courses exciting.
3. eLearning platforms make it easy to continuously update course content, so the TVET curriculum can always reflect the latest advancements and industry requirements.
4. eLearning platforms can be used to deliver the theoretical knowledge and background information reserving in-person sessions for skill-based training and practical application.
5. eLearning platforms can foster a collaborative learning environment through discussion forums, group projects and peer reviews. Collaboration encourages the exchange of ideas, experiences and solutions enriching the learning experience.
6. eLearning platforms enable learners to access course material at their convenience, anywhere on their mobile devices making it easier for those who work or have other commitments.

TEACHING AND ASSESSMENT METHODS USED IN ONLINE COURSES

Online courses use a variety of teaching and assessment methods. Some of the methods used are:

1. **Instructional videos lectures/demonstrations:** Instructors record lectures/demonstrations or deliver the lectures/demonstrations live via video conferencing tools. The live lectures/demonstrations can be recorded for students to watch at any time.
 - **Benefits:** Instructional videos allow for demonstrations and visual cues that enhance understanding.
 - **Challenges:** Instructional videos require reliable internet access and can be less engaging without interactive elements.
2. **Interactive content:** Interactive content includes self-marking quizzes, image drag and drop, word drag and drop, image hotspots, interactive videos etc. Tools like H5P (HTML 5) enable this interactivity.
 - **Benefits:** Interactive content increases student engagement and retention, allows immediate feedback and can create personalized learning pathways.

- **Challenges:** Development of interactive of interactive content can be time-consuming and requires technical skills to create or integrate.
3. **Discussion forums:** Discussion forums are online platforms where students can post discussions and respond to others. Forum discussions can be facilitated by online facilitators.
- **Benefits:** Discussion forums encourage reflection and deeper understanding through articulation and peer interaction.
 - **Challenges:** Discussion forums require active learner participation to ensure productive discussions and prevent isolation,
4. **Webinars and live sessions:** These are real-time sessions using video conferencing tools where students can interact with the instructors and with each other. Video conferencing tools available for conducting live sessions in online courses include Zoom, Google Meet, Microsoft Teams, Adobe Connect, Skype, GoToMeeting, BigBlueButton, Jitsi Meet etc.
- **Benefits:** Webinars and live sessions facilitate real-time questions and answers, immediate feedback and mimics a classroom environment.
 - **Challenges:** Webinars and live sessions require reliable internet access and technical issues can disrupt learning.
5. **Case studies and project-based learning:** Students work on real-world projects or analyze detailed scenarios to apply what they have learnt.
- **Benefits:** Case studies and project-based learning develops critical thinking and problem-solving skills. Encourages learning by doing.
 - **Challenges:** Case studies and project-based learning requires careful planning to ensure projects are feasible online and students remain engaged.
6. **Self-paced modules:** Course materials and tests are available for students to access and complete at their own time and pace.
- **Benefits:** Self-paced modules provide flexible learning suited for learners with other obligations like work.
 - **Challenges:** Without instructors and peers, self-paced modules are less interactive which can reduce learner motivation and engagement. Requires a high-level of self-discipline.
7. **Flipped classroom:** Flipped classroom is an instructional strategy with both pre-class learning and in-class activities. Students are first introduced to new concepts and learning materials outside the class typically through pre-recorded instructional

videos, online reading materials or interactive modules that they complete at their own pace. Classroom time is used for practical exercises to apply what they have learned. Instructors facilitate learning by providing guidance, clarification and support to students as the students do their practical work.

- **Benefits:** Flipped classrooms maximize class time for deeper learning and practical work. The students can learn at their own pace outside class, re-winding and re-watching the instructional videos as many times as needed which is beneficial for students who may need more time to understand.
 - **Challenges:** Flipped classrooms requires students to be self-motivated in their independent pre-class learning. If students come to class unprepared, their ability to participate effectively in the in-class activities may be hindered. Preparing high-quality and engaging instructional videos and learning materials for pre-class study can be time-consuming and resource-intensive for instructors.
8. **Assessment:** Assessment in online courses is designed to evaluate students' learning progress and understanding. Online assessment can take a number of forms:
- **Formative assessment:** Formative assessment is an ongoing assessment designed to provide continuous feedback to both students and instructors about student learning progress. Formative assessment helps in identifying areas where students need improvement. Formative assessment can be in form of quizzes, short-answer questions, interactive activities that allow real-time feedback etc.
 - **Summative assessment:** Summative assessment is used to evaluate student learning at the end of a course unit. Summative assessment can take the form of a final project, exams, tests and portfolios.
 - **Quizzes:** Online quizzes are commonly used for both formative and summative assessments. Quizzes can have a variety of question types; multiple choice, true/false, fill-in -the-gaps. Matching, drag and drop, etc. Online quizzes are often made self-marking and self-grading.
 - **Assignments and projects:** Projects require integrating knowledge from various parts of the course.
 - **Portfolios:** Portfolios are collections of student work representing a selection of performance. Portfolios allow for a holistic view of a student's abilities and progress over time.

- **Reflective journal entries:** Reflective journal entries encourage students to reflect on their learning and identify their strengths and weaknesses.
- **Oral presentations:** Students present live through a video conferencing system or submit recorded presentations.
- **Peer assessment:** Peer assessment involves students evaluating each other's work. Students submit their work online, which is then anonymously assigned by the instructor to peers for evaluation based on a specific criterion.
- **Discussion forums:** Discussion forums facilitate critical thinking and ensure students engage with the material and classmates. Forums can be used as part of assessment by grading student responses and interactions. Assessment criteria can include quality of posts, engagement frequency, relevancy to discussion topic and interaction with peers.

KEY FEATURES OF THE YOUNG AFRICA (YA) eLEARNING PLATFORM

The Young Africa (YA) eLearning Platform has a number of key features:

1. User Management

- The YA eLearning platform provides various registration methods including self-registration, single-user manual registration and bulk-user registration.
- The platform supports various user roles in courses (manager, teacher, non-editing teacher, student) with customizable permissions ensuring secure and appropriate access and functionalities.

2. Extendable functionality

The current YA eLearning platform uses Moodle version 4.3.3. Moodle is an open-source Learning Management System (LMS) under the General Public License (GPL). The License guarantees end-users the freedom to download, run, study, share and modify the software. The functionality of the YA eLearning platform can be extended by installing additional plugins available at <https://moodle.org/plugins/>. Plugins are additional components that can be installed in the eLearning platform to extend its functionality and features.

3. Course Management

- The YA eLearning platform allows creation of course content using a range of formats (topics, weekly, social) tailored to different teaching methodologies.

- The platform supports incorporation of various resources including text, images, audio, video, links and external resources to create rich and diverse learning environments.

4. Mobile Compatibility

- The YA eLearning platform is mobile-friendly, ensuring that courses and activities are accessible on various mobile devices including smartphones and tablets.
- The YA eLearning Platform is mobile responsive. This means the platform seamlessly adjusts to different screen sizes and orientations to display content on a range of mobile devices including smart phones and tablets.
- The platform is best accessed using the Moodle Mobile App. The Moodle Mobile App offers offline functionality, which means, it allows learners to download course content and/or activities from the eLearning platform to their mobile devices. They can then read and/or participate in these activities while they are offline. Any changes made to the downloaded activities will be synched with the platform once they are back online This provides learners with flexibility to access course materials and participate in activities from anywhere.

5. Interactive Activities

- The YA eLearning platform offers numerous interactive activities such as forums, quizzes, wikis, workshops to engage learners and enhance collaborative learning.
- The platform facilitates real-time interaction through chat rooms enabling synchronous learning opportunities.

6. Collaborative Tools

- The YA eLearning platform supports threaded discussions and forums promoting peer interaction and knowledge sharing
- The platform enables creation of groups within courses allowing collaborative projects and assignments.

7. Assessment and Feedback

- The YA eLearning platform provides a variety of assessment tools including assignments, extensive question types (essay, multiple-choice, true/false, fill-in, drag and drop) and grading options (simple direct grading, marking guide, rubric).
- The platform offers detailed feedback features (feedback comments, annotate PDF, offline grading worksheet, feedback files) , enabling instructors to provide timely and constructive feedback on assignments and quizzes.

1. Tracking and Recording

- The YA eLearning platform enables tracking of learner progress and completion of activities helping instructors monitor learner engagement and performance.
- The platform offers comprehensive reporting tools for analyzing grades, activity completion and other learner data, facilitating informed instructional decisions.

DISCUSSION FORUM ACTIVITY: NAVIGATING THE TRANSITION TO eLEARNING AT YOUNG AFRICA

Aim

This discussion forum activity aims at fostering a collaborative dialogue among the Learning centres' coordinators, TVET trainers and stakeholders of Young Africa about the transition to eLearning at Young Africa for the TVET and Soft Skills courses. Participants discuss the anticipated benefits and potential challenges of integrating eLearning, leveraging collective insights to strategize effective implementation.

Activity Description

Welcome to this discussion forum on the strategic shift towards eLearning at Young Africa. As Young Africa embarks on this transformative journey, your insights and experiences are invaluable in shaping a successful transition. This forum serves as a platform to explore the possible benefits Young Africa, learning centres' coordinators, TVET trainers and learners are likely to get from this transition and the challenges likely to be experienced and how to overcome them.

Discussion points

Please contribute to the following discussion points:

1. **Benefits of eLearning to Young Africa:** Reflect on how the eLearning platform can benefit Young Africa, its coordinators, its trainers and learners. Share examples (if any) that could inspire or inform Young Africa eLearning transition.
2. **Potential hurdles and solutions:** Discuss any challenges you foresee with the adoption of the eLearning platform including technological, pedagogical or logistical obstacles. Propose strategies or solutions to address these challenges.

Instructions

1. Post your initial thoughts, experiences and suggestions on both the benefits and challenges of eLearning at Young Africa. Aim for constructive, insightful contributions that advance the discussion.
2. Respond to at least two other posts from your colleagues, providing feedback, asking questions or offering support to build on their ideas. Maintain a respectful tone and a positive outlook, focusing on how challenges can be transformed into opportunities.
3. Respond to all responses to your initial post.

This forum will be active for 2 weeks from [**START DATE**] to [**END DATE**]. Please ensure to make your initial post in the first week to allow time for responses and follow-up discussion.

Additional guidance:

1. Please ensure to make your initial post in the first week to allow time for responses and follow-up discussion.
2. Continue engaging in the forum discussions throughout the two weeks period.
3. You must address both discussion points.
4. To meet the basic requirements for the task, you must start one discussion and reply to at least two other peers' posts.

Assessment criteria

You will be assessed and graded based on the criteria below:

- Quality of initial post (50%): Your initial post should demonstrate a thorough understanding of the benefits and challenges/hurdles of eLearning to Young Africa and should provide practical solutions to how Young Africa can address or overcome these hurdles.
- Engagement with peers (50%): Your responses to peers should be timely, supportive, encouraging and aimed at deepening the understanding of the topic.

USE OF INSTRUCTIONAL VIDEOS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

Instructional videos

Instructional videos are a form of educational videos specifically designed to teach or explain a particular topic, skill, concept or process. These videos utilize visual and audio elements to convey information in a clear concise and engaging manner making complex concepts easier to understand and learn. Instructional videos are structured to achieve particular learning outcomes, guiding learners through a learning process from introducing basic concepts to demonstrating applications and solving problems.

Instructional videos often include visual aids such as animations, diagrams, charts and live-action footage to illustrate concepts, procedures and techniques. Visual demonstrations are particularly effective in showing step-by-step processes, making them ideal for practical skills training.

Instructional videos can be made interactive by incorporating interactive elements such as embedded quizzes, clickable links or branching scenarios to engage learners and reinforce learning.

Use of instructional videos in TVET

Instructional videos are a powerful tool in Technical and Vocational Education and Training (TVET) because they can visually demonstrate complex technical skills and procedures making them easier to understand and replicate.

Instructional videos can:

- Show step-by-step processes such as assembling machinery, executing culinary techniques, providing a clear visual guide students can follow and mimic.
- Illustrate how theoretical concepts are applied in practical scenarios, bridging the gap between abstract knowledge and real-world applications.
- Can guide students through the use of specialized software or tools relevant to their fields such as editing software for digital media courses.
- Can be used by instructors/trainers as pre-class assignments to introduce new topics or skills. Class time is then dedicated to hands-on practice, discussions and application of concepts.
- Be used for learning. Students can replay videos to review and reinforce learning at their own pace, pausing and rewatching as needed to master particular skills and concepts.
- Can bring reality into the classroom. Videos featuring industry professional or case studies can provide insights into professional practices, industry standards and career advice.

EXAMPLES OF INSTRUCTIONAL VIDEOS

WOODWORK TECHNOLOGY

1. Basic Wood Joinery by Eric Brennan

The video gives a brief overview of 12 basic wood joints. These are Mitered Butt Joint, Pocket Joint, Dado Joint, Rabbet Joint, Sliding Dovetail, Through Dovetail, Half Blindo, Box Joint, Mortise & Tenon, Tongue & Groove and Biscuit Joint.

https://www.youtube.com/watch?v=-f7tTNRH_04

2. Carpentry Lesson 7: Introduction to Carpentry Types of Joints by Elimu TV

The video demonstrates; Dovetail Joint and its application, Hunched Mortise and Tenon Joint, Mortise and Tenon Joint and gives the classification of joints into Angle Joints, Widening Joints and Lengthening Joints

<https://www.youtube.com/watch?v=mKnzK1btpP8>

BEAUTY THERAPY

1. How to do a Full-face Makeup Tutorial for beginners by Rosina Sharon

The video demonstrates with explanations how to do a full-face Makeup.

<https://www.youtube.com/watch?v=N4Q2d95pt94>

DRESSING TECHNOLOGY

1. Fashion and Design lesson 10 Pattern Drafting a Dress Part 1 by ELIMU TV

<https://www.youtube.com/watch?v=GU3x4kPbZbw>

2. Fashion and Design lesson 13 Pattern Drafting a Dress Part 4

<https://youtu.be/J278AeWAvMA?list=PLfiHW0cuXSvTuMOwASg-5r1urBx4L2OjG>

CAKE AND BREAD BAKING

3. Catering course: Baking using the creaming method by Young Africa eLearning.

The video demonstrates the creaming method of cake making. The creaming method starts with beating the butter and sugar together until it is creamy white. Eggs are then added and thereafter other ingredients such as flour, baking powder, spices etc. are added and mixed.

<https://www.youtube.com/watch?v=jCvenVMYuc0>

2. How to make bread -step by step instructions” by Sheri Hemingway.

The video shows the following steps used in the preparation and baking of bread; yeast proofing, mixing, kneading, first rise (bulk fermentation), punching down dough, portioning and shaping, second rise (proofing dough), baking and cooling.

<https://youtu.be/wh3cs85ow1A>

CAR MECHANIC

4. How to replace a radiator (Radiator Replacement) tutorial by Make it Easy Mechanic

The video demonstrates step by step guide on how to replace a radiator
https://www.youtube.com/watch?v=Oz_UoowJf5Q

DISCUSSION FORUM ACTIVITY: EXPLORING INSTRUCTIONAL VIDEOS IN DIFFERENT TVET COURSES

Aim: This forum activity is designed to enhance collaborative learning among the course participants. Participants explore and share instructional videos relevant to their specific technical and vocational fields, fostering a diverse learning resource pool and offering constructive feedback on the shared content.

Instructions

1. Conduct an internet search to find 3 high-quality instructional videos that are directly relevant to your field of expertise with TVET. Consider the video's clarity, instructional quality, relevancy to vocational skills and engagement level.
2. Create a new discussion thread with a descriptive title that includes your TVET field, for example, "**Motor Vehicle Maintenance: Relevant Instructional Videos**". In your post, briefly introduce each video and explain why you chose it, focusing on its relevance and potential value to TVET training. Then paste the URL of each video.
3. Visit at least two threads created by your peers, one in a vocational field similar to yours and the other in a vocational field different from yours. Watch the shared instructional videos to gain insights into teaching methods and content.
4. Provide thoughtful feedback on the relevance and quality of the instructional videos in relation to TVET training.
Ensure your contributions adhere to the forum's netiquette guidelines.
5. Reflect on the feedback received on your shared instructional videos and respond to any questions or comments from your peers. Engage in discussions, asking questions or sharing additional insights about the instructional videos you shared,

Assessment Criteria

Your participation will be assessed based on:

- The relevancy and quality of the instructional videos shared.
- The constructiveness of the feedback on peers' shared videos.
- Your active engagement in the discussions

Activity duration

This forum activity will be open for contributions and discussions for two weeks from [Start Date] to [End Date]. Please ensure to make your initial post in the first week to allow for viewing and feedback.

PROGRESSIVE ASSESSMENT 1.1: BENEFITS AND CHALLENGES OF eLEARNING IN TVET

This multiple-choice quiz will test your knowledge and understanding of benefits of eLearning in TVET, possible challenges and how these challenges can be addressed.

Attempt all questions

1. A potential solution to managing diverse technological skills among TVET eLearning participants is:
 - A. Ignoring the issue
 - B. Providing prerequisite technology training sessions
 - C. Discouraging the use of technology
 - D. Limiting course content to text-only formats
2. Which of the following is a benefit of using multimedia in TVET eLearning courses?
 - A. Enhanced understanding of complex concepts
 - B. Reduced engagement
 - C. Decreased interaction opportunities
 - D. Increased monotony in learning materials
3. To address the challenge of internet connectivity for TVET eLearning, institutions can:
 - A. Insist on in-person attendance
 - B. Increase the number of live streaming sessions
 - C. Discourage the use of multimedia
 - D. Provide offline learning resources and downloadable content
4. A significant barrier in eLearning for TVET can be lack of direct instructor feedback. A solution is to:
 - A. Reduce the frequency of assignments
 - B. Implement automated feedback systems and regular virtual office hours
 - C. Encourage peer-to-peer feedback only
 - D. Increase class sizes

5. Which of the following is a way eLearning in TVET can support competency -based education?
 - A. By focusing solely on theoretical knowledge
 - B. Through rigid learning schedules
 - C. Providing assignments aligned with specific competencies
 - D. Limiting practical skill development
6. Language barrier in eLearning for TVET can be addressed by:
 - A. Providing content in only one language
 - B. Offering multilingual support
 - C. Ignoring the language barrier
 - D. Discouraging enrollment of those with language barrier
7. Instructional videos in TVET are particularly effective to:
 - A. Demonstrating practical skills and procedures
 - B. Only theoretical knowledge
 - C. Increasing the length of the course
 - D. Discouraging active learning
8. Technical challenges and accessibility issues in eLearning can be managed by:
 - A. Avoiding the use of technology
 - B. Requiring students to solve their own technical problems
 - C. Discouraging those likely to face technical challenges and accessibility issues from enrollment.
 - D. Providing comprehensive technical support and user-friendly guides
9. The isolation felt by students in eLearning environments can be reduced by:
 - A. Facilitating online study groups and discussion forums
 - B. Decreasing interactive activities
 - C. Encouraging competition rather than collaboration
 - D. Limiting access downloadable content
10. What is the primary purpose of using instructional videos in TVET courses
 - A. Entertainment for students
 - B. To replace all other forms of learning materials
 - C. To provide a visual and auditory explanation of skills and concepts
 - D. To minimize instructor-student interaction

ANSWERS

1. B: Providing prerequisite technology training sessions
2. A: Enhanced understanding of complex concepts
3. D: Provide offline learning resources and downloadable content
4. B: Implement automated feedback systems and regular virtual office hours
5. C: Providing assignments aligned with specific competencies
6. B: Offering multilingual support
7. A: Demonstrating practical skills and procedures
8. D: Providing comprehensive technical support and user-friendly guides
9. A: Facilitating online study groups and discussion forums
10. C: To provide a visual and auditory explanation of skills and concepts

REFLECTIVE JOURNAL ENTRY ACTIVITY: UNIT 1 OF MODULE 1: INTRODUCTION TO YA eLEARNING PLATFORM (UNIT 1)

Aim: This reflective journal entry activity is designed to encourage you reflect on your initial experiences, the use of instructional videos in TVET and your personal expectations and goals for the remainder of the course.

Please write a thoughtful reflective journal entry which should include your reflections on:

1. Your first impressions upon joining this eLearning course. What expectations did you have and how has any of them been met?
2. The activity around use of instructional videos in TVET courses. How do you envision incorporating instructional videos into your TVET course.?
3. Two or three (2-3) personal goals for what you hope to achieve by the end of this course. Additionally, identify any challenges you anticipate facing and how you might address them.

Remember, there are no wrong or write answers so just be truthful to yourself in your reflections.

Your reflective journal entry should be approximately (200 – 300) words.

Assessment Criteria

You will be assessed and graded based on:

- Depth of reflection
- Goal-setting and anticipation of challenges

UNIT 2: GETTING STARTED WITH THE YA eLEARNING PLATFORM

REQUIRED PERSONAL INFORMATION WHEN CREATING A NEW USER ACCOUNT ON THE YA ELEARNING PLATFORM

When registering on the Young Africa (YA) eLearning platform, you will be required to provide the following personal information:

- Username*
- Password* (The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 special character(s) such as *, -, or #).
- First Name*
- Last Name*
- City/Town
- Country
- Guardian's First Name*
- Date of Birth* (DD/MM/YYYY)
- Gender*
- Telephone Number*
- Unique key role* (Student/Teacher)
- Disability* (Yes/No). If Yes, specify
- Academic level*
- Employment status*
- Economic activity*
- Country* (If other, specify)
- Skill Centre attached to* (If other, specify)
- Source of information about Young Africa* (If other, specify)

Note carefully: All information marked *, is a must requirement)

PURPOSE OF PERSONAL INFORMATION CAPTURED FROM NEW USERS

The personal information captured from new users when registering on the YA Learning platform is used for several purposes:

- **User identification and authentication:** Usernames, passwords and email addresses are essential for creating unique user profiles, allowing secure login and authentication. This ensures that the user accounts are protected and accessible to only the rightful owners.
- **Personalization of learning experience:** First names, last names and educational level are used to personalize the learning experience. This personalization includes addressing users by their names in communications and

tailoring the course content to the users' academic levels.

- **Communication:** Contact information, primarily email addresses, is crucial for communication between platform administrators, instructors and learners. It's used for sending notifications, course updates, deadline reminders, feedback and other related information to ensure learners are informed and engaged.
- **Course enrollment and management:** Personal data helps the platform administrators and course instructors manage course enrollment, track progress and assign grades. Personal information also facilitates grouping students, granting permissions and providing access to specific content based on their roles.
- **Support services:** Contact information (email addresses and telephone numbers) and other relevant details (such as country and skills centre to which the user is attached) enable the platform support teams to provide assistance and resolve any technical or academic issues users might encounter.
- **Community building:** Using personal names in forums, study groups within the platform where users interact, share experiences and collaborate, fosters a sense of community among learners.
- **Analytics and improvement:** Aggregated user data can be analyzed to gain insights into learning behaviour, preferences and outcomes. The analytics are used for improving course content, instruction strategies and the overall effectiveness of the YA eLearning platform.
- **Certification:** Personal information is used to verify the learner's identity and to produce official certificates or records of completion.

CREATING A NEW USER ACCOUNT ON THE YA eLEARNING PLATFORM

Creating a new user account on the YA eLearning platform can be done in three (3) different ways:

- Self-Registration
- Manual Registration by the platform Administrator (Admin)
- Cohort or Bulk upload

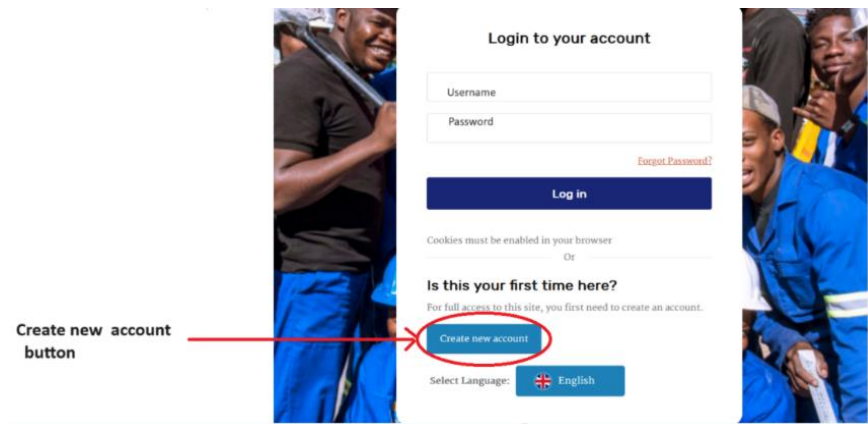
1. SELF-REGISTRATION

Step 1: Go to the YA eLearning platform home page (<https://yaelearning.org>).

Step 2: Click on the “**Login/Register**” link found in the top right corner of the home page



Step 3: Look for and click on the button that says “**Create new account**” on the login page.



Step 4: Fill out the registration form with your personal information including a username, password, a valid email address and other details as required.

New account
Have an account? [Login](#)

[Collapse all](#)

Username ⓘ

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 special character(s) such as *, -, or #

Password ⓘ

Email address ⓘ

Email (again) ⓘ

Step 5: After completing filling out the form, click the “**Create my new account**” button.

Step 6: The YA eLearning platform requires email verification. A message will show on your screen that an email has been sent your email address which contains instructions to complete your registration.

Example:

An email should have been sent to your address at gerikakinda@gmail.com
It contains easy instructions to complete your registration.
If you continue to have difficulty, contact the site administrator.

[Continue](#)

Step 7: Check your mail box for the confirmation message and click on the link provided to confirm your account.

Example:

From: **Admin User (via eLearning)** <noreply@yaelearning.org>
Date: Mon, Mar 11, 2024 at 3:09 PM
Subject: Digital Vocational Education and Training for Young Africans: account confirmation
To: geri kakinda <gerikakinda@gmail.com>

Hi,

A new account has been requested at 'Digital Vocational Education and Training for Young Africans' using your email address.

To confirm your new account, please go to this web address:

<https://yaelearning.org/login/confirm.php?data=E5kdT8xSIIF3G1N/gkakinda>

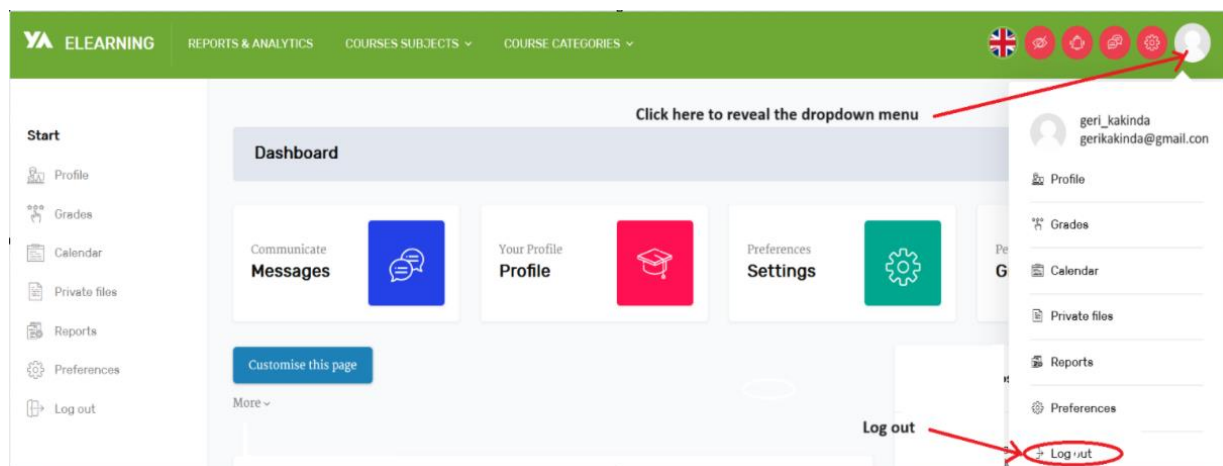
In most mail programs, this should appear as a blue link which you can just click on. If that doesn't work, then cut and paste the address into the address line at the top of your web browser window.

If you need help, please contact the site administrator,

Admin User

Confirmation link

Step 8: Once your new account is confirmed, you are automatically logged into the eLearning platform with the **Dashboard** as your landing page. Feel free to explore some of the features on the dashboard. At this point, you won't enter any courses as you have not yet been enrolled in any course. When done, log out of the platform.



Step 9: To enroll in any of the courses available on the YA eLearning platform, send an email to info@yaelearning.org with the subject: “**Request to be enrolled in the Young Africa eLearning Capacity Building Course**”. Ensure to include your first name, last name and the courses you want to be enrolled in. Request to be enrolled in “**Young Africa eLearning Capacity Building course**”

Step 10: The eLearning platform administrator, will send you an email indicating the courses you have been enrolled in. (This is not immediate).

PRACTICAL ASSIGNMENT: FACILITATING STUDENT SELF-REGISTRATION ON THE YA ELEARNING PLATFORM

Aim: This activity aims to equip the course participants with the necessary skills to guide their students through the self-registration process on the YA eLearning platform. Participants will ensure their students can independently create and access their user accounts.

Preparation

1. Ensure you are familiar with the self-registration process on the YA eLearning platform. If possible, create a test student account or review the documentation to understand the process.
2. Inform your students about the upcoming self-registration activity. Provide them with the YA eLearning platform's URL (<https://yaelearning.org>).
3. Download and/or print out the instructions for self-registering a new user on the YA eLearning platform.

Activity steps

1. Hold a brief introductory session with your students (this can be done in a classroom setting). Explain to them what personal information is captured during self-registration and the purpose of that information. Answer any questions or issues the students may raise.
2. Share the self-registration instruction guide you downloaded and/or printed from your course.
3. Walk your students through each step highlighting key areas such as choosing a secure password and entering a valid active email address for account verification.
4. Let students begin the self-registration process on their devices. Move around to offer assistance as needed, ensuring each student can navigate the process. Pay special attention to common challenges, such as email verification issues or password requirements and provide guidance on how to address them.
5. Once a student has completed the self-registration process, verify that they can login and log out of their account successfully.
6. After all students have registered, conduct a brief discussion to gather feedback on the process. Discuss any difficulties encountered and how they were resolved. Highlight the importance of remembering the login information and maintaining account security.

Participants' Task

1. Select (2-5) students to guide through the self-registration process following the activity steps outlined above.
2. Document the process, noting any challenges faced and how they are overcome. Also record the students' feedback on the clarity and ease of the self-registration process.

3. Prepare a short report detailing your experience, including:
 - The preparation steps taken
 - A summary of the self-registration session with students
 - Challenges encountered and solutions provided.
 - Student feedback on the process.
 - Reflections on what you learned from the activity and how it might inform future instructional practices.
4. Convert your report to PDF and upload it as an Assignment for assessment and grading.

Assessment Criteria

Your report will be assessed and graded based on the criteria below:

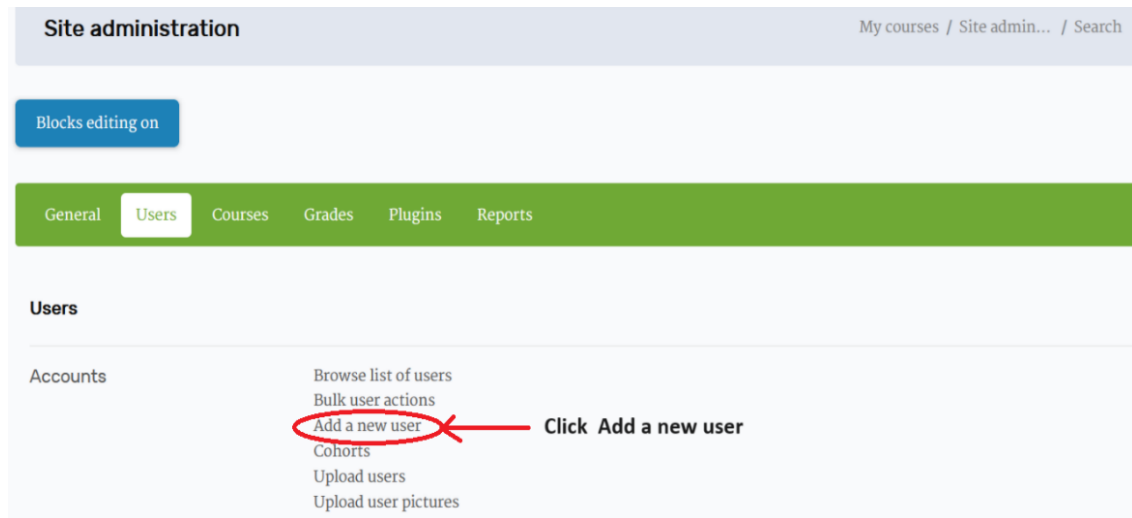
- Clarity and comprehensiveness of the preparatory steps
- Effectiveness in addressing students' questions and challenges
- Ability to foster students' independence and confidence using the YA eLearning platform
- Reflective insights on improving the self-registration process for future learners.

MANUAL ACCOUNT CREATION BY THE PLATFORM ADMINISTRATOR (ADMIN)

Manual account creation by the administrator (Admin) on the YA eLearning platform involves the Admin directly creating user accounts in the platform's backend. This method is typically used when the number of users is manageable or when there is a need for greater control over the user account setup process.

Accessing the Admin Panel

1. The Admin logs into the YA eLearning platform using their administration credentials, which grants them access to the platform backend and administrative functionalities.
2. Once logged in, the Admin navigates to the platform's Admin panel. The path involves going to **"Site Administration → Users → Accounts -> Add a new user"**



Entering user details

1. The Admin is presented with a form to fill out the new user's details. Users need to send in these details before they can be registered on the YA eLearning platform.

Required fields include:

- Username: A unique identifier for the user.
- Password: Admin may set an initial password for the user, which the user can change later. It's recommended to use a strong password and encourage or force the user to change it upon first login.
- Email address: A valid and unique email address for each user is crucial for communication and account recovery.
- First Name and Last Name: The user's real names are used for identification and personalization within the YA eLearning platform.

Additional fields include; Country, Time Zone, Phone Number, Guardian's First Name, Date of Birth, Gender, Disability, Academic Level, Marital Status, Employment Status, Economic activity, Skill Centre and Source of Information.

2. The Admin assigns a specific role (student or teacher) to the new user account, defining the user's permissions and access with the YA eLearning platform.
3. After filling in all required information and reviewing it for accuracy, the Admin submits the form to create the new user account. Upon successful account creation, the platform displays a confirmation message.
4. The Admin needs to inform the new user their account details. The communication should include the username, initial password and instruction for logging in and changing the password.
5. The Admin may need to follow up to ensure the user can successfully access their account and navigate the platform, offering assistance as needed.

BULK USER UPLOAD BY ADMINISTRATOR (ADMIN)

Manual account registration by the Admin can be time-consuming for large number of users. In such a case, bulk user upload method of registration will be more efficient.

Bulk registration using a CSV (Comma-Separated Values) file is an efficient way to create accounts for a large number of users simultaneously. This method is particularly useful for institutions that need to register groups of learners such as a new class or employees for training programs.

Creating a CSV file involves defining essential user information in a structured format. The CSV file should contain a row for each user with columns for user details. Mandatory columns include: '**username**', '**password**', '**firstname**', '**lastname**' and '**email**'. Additional columns might be included.

Creating a CSV file for bulk user registration

1. Open a Text editor such as Notepad. Fill in the user details according to the columns. Each user should be on a new line. Ensure the usernames and email addresses are unique for each user.

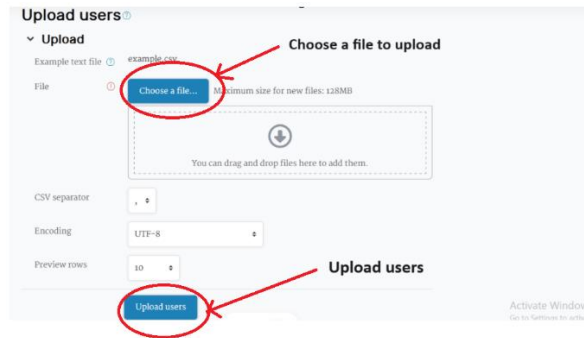
Example:

```
username,password,firstname,lastname,email
john_doe,JHnYA@#2024,John,Doe,jdoe@example.com
alice_smith,ALcYA@#2024,Alice,Smith,asmith@example.com
mike_kintu,MKeYA@#2024,Mike,Kintu,mkintu@example.com
```

2. Once the information is entered, save the file as '**.csv**' extension, ensuring it's encoded in UTF-8 to prevent issues with special characters.

Uploading the CSV file to the YA eLearning Platform

1. Log in the YA eLearning platform with the Admin account. Only users with administration privileges can perform bulk user uploads.
2. Once logged in, navigate to the Admin panel. The path involves "Site **administration** > **Users** > **Accounts** > **Upload users**".



3. Use the file picker to select and upload the CSV uploaded.
4. The platform displays a preview of the uploaded data which you should review for accuracy.
5. From the upload options, you can choose whether to send an email to new users and other preferences like forcing password change on first login.
6. Click the “**Upload users**” button to initiate the process.

PRACTICAL ACTIVITY: PERSONALIZING YOUR USER PROFILE ON THE YA eLEARNING PLATFORM

Aim: This practical activity is designed to familiarize you with the YA eLearning platform by guiding you through the process of editing and personalizing your user profile. Beyond getting started with navigating the platform, you will enhance your visibility to other course participants.

Instructions

1. Go to the YA eLearning Platform home page (<https://yaelearning.org>). Log in the platform using your username and password to access your Dashboard.
2. Select ‘**Profile**’ > ‘**User details**’ > ‘**Edit Profile**’. A form is presented where you can edit your profile.
3. Update or complete the following fields in your profile
 - **First Name** and **Last Name:** Ensure your name is correctly entered
 - **Email address:** Verify or update your email address for communication purposes.
 - **City/Town:** Add or edit your current city or town
 - **Country:** Select your country from the dropdown menu.
 - **Description:** Write a brief introduction about yourself, your interests and what you hope to gain from this course.
4. Upload a recent, professional photo of yourself. This helps in creating a more personal connection with the learning community.

5. There are options to add more details on your profile. Fill in or edit any fields that you feel comfortable sharing and that could enhance collaboration and networking.
6. Carefully review the information you have entered or updated. Once satisfied, click the “Update profile” button to save your changes.

FORUM ACTIVITY: GETTING TO KNOW EACH OTHER

Aim: This activity is designed to build a sense of community among course participants. By viewing peers’ profiles, participants will learn more about each other’s backgrounds, interests and expectations for the course fostering a supportive learning environment.

Instructions

1. Before participating in this forum, please ensure your profile is updated with relevant information, you’re comfortable publicly sharing. If you haven’t done so already, refer to the **“Practical Activity: Personalizing your user profile on the YA eLearning platform”** for guidance.
2. Once inside the course, look for a button labelled **“Participants”** on the course navigation menu bar. Click on this button to open the list of all participants enrolled in this course, including instructors and learners. The participants’ page will display a list of all participants enrolled in the course along with some basic information like their names and roles. To view a peer’s profile, simply click on their name. This will take you to their public profile page. On the public profile page, you might see additional information such as their country, interests and a brief description depending on what they’ve chosen to share.

	First name / Last name	Roles	Groups	Last access to course
<input type="checkbox"/>	AK Allan Kakinda	Student	No groups	Never
<input type="checkbox"/>	DK Daniel Kakinda	Student	No groups	41 mins 19 secs
<input type="checkbox"/>	GK Gerison Kakinda	Student	No groups	Never
<input type="checkbox"/>	DL Daniel Lugudde	Student	No groups	1 sec
<input type="checkbox"/>	CR Chole Richard	Student	No groups	Never

Click name for more details

Activate Windows
Go to Settings to activate Windows

3. Take sometime to view profiles of at least five of your peers. Pay special attention to their professional backgrounds, interests and any shared learning goals that resonate with you.
4. Return to this forum and create a new discussion post. In your post, introduce yourself briefly and share your thoughts on the diversity and richness of our learning

community. Highlight any common interests or goals you've discovered, and feel free to mention (without personal details) any profiles that you found particularly interesting or inspiring.

5. After posting, please read and respond to at least two other posts from your peers. This could involve commenting on shared interests, asking questions to learn more or simply expressing appreciation for their insights.

Posting guidelines

1. When discussing peers' profiles or shared interests, please do so respectfully and without sharing personal information or specifics that the individual might not wish to be publicly disclosed.
2. Keep the discussion positive and supportive. The activity is about building connections and fostering a collaborative learning atmosphere.
3. Ensure your contributions are relevant to the objective of getting to know each other within the context of this course.

Assessment criteria

You will be assessed and graded based on the criteria below:

- **Completeness:** Following all the steps of the activity including viewing peers' profiles and engaging in the forum.
- **Reflection:** Your forum posts demonstrating thoughtful reflection on the diversity of the course participants and the value of a collaborative learning environment.
- **Engagement:** Constructive engagement with at least two peers in the forum contributing to a sense of community.

REFLECTIVE JOURNAL ENTRY – INTRODUCTION TO YA eLEARNING PLATFORM

Please write a thoughtful reflection on the challenges you faced and how you overcame them, the surprises you got, lessons learnt and key takeaways from Module 1: Introduction to YA eLearning platform.

Your journal entry should include your reflections on:

- Personal information captured from new users and its purpose
- Practical assignment: Facilitating student self-registration on the YA eLearning platform
- Practical activity: Personalizing your user profile on the YA eLearning platform
- Forum activity: Getting to know each other

Remember, there's no right or wrong answer in reflective practice – it's all about your personal learning journey and the unique lessons you have learned.

Your journal entry should be approximately (200 – 300) words.

YOU HAVE COME TO THE END OF MODULE 1. PROCEED TO MODULE 2

MODULE 2: SETTING UP, ADDING RESOURCES AND ENROLLING USERS IN YOUR ONLINE COURSE LEARNING RESOURCE

Summary

This module will equip you with the knowledge and skills necessary to setup a new course on the YA eLearning platform, configure the course settings, add content to the course, enroll users into the course and assign them roles.

OVERVIEW OF MODULE 2: SETTING UP, ADDING RESOURCES AND ENROLLING USERS IN YOUR ONLINE COURSE LEARNING RESOURCE

This learning resource covers step-by-step guide to creating an online course on the YA eLearning platform, configuring course settings, basic components of a course, adding resources to an online course, enrolling users and setting user role permissions.

LEARNING OUTCOMES

Upon successful completion of this module, you should be able:

- Create a new course on the YA eLearning platform
- Configure the course settings.
- Add resources to your online course
- Enroll users into your online course and assign them roles

UNITS COVERED:

Module 2 consists of three (3) units:

Unit 1: Creating a new course on Young Africa (YA) eLearning platform

1. Step-by-step guide to creating and configuring a new course on the YA eLearning platform
2. Basic components of the YA eLearning platform course

Unit 2: Adding Resources to your online course

1. Adding a page
2. Adding a URL
3. Adding a video or image

Unit 3: User Roles and Enrolling Users

1. Overview of user roles in a course on YA eLearning platform
2. Methods of enrolling users
3. Enrolling users in your online course

TASKS:

Module 2 has six (6) tasks:

1. **Practical Activity: Configuring Your Online Course on the YA eLearning platform:** Participants having the role of “Teacher” in their individually assigned empty courses will configure the course setting starting with general settings like course name and description, choosing an appropriate course format, adjusting appearance setting including language and layout, setting maximum upload size and finally setting up completion tracking criteria.
2. **Reflective Journal Entry – Reflecting on Configuring Your Online Course on the YA eLearning platform:** After completing the “Configuring Your Online Course on the YA eLearning platform”, participants will reflect on the process, their decisions and how the activity influenced their understanding of the YA eLearning platform and online course design.
3. **Practical Activity- Adding Resources to Your Online Course:** Participants will add a variety of resources of their online courses, including at least one text-based resources, two multimedia element and one external link or resource,
4. **Reflective Journal Entry – Reflecting on Adding Resources to Your Online Course:** Participants after adding resources to their assigned online courses will reflect on the choice and impact of the resources they added, the challenges they face and what they learned from the activity.
5. **Practical Activity – Enrolling Users in Your Online Course:** Participants will enroll users in their online courses using the manual enrollment method.
6. **Forum Activity – Reflection on Module 2: Setting up, Adding Resources and Enrolling users to Your Online Course:** Participants will reflect and share with their peers their experience, challenges and lessons learned while planning, setting up and adding resources to their online courses.

UNIT 1: CREATING, CONFIGURING AND BUILDING A NEW COURSE ON THE YOUNG AFRICA (YA) eLEARNING PLATFORM

1. STEP-BY-STEP GUIDE TO CREATING AND CONFIGURING A NEW COURSE ON THE YA eLEARNING PLATFORM

Creating a new course on the YA eLearning platform involves a series of steps that allow you to set up, configure and populate the course with content.

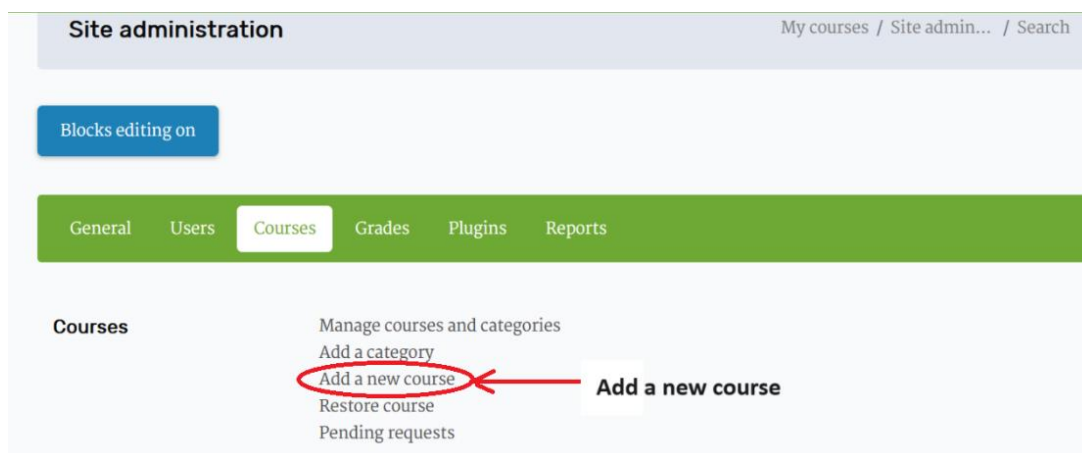
Below are is the step-by-step guide:

Step 1: Log in the YA eLearning Platform

Log in the YA eLearning platform (<https://yaelearning.org>) with an account that has the necessary permissions to create courses (administrator or manager role). Navigate to “**Site administration**” then “**Courses**” and select “**Manage courses and categories**”.

Within the “**Manage courses and categories**” section, find and click the “**Create new course**” link.

“**Site administration**” -> “**Courses**” -> “**Manage courses and categories**” -> “**Create new course**”



You are presented with a form where you configure the course settings.

Step 2: Configure General settings

Add a new course Expand all

▼ General

Course full name ⓘ ⓘ

Course short name ⓘ ⓘ

Course category ⓘ ⓘ × Technical and Vocation Training
 ▼

Course visibility ⓘ ▼

Course start date ⓘ

Course end date ⓘ

The end date doesn't restrict student access to the course. It determines whether a course is listed as Past in My courses.

Click on ? for on spot help

Activate Windows
Go to Settings to activate Windows.

(Where you need help, click ? for on spot help)

Course full name: Enter the complete name of the course which will be displayed on the course page, on the dashboard and various places where the course is referenced. It should be descriptive and should clearly communicate what the course is about.

Short name: Provide a shorter name or abbreviation for the course used in places where the space is limited.

Course category: Choose an existing category under which your course will be listed. If you have the necessary permissions, you might also be able to create a new category.

Course visibility: Set the course visibility to “show” (available to students) or “hide” (not available to students).

Course start date: Sets the beginning of the course, which can affect the calendar and the layout of the weekly format.

Course end date: Defines when the course officially ends. This can control access and visibility of the course

Step 3: Configure Description settings

Course summary: Write a brief description of the course, outlining its objectives, learning outcomes, structure, and any other relevant information. This description helps potential students understand what the course is about and what they can expect to learn.

Course image: Upload an appropriate image to represent the course. This appears alongside the course summary in course listings.

Step 4: Configure Course Format setting

The Course Format setting determines the layout and structure of a course, influencing how content and activities are organized and presented to the learners.

There are four (4) course formats in the YA eLearning platform:

1. **Weekly format:** Weekly format organizes the course by weeks with a clear start date and a consecutive series of weeks. Each week represents a section that can contain certain resources and activities. The weekly format is well-suited for courses that follow a strict timeline or schedule.
2. **Topic format:** Topic format divides the course into topic sections, without a specific time orientation. Each topic section can be named and contains relevant resources and activities. This format suits courses where the focus is on mastering concepts or themes at the learners' own pace.
3. **Single activity format:** Single activity format focuses on a single activity or resource. This format is ideal for courses that are centred around one main learning activity.

4. **Social format:** Social format organizes the course a single forum activity. This format is suitable for discussion-based courses or collaborative projects.

▼ **Course format**

Format ⓘ	Topics format ⇅
Number of sections	Single activity format Social format Topics format Weekly format
Hidden sections ⓘ	Completely invisible ⇅
Course layout ⓘ	Show all sections on one page ⇅

Course format: Select a course format that best suits the layout and structure of your course.

Number of sections: Set the number of sections for weeks/topics/modules your course will have. Each section can contain a combination of resources and activities that together make up the course's content. The appropriate number of sections depends on the course's length and structure, the amount of content and how it is organized.

Hidden sections: Select how you would like sections that are not currently visible to students (i.e. hidden sections) are displayed within the course.

Course layout: Select how you would like the course content displayed on the course page. **"Show all sections on one page"** displays all the sections and their content on a single scrollable page. **"Show one section per page"** displays one section at a time with navigation controls to move between sections.

Step 5: Configure Appearance setting

The "Appearance" setting determines how various aspects of your course are visually presented to students.

Appearance	
Force language	Do not force
Number of announcements	5
Show gradebook to students	Yes
Show activity reports	No
Show activity dates	Yes

Force language: Select a particular language for the course interface if you want to override the platform's default language, which is English. The YA eLearning platform allows 3 languages of English, French and Portuguese.

Number of announcements: Set how many recent announcements are displayed on the course's main page. Announcements are made in a special forum for one-way communication from instructors/facilitators to students.

Key uses of announcements include:

- Communicating important course updates, deadlines and events.
- Sharing resources or information that supplements course content

Show gradebook to students: Select whether students can view their grades within the course's gradebook. Enabling this setting, allows students to track their progress throughout the course.

Show activity reports: Activity reports provide detailed logs of student interactions within the course, such as resource views and activity completions. Enabling this setting allows students to view their own activity reports which can help them self-monitor their engagement and participation in the course.

Show activity dates: This setting enables the display of activity and resource dates such as assignment deadlines or quiz open/close dates on the course page next to the corresponding dates. Enabling this setting helps students manage their time more effectively and reduces the likelihood of missed deadlines.

Step 6: Configure Files and Uploads setting

This setting manages how files are handled within the course, specifically focusing on the limitations and permissions around file uploads

▼ Files and uploads

Maximum upload size ?

20MB

Maximum upload size: Select the largest size of a file that can be uploaded within the course by participants and instructors.

The purpose of setting a maximum upload size is to manage server resources. Large files can consume significant server space and bandwidth.

Step 7: Configure Completion Tracking setting

Completion tracking enables instructors to set criteria for marking activities and resources within the course as completed. Completion tracking allows for each activity or resource in the course (like quizzes, assignments, forums, etc.) to have a specific completion criteria. For example, viewing a resource, submitting an assignment or achieving a certain score on a quiz can be set as the criteria for marking an activity as completed.

Completion tracking provides visual indicators to students, showing them which activities, they've completed and what remains to be done, thus supporting self-directed learning and helping students manage their time more effectively.

▼ Completion tracking

Enable completion tracking



Yes

Show activity completion conditions



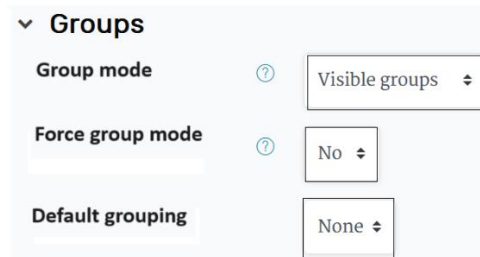
Yes

Enable completion tracking: When enabled, it activates the ability to define specific criteria for what constitutes “completion” for each individual activity or resource. For example, for an assignment, completion could be defined as submitting the assignment whereas for a resource like a PDF or a Book, completion might be set as simply viewing the resource.

Show activity completion conditions: When enabled, students can see exactly what they need to do to complete an activity or resource directly on the course page, next to the activity itself. For example, students might see that to complete a forum activity, they need to start 1 discussion and make at least 2 replies.

Step 8: Configure Groups setting

The Group setting allows for the creation of collaborative environment



The screenshot shows a settings panel titled "Groups" with a dropdown arrow. It contains three settings, each with a help icon (question mark in a circle) and a dropdown menu:

- Group mode**: The dropdown menu is set to "Visible groups".
- Force group mode**: The dropdown menu is set to "No".
- Default grouping**: The dropdown menu is set to "None".

Group mode: This setting determines how groups are used within the course and can be set to one of the three options.

1. **No group:** When selected all students work together which is essentially the entire class. This setting is suitable for courses where activities are designed for individual completion.
2. **Separate groups:** When selected, each group can only see their own group's work and interactions are limited to group members only. This setting, is ideal for group assignments or projects.
3. **Visible groups:** When selected, students can see other groups' work though they cannot interact with it. This setting, is suitable where instructors want students to be inspired or learn from the work of peers while still remaining in their own groups.

Force group mode: When enabled, this setting forces the group mode selected at the course level on all activities within the course. This setting, is useful for maintaining a uniform group structure throughout the course.

Default grouping: Groupings are a collection of groups and this setting allows instructors to assign a default grouping for activities that support group mode.

PRACTICAL ACTIVITY: CONFIGURING YOUR ONLINE COURSE ON THE YA eLEARNING PLATFORM

Aim: This activity is designed to build your knowledge and skills of configuring course settings to tailor the course layout, accessibility and other functional aspects to better suit the specific requirements of your course.

(Important: To do this activity, you need to have a “Teacher” role permission in your assigned course. The course facilitators will create and assign you a new empty course where you are enrolled as a “Teacher” for your practice).

Instructions:

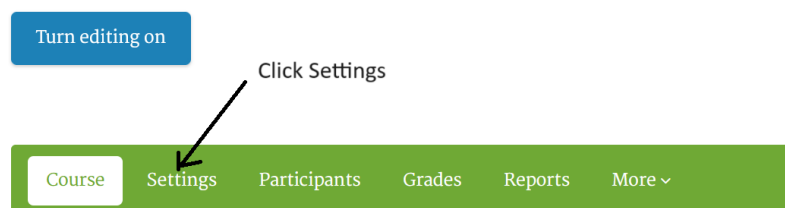
Step 1: Planning

Outline the basic structure of your course. Decide on a few key topics or units or modules you want to cover. Include brief summaries of topics or units or modules.

See - Example of basic course structure (Appendix 1)

Step 2: Access your assigned course

1. Log in to the YA eLearning Platform (<https://yaelearning.org>) using your “Teacher” credentials.
2. Navigate to the dashboard and find the course assigned to you. Click on the course name and enter the course.
3. Once inside the course, click on “**Setting**” on the course page menu bar.



Step 3: Configure General Setting

1. **Course Full Name:** Ensure the course full name is appropriate and descriptive as it will appear on the course lists and should easily be identifiable by students.
2. **Course Short Name:** Confirm or edit the short name. The short name is used in navigation.
3. **Course Start Date:** Set the start date of the course which can affect the display of logs and the timing of weekly formats.

Step 4: Adjust Appearance Settings

1. **Course Format:** Choose from the formats like Weekly, Topics or others. Decide if you want the course format to be organized by week or by topic or in another structure.
2. **Number of sections:** Specify the number of sections/topics you want in your course. This depends on the number of topics or modules or weeks you plan to teach.
3. **Hidden sections:** Decide how hidden sections are displayed to students. They can be completely hidden or shown in collapsed form.
4. **Course Layout:** Choose whether the whole course is displayed on one page or split into separate pages.

Step 5: Manage Course Visibility

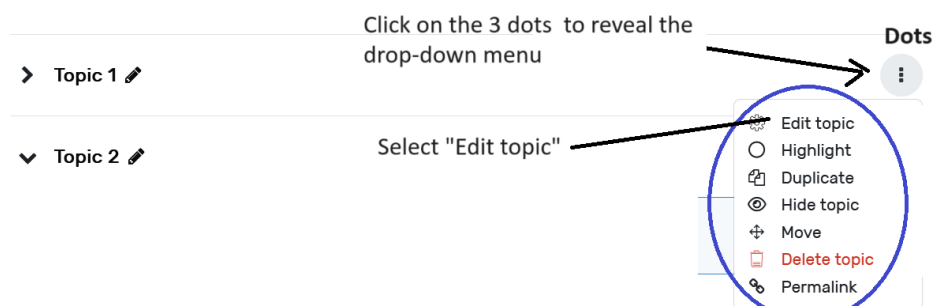
1. **Visible:** Set this to “**Show**” to make the course available to students. Select “**Hide**” if you are not ready for the students to view the course yet.

Step 6: Set Language and Group Setting

1. **Force Language:** If you want all users to view the course in a specific language, set it here. Young Africa (YA) eLearning platform can be set to English, Portuguese and French.
2. **Group Mode:** Define the group mode if you plan to use groups (No groups, Separate groups or Visible groups)
3. **Default Grouping:** Set up any default grouping if required

Step 7: Edit the sections/topics

1. Click on “**Turn editing on**”. Click on the 3 dots to reveal a drop-down menu. Select “**Edit topic**” from the drop-down menu.



2. Check “**Custom**”. Change the topic or section name and fill in the topic summary.

The screenshot shows a web interface for configuring course settings. At the top, there is a 'Custom' tab selected. Below it, the 'Section name' field contains 'Topic 1'. Underneath, there is a 'Summary' section with a text area and a rich text editor (TinyMCE) toolbar. An arrow points to the text area with the label 'Fill topic summary'. The bottom of the interface shows '0 words' and the 'tiny' logo.

3. Scroll down to the bottom of page and click **“Save changes”** to apply your changes.
4. Click **“Turn editing off”** to turn off editing.

Step 8: Review and Test

1. Review the course to ensure all settings are as desired.

REFLECTIVE JOURNAL ENTRY: CONFIGURING COURSE SETTINGS FOR YOUR ONLINE COURSE

Aim: This reflective journal entry activity is designed to deepen your understanding and enhance your skills in online course design.

Please write a thoughtful reflective journal entry which should include your reflection on:

1. Your initial thoughts when you first accessed the course settings. Were there any settings that were particularly challenging to understand or configure?
2. Any difficulties you faced during the configuration and how you resolved them?
3. The rationale behind your choices for the key settings such as course format, number of sections etc. Why did you choose these specific options?
4. What you learned about the YA eLearning platform through this activity. How will what you learned influence your approach to online course design in the future?

Remember, there are no wrong or write answers so just be truthful to yourself in your reflections. Your reflective journal entry should be approximately (200 – 300) words.

Assessment Criteria

Your Reflective Journal Entry will be assessed and graded based on the following criteria:

- Depth of reflection
- Understanding of course design principles
- Application to future course design practices

BASIC COMPONENTS OF THE YA eLEARNING PLATFORM

A course on the YA eLearning platform has a variety of basic components which you can put together to create a course. Each component serves a different purpose.

Below are some of the basic components in the YA eLearning platform courses:

1. **Resources:** A resource is a static content item added to a course meant for reading, viewing or downloading. The YA eLearning platform offers several types of resources to cater for various instructional needs and content delivery methods. Some of the YA eLearning platform resources are:
 - **Book:** A book resource is a multi-page resource which can be used for creating digital books, manuals or guides with topics and sub-topics. It's ideal for presenting information in a structured and organized manner.
 - **File:** A file resource allows instructors/trainers to upload and share a wide range of file types (such as Word documents, PDFs, PowerPoint presentation, images) with learners. It's used for distributing course materials that students can download and view on their devices.
 - **URL:** A URL resource allows instructors/trainers to link to external websites or online materials. It's a way to provide students with direct access to additional online resources references or tools.
 - **Label:** A label resource is used to add descriptions, headings, images directly onto the course page helping to organize content or improve navigability.
 - **Folder:** A folder resource is used to organize and display files together (e.g. a set of past examination papers in pdf format or a collection of image files for use in student projects) on a course page.
 - **Page:** A page resource is a simple HTML page, useful for presenting text, images and multimedia (like videos and audio) embedded within the content.
2. **Activities:** An Activity refers to an interactive component within a course that requires participation from the learners. Activities are designed to engage learners, encourage active learning, assess performance or facilitate collaboration and knowledge construction. Some of the YA eLearning platform activities are:
 - **Assignment:** An Assignment activity allows learners to submit their work to the instructor for grading and feedback. This can include written work, projects, reports and other files. Instructors can set submission deadlines, grading criteria and provide individual feedback.

- **Forums:** A Forum activity facilitates asynchronous discussion among course participants allowing learners and instructors to post messages, respond to each other's post and engage in dialogue. Forums can support a range of uses from single Question & Answer to complex debates.
 - **Quiz:** A Quiz activity provides a way to assess learners' knowledge and understanding through various question types including multiple-choice, true/false, short answer and essay questions. Quizzes can be timed, randomized and provide immediate feedback.
 - **Workshop:** A Workshop activity supports peer assessment activities where students submit their own work and then receive and provide assessments of their peers' work based on criteria set by the instructor.
 - **Lesson:** A Lesson activity delivers content in an interesting and flexible way by using a series of pages. Each page can end with a question and a set of answers for students to choose from, branching to different pages based on their response.
 - **Wiki:** A Wiki activity allows participants to add and edit a collection of web pages. Wikis can be collaborative or individual and are useful for group projects, building a knowledge base or collaborative writing.
 - **Database:** A Database activity allows participants to build and search a bank of record entries about any topic. Entries can include text, files, images, URLs and other types of data.
 - **Journal:** A Journal activity is a reflective tool that allows learners to write entries about their learning experiences, thoughts and feelings related to the course. It serves as a personal space within the course where learners engage in self-reflection, document their learning journey and articulate challenges, successes and insights. The Journal allows instructors to provide personalized feedback on learners' reflections, fostering a one-on-one dialogue that can support and guide the learner's learning journey.
 - **H5P Interactive content:** H5P (HTML5) interactive content activity enables educators to create interactive content such as interactive videos, interactive presentations, drag-and-drop questions, quizzes, crossword puzzles etc. Learners interact with the H5P interactive content as part of their learning, receiving immediate feedback on their responses which can aid in knowledge retention and self-assessment.
3. **Gradebook:** A gradebook is a comprehensive tool where all student grades for the course are collated. It allows for detailed grade management including categories, weightings and custom grading scales.

4. **Navigation and administration:** There are tools and settings for managing the course, accessible to instructors and administrators. These include user enrollment controls, grade settings, course backup and restore options and activity logs.
5. **Blocks:** Blocks are modular elements that can be added to the Dashboard providing additional information or functionality. Examples include:
 - **Calendar:** Displays upcoming events, deadlines and course schedules.
 - **Upcoming events:** Lists future activities and deadlines
 - **Recently accessed items:** Lists recently accessed course items
 - **Latest announcements:** Shows recent news and updates from the course.
6. **Communication tools:** Various tools like messages, forums and announcements enable communication between learners and instructors fostering a collaborative learning environment.
7. **Completion tracking:** Completion tracking is a feature that allows instructors and learners to track progress through the course content based on set criteria such as viewing a resource, submitting an assignment or passing a quiz.
8. **Personalization:** Features like custom user profiles, language settings allow learners to personalize the YA eLearning platform.

UNIT 2: ADDING RESOURCES TO YOUR ONLINE COURSE

PRACTICAL ACTIVITY: ADDING RESOURCES TO YOUR ONLINE COURSE

Aim: This activity aims to familiarize participants with resources available on the YA eLearning platform for enriching course content and improving student engagement. The activity particularly focusses on text content, external links, text and media area.

(Important: You need to have credentials with editing capabilities to be able to do this activity).

Step 1: Access your assigned course

1. Log in to the YA eLearning platform (<https://yaelearning.org>) using your “Teacher” credentials and select your assigned course.
2. Locate and click the “**Turn editing on**” button.

Step 2: Add a Page

A Page resource allows you to create a single scrollable web page that include text content, hyperlinks and multimedia elements including images, videos and audio files offering a rich multimedia approach to learning.

1. In the appropriate section, click “**Add an activity or resource**”. Select “**Resources**” and then “**Page**”. A text editor appears.

The screenshot shows a form for adding a 'Page' resource. It is divided into two main sections: 'Description' and 'Content'. The 'Description' section has a 'Name' field and a 'Description' text editor with a toolbar. Below the description editor is a checkbox labeled 'Display description on course page'. The 'Content' section has a 'Page content' text editor with a toolbar. At the bottom of the 'Page content' editor, there is an 'EDIT MODE' toggle switch and a Windows activation watermark that says 'Activate Windows Go to Settings to activate Windows.'

2. Configure the Page

- **Name:** Provide a descriptive name for the Page
- **Description:** Optionally add a brief description (check the box to “Display on the course page” if needed).
- **Page content:** Use the text editor to add and format the course text content.

3. Save and display

Click “**Save and return to course**” to add the Page to your course.

Step 3: Add a URL

A URL resource allows you to provide a direct link to external information and resources into the course. Students can click the link to access an external website, document, multimedia content or any other online learning resource.













1. In the desired section, click “Add an activity or resource”. Select “**Resources**”, the “**URL**”. A text editor appears.


Name ⓘ 🔗

External URL ⓘ Choose a link...

Description

Edit View Insert Format Tools Table Help

↶ ↷ B I             ...

p 0 words 

☐ Display description on course page 🔗

2. Configure the URL

- **Name:** Enter a name for the URL that indicates what students expect to find by clicking the link.'
- **External URL:** Type or paste the link to the external learning resource
- **Description:** Provide a brief explanation of what the link is, what students can expect to find there and why students should visit the link.

3. Save and Display

Click **“Save and return to course”** to add the URL to you course.

Step 4: Add an image

1. Choose **“Text and media area”**. Within the desired section, click **“Add an activity or resource”**. Select **“Resource”**, select **“Text and media area”**. A text editor appears.

Title in course index ⓘ

Text

Edit View Insert Format Tools Table Help













↶ ↷ B I             ...

Image icon

p 0 words

2. Insert the image

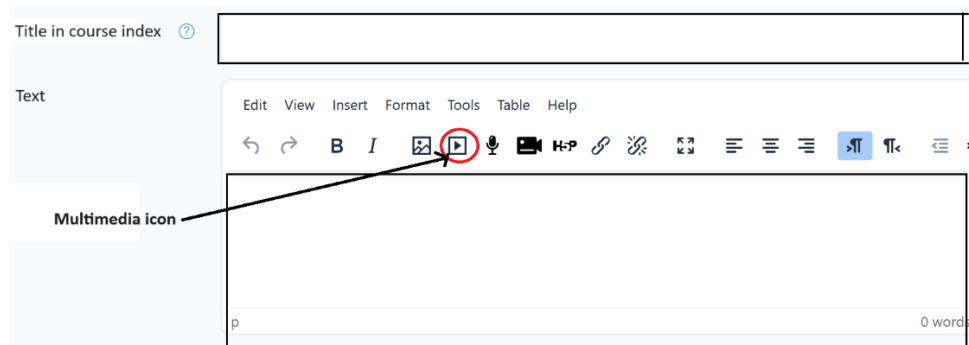
- In the text editor, click the **“image”** icon.
- Upload your image file and provide an image description for accessibility
- Adjust the image size setting as desired.
- Click **“Save image”**.

3. Save and display

Click **“Save and return to course”** to add the image to your course.

Step 5: Add a video

1. In the desired section, click **“Add an activity or resource”**. Select **“Resources”**, select **“Text and media area”**. A text editor appears.



2. Insert the video

- In the text editor, click **“Multimedia”** icon.

A screenshot of the 'INSERT MEDIA' dialog box. The 'Video' tab is selected. It contains fields for 'Source URL' and 'Name', a 'Browse repositories...' button, and 'Insert media' and 'Cancel' buttons at the bottom.

- Source link: Type or paste the video link e.g. YouTube video link
- Click **“Insert media”**

3. Save and display

Click **“Save and return to course”** to add the video to your course.

Step 6: Completion

Once you have added all the required resources, review your course to ensure all elements are correctly implemented and visible.

REFLECTIVE JOURNAL ENTRY: REFLECTING ON ADDING RESOURCES TO YOUR ONLINE COURSE

Aim: This reflective journal entry is designed not only to prompt you to think critically about the resources you have added to your assigned course but also to understand the importance of diverse content in enhancing students' experience and engagement.

Instructions:

Before you begin writing your journal entry, take sometime to review each resource you have added to your course. Interact with them as your students would to fully understand their impact.

Write a thoughtful reflective journal entry which should include your reflection on:

1. Page Resource: What was the goal for this page? What challenges did you face in the process of creating and formatting the Page and how did you overcome them?
2. URL Resource: Why was this particular link important for your course? How do you think accessing this link will benefit your students' learning?
3. Image Resource: What role do images play in the course? Were there any difficulties in uploading and positioning or resizing the image?
4. Video Resource: How does this video complement the learning material? What were the challenges, if any, in embedding the video into the course?
5. What have you learned about using multimedia resources in online courses through this activity? How do you plan to apply what you have learned to your future online course designs?

Remember, there are no right or wrong answers so just be truthful to yourself in your reflections.

Your reflective journal entry should be approximately (200 -300) words.

Assessment Criteria:

Your reflective journal entry will be assessed and graded based on the following:

- Depth of reflection: Reflection provides comprehensive insights into personal experience and challenges faced during the activity.
- Understanding of resource integration: Reflection articulates understanding of how different resources enhance online learning and learner engagement.
- Practical application: Reflection identifies applications of the different resources.
- Quality of communication: Writing is clear, well-organized and articulate

UNIT 3: USER ROLES AND ENROLLING USERS

USER ROLES IN THE YOUNG AFRICA (YA) eLEARNING PLATFORM

In the Young Africa (YA) eLearning platform, there are several key user roles that define what users can and cannot do within the eLearning platform. These roles are crucial for managing access, permissions and functionalities across the eLearning platform.

1. **Administrator (Admin):** Administrators are responsible for the operation and maintenance of the entire eLearning platform. Administrators can modify site settings, create and delete courses, change user roles, adjust user permissions, install plugins and upgrade the eLearning platform.
2. **Course Creators:** Course creators can create new courses, edit course settings, add content, enroll teachers and students and teach in a course.
3. **Teacher:** Teachers can manage and edit courses which they are assigned, update course content, grade students' submissions, manage students within their course and view course reports.
4. **Non-editing Teacher:** Non-editing teacher can grade student assignments, participate in discussions, view course reports. Non-editing teachers cannot alter course structure, add or edit course content.
5. **Student:** Students are the primary learners in the platform. They can access course materials, submit assignments, do quizzes, participate in forum discussions and view their own grades.
6. **Guest:** Guests have very limited access. They can view content (where permission is granted) but cannot participate in activities or view grades,

METHODS OF ENROLLING USERS IN AN ONLINE COURSE ON THE YA eLEARNING PLATFORM

Enrolling users in an online course on the YA eLearning platform can be done through various methods. These enrollment methods include manual enrollment, self-enrollment, cohort enrollment and guest enrollment.

1. **Manual enrollment:** Manual enrollment involves the Administrator (Admin) or Teacher manually adding users to the course. In the course, an administrator or teacher with the appropriate permissions, goes to the “Participants” section, selects “Enroll users” and then adds users by searching for their names. This method is best for small classes or for specialized training sessions that require prerequisites like payments. Manual enrollment is labour-intensive and time consuming and therefore not suitable for courses where hundreds or thousands of users need to be enrolled.
2. **Self-enrollment:** This method in a course allows students to enroll themselves. Students can choose which course they want to join, enroll themselves and have immediate access to course materials. Self-enrollment reduces administrative overhead on administrators and teachers as users manage their own enrollment. This method is especially useful for courses like MOOCs (Massive Open Online Courses) designed to reach a large audience with open educational content. If an enrollment key is set (optional), only users who know this key can enroll themselves in the course which helps prevent unauthorized access while still simplifying the enrollment process.
3. **Cohort enrollment:** In cohort enrollment, administrators create cohorts (groups of users) and then link these cohorts to one or more courses. Once a cohort is linked to a course, all members of that cohort gain access to the course automatically. Cohort enrollment allows for bulk management of enrollment, which is efficient and time-saving.
This method is useful for educational institutions which can manage course enrollments by class year, program or department simplifying the administrative processes, Companies doing online training for their employees can enroll them in cohorts based on their roles, departments or training needs.
4. **Guest access:** In Guest access, the administrator enables guest access to course content to enable users who are not enrolled in a course to view its content without the need to log in or have a full user account.
Guests can view the course content but cannot participate in course activities such as post in forums, submit assignments or complete quizzes. Any interactions or visits by a guest user are not tracked by the system. This method is particularly useful for providing a preview of course materials to prospective students or allowing stakeholders to review course materials without modifying any content or participating in activities.

PRACTICAL ACTIVITY: ENROLLING USERS IN YOUR ONLINE COURSE USING THE MANUAL ENROLLMENT METHOD

Aim: The aim of this practical activity is to familiarize you with the manual enrollment process.

(Important: To do this activity, you will need a list of names of users (fellow instructors/trainers, facilitators from the Young Africa eLearning Capacity Building Course) to enroll in your assigned course.)

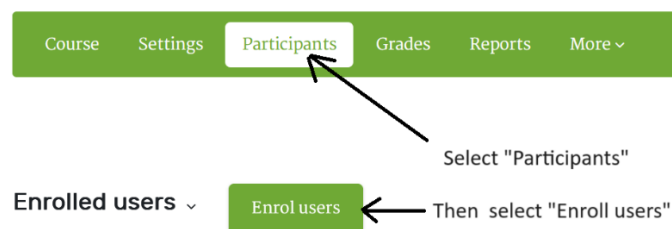
Instructors:

Step 1: Access your online course

1. Log in the YA eLearning platform with your teacher credentials.
2. Navigate to “**My courses**” and select the course where you want to enroll users.

Step 2: Enroll users

1. From the course menu bar, select “**Participants**”.



2. Click on “**Enroll user**” button found at the top of the list of currently enrolled users. The enrolment options dialog appears.



3. In the enrollment options dialog:

- **Assign roles:** Select the role you wish to assign to the new users (e.g. non-editing teacher, student).
 - **Search for users:** Enter the names of the users you wish to enroll. Select the users from the list that appears.
4. Click **“Enroll users”** to add them to the course. Once all users are enrolled, review the list on the “Enrolled users” page to confirm that all entries are correct.

Step 3: Notify users

Send a notification to users informing them that they have been enrolled in your course. This can be done via email or through your course’s announcement forum.

FORUM ACTIVITY - REFLECTING ON MODULE 2: SETTING UP, ADDING RESOURCES AND ENROLLING USERS IN YOUR ONLINE COURSE

In this forum activity, you will reflect on and share your experience, challenges and successes you encountered while planning, setting up and adding resources your online course. The goal of this activity is to foster a collaborative learning environment where you and your peers can learn from each other’s experiences, share best practices and provide support and constructive feedback.

Instructions

1. Take some time to reflect on your course-building process. Consider the planning stage and the selection and addition resources to your online course.
2. Create a new discussion topic in the forum entitled “Forum activity: **Reflection on my experience on planning, selecting and adding resources to my online course**”. Use a descriptive subject for your post.
3. In your post, consider addressing the following points:
 - Briefly describe your initial plan or vision for your course and any specific goals you aimed to achieve.
 - Share any challenges or obstacles you faced in setting up, selecting and adding resources to your online course and how you addressed them.
 - Highlight aspects that you found particularly rewarding or successful.
 - Reflect on what the whole process taught you about online course design, YAL eLearning platform capabilities and your own strengths and needed areas of professional growth,
 - Offer any tips or advice based on your experience that could help others in their online course-building endeavors.

4. After posting, take time to read and respond to at least two other posts from your peers, offer encouragement, ask questions to understand their process better or share how their experiences resonate with your own.

Posting guidelines

- Ensure your comments on peers' posts are constructive, supportive and aimed at fostering a positive learning environment.
- Maintain a respectful and professional tone throughout your interactions, valuing the diverse perspectives and experiences within the group.

Assessment criteria

You will be assessed and graded based on:

- Thoughtful reflection of the process of setting and adding resources to your online course including challenges, successes and personal growth.
- Active participation in discussions, providing meaningful feedback and insights to peers.
- Practical advice or lessons that contribute to the collective knowledge of your class.

**END OF MODULE 2: SETTING UP, ADDING RESOURCES AND ENROLLING
USERS IN YOUR ONLINE COURSE**

MODULE 3: ADDING ACTIVITIES TO YOUR ONLINE COURSE LEARNING RESOURCE

This module covers uses and key features of discussion forums, step-by-step guide to setting up setting up and configuring a discussion forum, uses of the Assignment activity, step-by-step guide to adding an assignment to an online course on the YA eLearning platform.

Learning Outcomes:

Upon successful completion of this module, participants should be able to:

- Setup and configure discussion forums to foster meaningful discussions, enable peer feedback and build a learning community among learners.
- Create and manage online assignment, including selecting appropriate submission types and configuring grading methods.
- Mark and grade assignment providing timely and constructive feedback to learners.
- Construct quizzes that incorporate a variety of question types to access student learning,

Units covered:

Module 3 has two (2) units:

Unit 1: Facilitating Discussions and Collaborations

- Detailed guide on setting up discussion forums
- Using forums for discussions, peer feedback and community building
- Structuring criteria for effective peer assessment.

Unit 2: Creating and Marking Assignments

- Detailed guide on setting up assignments, including submission types and grading methods.
- Implementing assignments that reflect real-world tasks and scenarios.
- Marking and grading assignments.

TASKS:

Module 3 has three (3) tasks:

1. **Practical Activity – Setting Up and Configuring Introduction Discussion Forum in Your Online Course:** Participants will setup and configure an introduction discussion forum and invite users enrolled in their assigned course to introduce

themselves and respond to peers' posts. They will facilitate the forum discussions.

2. **Practical Activity – Setting Up and Configuring an Assignment activity in Your Online Course:** Participants will setup and configure an Assignment in their assigned course. They will invite users enrolled in their course to submit their answers to the assignment which they will mark and grade.
3. **Reflective Journal Entry – Reflecting on Adding Activities to Your Online Course:** Participants will write a thoughtful reflection on the challenges they faced and the lessons they learnt when setting up and configuring a forum and an assignment in their online courses.

UNIT 1: FACILITATING DISCUSSIONS AND COLLABORATIONS

USES AND KEY FEATURES OF DISCUSSION FORUMS

Discussion forums in the YA eLearning platform are tools for facilitating communication, collaboration and community building within the online course. Discussion forums allow instructors/facilitators and students to engage in discussions, share ideas and provide feedback in a structured asynchronous (non – real time way).

Uses of discussion forums

Within an online course, discussion forums have several educational uses:

- Ideal for group discussions, collaborative brainstorming and project planning.
- Encourage students to articulate their thoughts, pose questions and exchange ideas which deepen their understanding.
- Help create a sense of community and belonging among participants who are physically apart by providing a space for informal interactions as well as academic discussions.
- Supports participants' peer – to -peer learning where participants learn from each other's insights and feedback.
- Can foster reflective learning and critical thinking by encouraging participants to write down and share their thoughts.

Key features of discussion forums

Discussion forums in the YA eLearning platform have a number of key features:

1. Various forum types:

- **Standard forum for general use:** Allows anyone to start new discussion topics anytime.
- **Each person posts one discussion:** Each student can start only one discussion topic which everyone can reply to.
- **Q and A forum:** A student must first post their reply to a question posted by the instructor before viewing other students' posts, which encourages original thought.
- **Single simple discussion:** A single discussion thread that everyone can reply to. Suitable for focused topics.

2. Threaded discussions

- Posts within a forum can be displayed in a threaded view which shows replies in a nested form under each original post, making it easier to view conversations.

3. Subscription options

- Participants can choose to subscribe to a forum thread to receive notification via email whenever a new post is made. This helps keep participants informed of new activity without needing to constantly check the forum thread manually.

4. Attachment and embedding capabilities

- Participants can attach files or embed multimedia content such as images, audio and videos within their posts enhancing the richness of discussion.

5. Assessment and grading

- Forums can be graded by instructors providing a way to assess students' participation and contributions. They can be set up with grading scale or a simple completion activity.

STEP-BY-STEP GUIDE TO SETTING UP AND CONFIGURING A DISCUSSION FORUM

To set up and configure a discussion forum in an online course on the YA eLearning platform follow the following steps:

Step 1: Access your online course

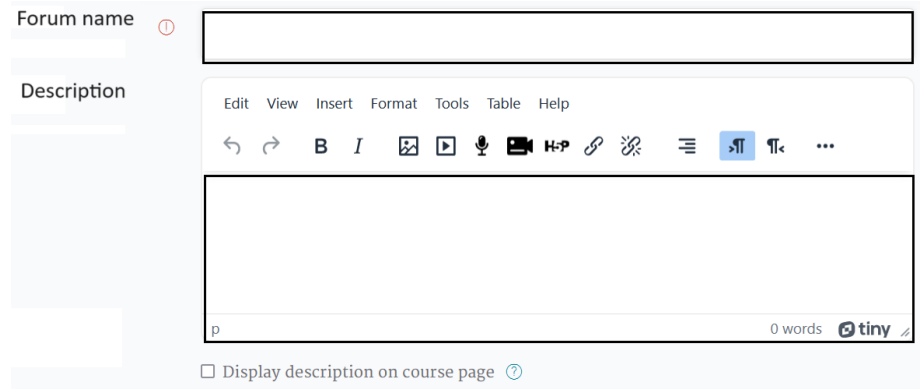
1. Log in to the YA eLearning platform (<https://yaelearning.org>) using your "Teacher" credentials.
2. Navigate to your online course where you want to add the discussion forum.

Step 2: Add a forum

1. Click on the “**Turn editing on**” button. This will allow you to add and configure activities and resources within the course.
2. In the section where you want the forum to appear, click the “**Add an activity or resource**” link. This opens a pop-up window listing all possible activities and resources.
3. From the list of activities, select “**Forum**”. This action will bring you to the forum setup page.

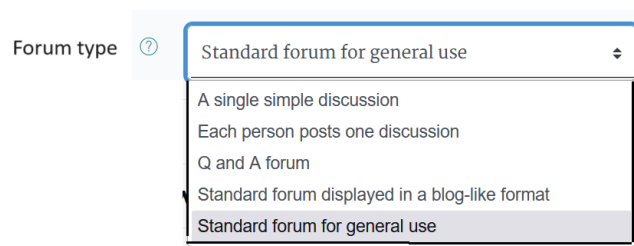
Step 3: Configure the forum

1. **Forum name**; Enter a descriptive name for the forum. This is what your students will see in the course layout.
2. **Description**: Add a detailed description explaining the purpose of the forum and any instructions or rules you want participants to follow.



The screenshot shows the forum configuration interface. On the left, there are two sections: 'Forum name' with a red information icon and 'Description'. The 'Forum name' section has a text input field. The 'Description' section has a rich text editor with a toolbar containing options like Edit, View, Insert, Format, Tools, Table, and Help. The editor includes icons for undo, redo, bold, italic, link, unlink, image, video, audio, and other formatting options. Below the editor, there is a checkbox labeled 'Display description on course page' with a question mark icon.

3. **Forum type**: Choose the type of forum you wish to create:



The screenshot shows the 'Forum type' dropdown menu. The dropdown is open, displaying a list of options. The first option, 'Standard forum for general use', is highlighted. Below it, there are four other options: 'A single simple discussion', 'Each person posts one discussion', 'Q and A forum', and 'Standard forum displayed in a blog-like format'. The dropdown menu has a question mark icon next to the label 'Forum type'.

The options include:

- **Standard forum for general use:** Open for all participants to start new discussions and post replies.
 - **Each person posts one discussion:** Each participant can post exactly one discussion topic.
 - **Q and A forum:** Participants must first post their answer before viewing other replies
 - **Standard forum displayed in a blog like format:** An open forum where anyone can start a new discussion at anytime and in which discussion topics are displayed on one page with “Discuss this topic” links.
 - **Single simple discussion:** A single discussion thread which everyone can reply to.
4. **Attachments and word count:** Decide if attachments are allowed and if so the maximum size and number of attachments. Decide whether to show the word count of each post.

▼ **Attachments and word count**

Maximum attachment size: 10MB

Maximum number of attachments: 9

Display word count: No

5. **Subscription and Tracking:** Configure how subscription to the forum will be handled (optional, auto, or forced) and if read tracking should be enabled to show participants which posts they have not yet read.

Subscription and tracking

Subscription mode: Optional subscription

Read tracking: [unchecked]

6. **Discussion locking:** Decide if the discussion should be automatically locked after a specified time of inactivity.'
7. **Completion conditions:** Specify what actions must be taken for the forum activity to be considered complete. Options might include viewing a discussion, posting or replying a certain number of times.

Completion conditions

☐ None

☐ Students must manually mark the activity as done

☒ Add requirements

Activity is completed when students do all the following:

☒ View the activity

☐ Start discussions or post replies

☒ Start discussions

☒ Post replies

8. **Whole forum grading:** Select the type of grading (scale or point) for this activity.

Step 4: Common module settings

1. **Visibility:** Choose whether the forum should be visible to students immediately or hidden until a later date.
2. **Group Mode:** Decide if the forum will use groups (none, separate, or visible). This is useful if the course has different groups that should only see their group's posts.

Step 5: Save and display

1. Once all settings are configured, click 'Save and display' to review your forum setup.
2. Consider posting the first discussion topic to prompt engagement and provide a model for how students should participate.

PRACTICAL ACTIVITY: SETTING UP AND CONFIGURING AN INTRODUCTION DISCUSSION FORUM IN YOUR ONLINE COURSE

Aim: This practical activity is designed to guide you on creating an interactive space where users enrolled in your online course can introduce themselves and to enhance community building among your course participants.

Instructions

Step 1: Access Your Course

1. Login to the YA eLearning platform with your teacher credentials.
2. Navigate to "**My courses**" and select the course where you want to set up the introduction forum.

Step 2: Add the Forum

1. Inside the course, turn on the editing mode by clicking “**Turn editing on**”.
2. In the section where you want to add the forum (usually the top section for introduction), click “**Add an activity or resource**”.
3. From the activity chooser, select “**Forum**”.

Step 3: Configure the Forum

1. **Forum name:** Provide a name for the forum such as “**Welcome to the course – Introduce Yourself**”.
2. **Description:** Add instructions in the description box, guiding users on why it is important to introduce themselves, what information to share in their introductions, code of conduct when responding to peers’ posts etc.
3. **Forum type:** Choose the “**standard forum for general use**” as it allows for multiple discussion topics and is suitable for ongoing conversations.
4. **Attachments and word count:** Decide if you want to allow attachments (such as images) and set the maximum attachment size if necessary. Enable word count display if you wish to guide post length.
5. **Subscription and tracking:** Choose how to manage subscriptions (optional, forced or auto) and enable read tracking if you want participants to see which posts they have not read yet.

Step 4: Save and Display

After configuring all settings.

1. Click “**Save and display**” to review the forum set up.
2. Click “**Save and return to course**” if everything is set correctly to add the forum to your course page.
3. Start the first discussion by posting a welcome message and introducing yourself setting a friendly tone and an example to your participants.

Step 5: Invite participants

1. Invite participants you enrolled into your online course to post their self-introductions. You do this using email or using the announcement forum.

Step 6: Monitor and Facilitate

1. Keep an eye on the forum as participants begin to post their introductions. Participate in the discussion to keep engagement high and make participants feel welcomed.
2. Encourage participants to respond to each other's posts, fostering interaction and build a sense of community.

UNIT 2: CREATING & MARKING ASSIGNMENTS

USES OF AN ASSIGNMENT ACTIVITY IN A COURSE ON THE YA eLEARNING PLATFORM

An “**Assignment**” is an activity in the YA eLearning platform course that allows instructors/trainers to collect work from students/learners, review it and provide grades and feedback.

An Assignment can be used for:

- **Submitting written work:** Students can upload documents in various formats (e.g. Word, PDF) or type directly into a text editor. This is ideal for essays, reports, reflections or any other written assignments.
- **Collecting multimedia submissions:** Supports file uploads, enabling students to submit multimedia projects such as videos, audio recordings, presentations or digital work.
- **Assessing practical skills:** Students can submit evidence of practical skills through photographs, videos or documents. For example, a baking assignment might require students to upload photos or videos of their baked goods at different stages in the baking process.
- **Group projects:** Assignments can be configured for group submissions, allowing a group of students to work collaboratively on a single submission.
- **Take-home assignments:** The Assignment can be used for take-home assignments that allow for more-open answers and essay-style responses.
- **Continuous assessment:** Assignments can be used for formative assessments throughout a course, providing ongoing feedback and grades to students. This helps in tracking progress and identifying areas for improvement.

DETAILED STEP-BY-STEP GUIDE TO ADDING AN ASSIGNMENT TO AN ONLINE COURSE ON THE YA eLEARNING PLATFORM

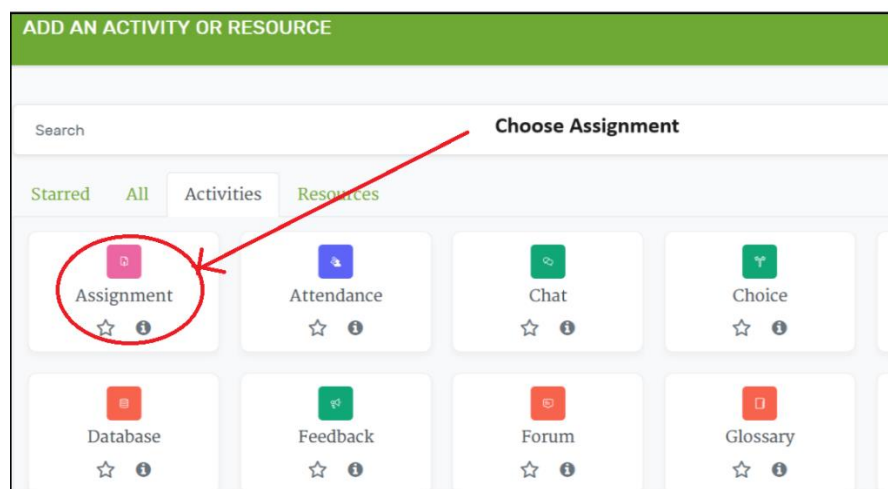
Setting up an Assignment in the YA eLearning platform course, involves configuring various settings.

Below is the step-by-step guiding in setting up an Assignment in an online course on the YA eLearning platform.:

(Important: To add an Assignment to a course, you need to have Administrator or Teacher credentials)

Step 1: Add a new Assignment activity

1. Access the course where you want to add an Assignment,
2. Click the “**Turn editing on**” button
3. In the section where you want the Assignment, click “**Add an activity or resource**”.
4. Choose “**Assignment**” from the activity chooser.



You will be presented with a form where you need to configure a number of Assignment settings.

Step 2: Configure general settings

The screenshot shows the 'General' settings panel. It includes a text input for 'Assignment Name', a rich text editor for 'Description' with a toolbar (Edit, View, Insert, Format, Tools, Table, Help) and a 'Display description on course page' checkbox, and another rich text editor for 'Activity instructions' with a similar toolbar and an 'EDIT MODE' toggle. A 'tiny' logo is visible in the bottom right of the description editor.

1. **Assignment name:** Provide a clear descriptive name for the Assignment.
2. **Description:** Detail the assignment instructions, objectives and any necessary resources.
3. **Additional file:** Upload a document which students can download and read offline

Step 3: Configure availability settings

The screenshot shows the 'Availability' settings panel. It contains four rows of date and time pickers, each with an 'Enable' checkbox and a help icon. The first row is 'Allow submission from' (23 March 2024 00:00). The second row is 'Due date' (30 March 2024 00:00). The third row is 'Cut-off date' (23 March 2024 07:41). The fourth row is 'Remind me to grade by' (6 April 2024 00:00). At the bottom, there is a checkbox for 'Always show description' which is checked.

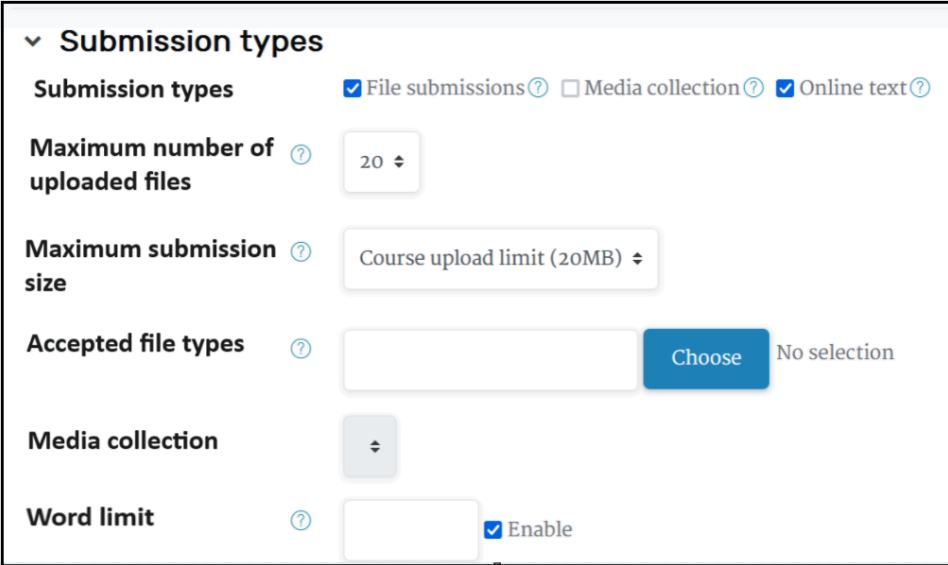
1. **Allow submission from:** Sets the earliest date and time when students can begin submitting their assignment.
2. **Due date:** Sets the date and time by which students are expected to submit their assignments. Assignments submitted after due date are marked late but can still

be submitted until the “**Cut-off-date**”. Instructors can choose how to handle late submissions.

3. **Cut-off-date:** Specifies the final date and time when submissions are allowed. YA eLearning platform displays these settings in various places such as on the course page, within the assignment activity and on the calendar helping students plan their work and manage their time effectively.

Step 4: Configure submission types setting

The “Submission types” setting allows instructors/trainers to define how students submit their work. This setting dictates the format and nature of submissions aligned with the assignment’s objectives and type of assignment.



The screenshot shows the 'Submission types' configuration panel. It includes the following settings:


- Submission types:** Three checkboxes are visible: ☒ File submissions?, ☐ Media collection?, and ☒ Online text?.
- Maximum number of uploaded files:** A dropdown menu showing '20'.
- Maximum submission size:** A dropdown menu showing 'Course upload limit (20MB)'.
- Accepted file types:** A text input field, a blue 'Choose' button, and the text 'No selection'.
- Media collection:** A dropdown menu with a downward arrow.
- Word limit:** A text input field and a checked checkbox labeled 'Enable'.

1. **Online text:** When enabled, students can type their submission directly in the build-in text editor. It is suitable for text-based assignments like short essays, reports or reflections where students can directly type their submission in the editor.
2. **Word count (for Online text):** If enabled, sets a maximum word limit.
3. **File submissions:** When enabled, permits students to upload one or more files as their assignment submission. It is ideal for projects, portfolios, multimedia presentations and any assignment where students need to submit work created outside the eLearning platform.
4. **Maximum number of uploaded files:** Allows instructors to specify the maximum number of files allowed.

5. **Maximum submission size:** Allows instructors specify the maximum file size for each submission.
6. **Accepted file types:** When no selection is made, a wide range of file formats (e.g Word documents, PDFs, images, audio, video files) are accepted. Instructors can select the image formats they want selected.

Step 5: Configure feedback types setting

The “Feedback types” specifies the methods through which instructors can provide feedback to students on their submissions.



Feedback types

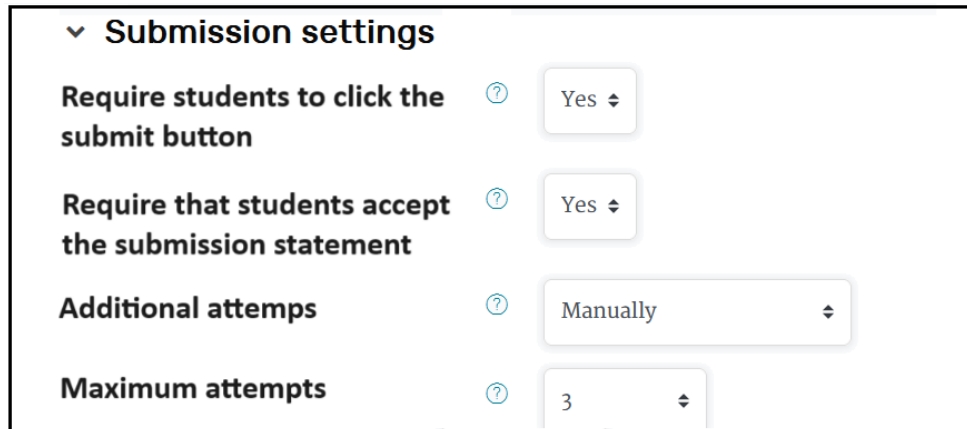
Feedback types ☒ Feedback comments ⓘ ☒ Annotate PDF ⓘ ☐ Offline grading worksheet ⓘ ☒ Feedback files ⓘ

Comment inline ⓘ Yes ▾

The feedback types include:

1. **Feedback comments:** When enabled, instructors can leave written feedback to each student’s submission. The comments are entered in a text box associated with the student’s submission and can provide specific personalized feedback on the student’s work, suggestions for improvement or special comments about their performance.
2. **Annotate PDF:** When enabled, instructors can annotate students’ work submitted as PDFs within the platform’s built-in PDF editor. Annotations can include highlights, text comments, drawings and stamps, enabling detailed and context-feedback on particular parts of the student’s work.
3. **Offline grading worksheet:** When enabled, provides the option to download a spreadsheet (grading worksheet) where the instructor can enter grades and feedback offline. Once completed, the worksheet can be uploaded back to the platform and the grades and feedback will be automatically imported and released to students. This method is useful for managing feedback for large classes or when detailed evaluation is needed.
4. **Feedback files:** When enabled, instructors can upload files containing feedback for each student. This could be a document with detailed comments, an audio feedback file, a marked-up version of the student’s original file or any other feedback material.

Step 6: Configure submission settings



The screenshot shows a configuration panel titled "Submission settings" with a downward arrow icon. It contains four settings, each with a help icon (question mark in a circle) and a control element:

- Require students to click the submit button**: A dropdown menu set to "Yes".
- Require that students accept the submission statement**: A dropdown menu set to "Yes".
- Additional attempts**: A dropdown menu set to "Manually".
- Maximum attempts**: A dropdown menu set to "3".

1. **Require students to click the submit button**: Specifies whether students must manually submit their work for grading. If enabled, students can draft their submission and submit it for grading when ready. If disabled, submissions are considered final when the assignment is saved.
2. **Require that student accept the submission statement**: When enabled, students must agree to a submission statement that the work they are submitting is their own before they can make a submission.
3. **Additional attempts**: Determines whether a student can make additional attempts at the assignment. For each attempt, the grade and feedback are saved and can be viewed by the instructor and the student. The available options are:
 - **Never**: Only one attempt is possible
 - **Manually**: Additional attempts may be allowed by the instructor.
 - **Automatically until pass**: Additional attempts are allowed automatically until the student achieves the grade to pass set in the gradebook for the assignment.
4. **Maximum attempts**: If additional attempts are allowed, this setting determines the maximum number of submission attempts a student can make. After this number has been reached, the submission can no longer be reopened.

Step 7: Configure group submission settings

Group submission settings allow for assignments to be completed collaboratively by students working in groups. This is particularly useful for projects, reports or any task where teamwork and collaboration are encouraged.

▼ Group submission settings

Students submit in groups

?

Yes ▾

Require group to make submission

?

Yes ▾

Require all group members submit

?

No ▾

Grouping for student groups

?

None ▾

1. **Students submit in groups:** When enabled, a single submission is made on behalf of the entire group, rather than individual submissions from each group member. Any member of the group can upload the submission file(s) or enter text (if online text submissions are enabled) and this submission will be visible and editable by all group members.
2. **Require group to make submission:** If enabled, users who are not members of a group will be unable to make submission.
3. **Require all group members submit:** If enabled, all group members must click the submit button for the group submission to be considered as submitted. If disabled, any group member can click the submission button.
4. **Grouping for student groups:** The platform allows for creation of different groupings which are a collection of groups within a course. This setting enables the instructor to specify which grouping should be used for the assignment, if the course contains multiple groupings.

Step 8: Configure Notification setting

The “Notification” settings are particularly important for keeping both the instructors and students informed about submission activities and for ensuring timely feedback and grading.

▼ Notifications	
Notify graders about submissions	Yes ▾
Notify graders about late submissions	No ▾
Default for 'Notify student'	Yes ▾

1. **Notify graders about submissions:** When enabled, graders (instructors) receive a notification whenever a student makes a submission. Immediate notification can help ensure that submissions are graded in a timely manner and quickens feedback to students.
2. **Notify graders about late submissions:** When enabled, sends notification to graders if the student submits their assignment after the due date. Late submission notifications help instructors keep track of which submissions need attention and may require penalty considerations.
3. **Default for “Notify- student”:** Determines whether students will automatically be notified when their submission has been graded or feedback has been provided. By default, this setting is enabled. However, the instructors have the options to override this setting at the time of grading, if they prefer to release grades and feedback to all students simultaneously at a later time.

Step 9: Configure grade settings

The “Grade” setting determines how student submissions are assessed and graded. Below are the key elements with the grading setting.

Grade

Grade

Type

Point

Maximum grade

100

Grading method

Simple direct grading

Grade category

Uncategorised

Grade to pass

Anonymous submission

No

Hide grader identity from students

No

Use marking workflow

No

1. **Grade type:** This option allows the instructor to choose the type of grading method to use for the assignment. The choices include:
 - **None:** No grade is associated with the assignment; it may be used for formative feedback purposes.
 - **Point:** Assignments are graded based on a maximum point value specified by the instructor. This is the most common grading type, suitable for most assignments.
 - **Scale:** Grading is based on a predefined scale, which might range from simple scale like “Pass/Fail” to more complex custom scales that could include levels of competency or achievements.

Step 10: Specify completion conditions

Completion conditions

☐ None

☐ Students must manually mark the activity as done

☒ Add requirements

Activity is completed when students do all the following:

☒ View the activity

☒ Make a submission

☐ Receive a grade

1. Specify what actions must be taken for the Assignment activity to be considered complete. Options include viewing the activity, making submission and receiving a grade.

Step 11: Save and display

1. Click “Save and display” to review the assignment setup. Once everything is configured as needed, click “Save and return to course” to add the assignment to your course page.

PRACTICAL ACTIVITY: SETTING UP AND CONFIGURING AN ASSIGNMENT IN YOUR ONLINE COURSE

Aim: This activity is designed to build your skills to create and configure an Assignment activity in an online course on the YA eLearning platform.

Instructions

Step 1: Access your course

1. Log in to the YA eLearning platform with your “Teacher” credentials
2. Find your course in which you want to add the Assignment and click on it to enter the course page.
3. Click the “**Turn editing on**” button to start adding and editing course elements.

Step 2: Add the Assignment activity

1. In the section where you want to add the assignment, click “**Add an activity or resource**”. Select “**Activities**”. This brings up the activity chooser.
2. From the activity chooser, select “**Assignment**”. This takes you to the assignment settings page.

Step 3: Configure the Assignment

1. **Assignment name:** Give your assignment a clear descriptive name.
2. **Description:** Add detailed instructions for the assignment,
3. **Additional files:** Upload any additional file relevant to the assignment where necessary.
4. **Availability:** Set the “Allow submissions from date” (when students can start submitting), the due date and the cut-off date (last date for submissions).
5. **Submission types:** Choose what types of submissions you will accept (file submission, online text, media collection).

6. **Maximum submission sizes:** Specify the maximum file size that can be uploaded by students, if applicable.
7. **Feedback types:** Select how you will provide feedback (feedback files, Annotate PDF, offline grading worksheet)
8. **Submission settings:** Decide whether you will require students to click the submission button and to accept the submission statement.
9. **Group submission settings:** If relevant, configure whether students can submit in groups and how group submissions are handled.
10. **Notifications:** Decide whether to notify graders about submissions.
11. **Grade:** Set the maximum grade, grading method (simple direct grading, rubric, marking guide) and whether the assignment should be blind.
12. **Completion conditions:** Select completion conditions (e.g. view the activity, make a submission, receive a grade)

Step 4: Save and display

2. Click “Save and display” to review the assignment setup. Once everything is configured as needed, click “Save and return to course” to add the assignment to your course page.

Step 5: Notify students

3. Once the assignment is published, inform your students about the new assignment. You can do this using email or the Announcement forum.

REFLECTIVE JOURNAL ENTRY – REFLECTION ON ADDING ACTIVITIES TO YOUR ONLINE COURSE

Please write a thoughtful reflection on the two practical activities you have completed in Module 3; Setting up and configuring a discussion forum and an assignment in your online course.

Your journal entry should include your reflections on:

- The challenges you encountered and how you addressed them.
- The kind of participation you observed as you facilitated the forum discussions.
- Based on your experience, what key lessons have you learned about using forums and assignments in an online course.
- How the lessons you have learnt will influence your approach to online teaching and course design in future.

Remember, there's no right or wrong answer in reflective practice - it's all about your personal learning journey and the unique lessons you have learned.

Your journal entry should be approximately (200 – 300) words.

END OF MODULE 3: ADDING ACTIVITIES TO YOUR ONLINE COURSE

MODULE 4: ADDING H5P INTERACTIVE CONTENT TO YOUR ONLINE COURSE LEARNING RESOURCE

Summary

This learning resource covers H5P and its advantages in creating interactive content, H5P interactive content types and examples of H5P interactive content in Technical and Vocational Education and Training (TVET).

OVERVIEW OF MODULE 4: ADDING H5P INTERACTIVE CONTENT TO YOUR ONLINE COURSE

This module is designed to equip you with the skills and knowledge necessary to create and integrate H5P interactive content into your online course. The module introduces you to H5P, a powerful tool for creating interactive content and guides you through the process of using H5P to create engaging and interactive content. Through hands-on experience with H5P, you will learn how to create, integrate and utilize various types of H5P content in your online course, enhancing student engagement and learning outcomes.

LEARNING OUTCOMES

Upon successful completion of this module, you should be able to:

- Explain what H5P is and its advantages in creating interactive content within an online course on the YA eLearning platform.
- Explain the various H5P content types and how they can be used in Technical and Vocational Education and Training (TVET).
- Use the H5P interactive content Activity to create interactive content.
- Create several types of H5P interactive content relevant to TVET courses
- Edit and add new courses on the YA eLearning platform.

UNITS COVERED:

Module 4 has two (2) units:

Unit 1: Introduction to H5P and getting started with H5P in the YA eLearning platform

- Understanding H5P and its advantages in creating interactive content in course on the YA eLearning platform.
- Different H5P content types and their possible use in Technical and Vocational Education and Training (TVET).

- Exposition to the different H5P content types such as quizzes, drag and drop activities, course presentation, interactive videos, drag the words, crossword puzzles etc.

Unit 2: Creating interactive content with H5P

- Hands-on activities for creating various interactive content types, including detailed instructions
- Embedding and re-using H5P content in online courses on the YA eLearning platform.

READING MATERIAL:

Module 4: Adding H5P interactive content to Your Online Course learning resource covers:

- H5P and its advantages in creating interactive content in online courses on the YA eLearning platform,
- Examples of H5P interactive content types (Image Hotspot, Image Drag and Drop, Question set, Interactive video, Crossword puzzle and Drag the Words)

TASKS:

Module 4 has two (2) tasks:

1. **Practical Activity - Adding H5P Interactive Content to my Online Course:**
Participants are required to create and integrate at least two types of H5P interactive content into their online courses, demonstrating an understanding of how to use interactive content enhance learning in TVET.
2. **Reflective Journal Entry:** Participants will reflect on the challenges encountered and successes achieved in adding H5P interactive content to their courses.

UNIT 1: INTRODUCTION TO H5P AND GETTING STARTED WITH H5P IN THE YA eLEARNING PLATFORM

H5P AND ITS ADVANTAGES IN CREATING INTERACTIVE CONTENT IN ONLINE COURSES ON THE YA eLEARNING PLATFORM

H5P (HTML5 Package) is a tool used for creating, sharing and re-using interactive content in the eLearning platform.

Using H5P to create interactive content has several advantages:

1. **Ease of use:** You don't need to have any programming or coding skills to create interactive content to your online course. You can create, edit and manage interactive content directly within your web browser.
2. **Cost-effective:** H5P is open-source software is available for free.
3. **Wide range of content types:** H5P supports numerous content types including crossword puzzle, interactive video, image hotspot, course presentation, drag the words, drag and drop, fill in blank, interactive book, flashcards etc.
4. **Enhanced student engagement:** Interactive quizzes, interactive videos and drag and drop activities engage learners more effectively than static content.
5. **Responsive design:** Content created with H5P is responsive, which means that the interactive content created using H5P automatically adjusts its layout and size to display optimally across different devices, such as desktops, tablets and smartphones.
6. **Content reusability:** Content created in H5P can be shared and re-used across different platforms.
7. **Active community and support:** H5P has a large, active community of users and developers who offer new content types and provide support.
8. **Documentation:** There is extensive documentation for H5P including tutorials, examples, guides that can help new users to create H5P interactive content.

H5P INTERACTIVE CONTENT TYPES

H5P has several content types you can use to convert static content into interactive content which learners can only read or view without being able to interact with it. Static content can be text, images or videos.

1. **Fill-in-the blanks:** This H5P content type allows you to create texts with missing pieces of information that learners need to fill in.
2. **Quiz (Question set):** This H5P content type allows you to compile a series of questions of various question types such as multiple-choice, true/false, fill-in-the blanks and drag and drop into a single quiz. The Question Set is suitable for assessments, practice tests and learning reviews.
3. **Image Drag and Drop:** This H5P content type allows you to create activities where learners can drag text or images into designated drop zones based on instructions or questions. The Drag and Drop is good for labeling exercises or testing the

understanding of diagrams and processes.

4. **Interactive Video:** This H5P content type allows you to add various interactive elements such as quizzes, text overlays, hotspots to videos. The Interactive Video transforms passive video watching into an active learning experience. It enhances instructional videos with interactive questions, explanatory notes or additional resources.
5. **Interactive Course Presentation:** This H5P content type enables you to create a slide-based presentation with interactive slides that can include multimedia, quizzes and other interactive elements. Course Presentation is useful for delivering structured content with embedded assessments and interactive activities within a single presentation.

UNIT 2: CREATING INTERACTIVE CONTENT WITH H5P

EXAMPLE 1: H5P IMAGE DRAG AND DROP CONTENT TYPE

H5P Image Drag and Drop content type allows you to design exercises where learners drag elements across the screen and drop them into designated areas on the image. This content type is particularly effective for testing knowledge in a visual and interactive way, enhancing learning through active participation.

Immediate feedback can be provided once items are placed in their correct or incorrect positions, helping learners understand their mistakes and reinforcing learning in real-time.

Use in TVET: H5P Image Drag and Drop exercise can be used where learners need to:

- Match tools and their functions
- Assemble parts of a machine
- Identify components on a circuit board
- Identify equipment and tools

INTERACTIVE ACTIVITY EXAMPLE: GLASSWARE IDENTIFICATION FOR BEVERAGE SERVICE

Objective: To educate and train staff on identification and selecting the appropriate glassware for various types of drinks served in a restaurant or bar setting.

Setting up the activity

1. **Images:** Prepare clear images for various types of glassware such as red wine glass, pilsner glass, cocktail glass etc.
2. **Labels:** Create draggable labels for the different types of glassware
3. **Drop zones;** Designate each glass image as a drop zone where learners can drop the correct glass label
4. **Instructions:** Provide clear instructions for learners at the beginning of the activity Explain what they are supposed to do and the learning outcome upon successful completion of the activity,
5. **Feedback:** Set up immediate feedback for the activity. If a learner matches a label with the correct image, provide positive reinforcement. If the match is incorrect, offer a tip or quick fact about why a specific type of glass is preferable for that beverage.

Educational benefits

The educational benefits of the interactive activity include:

- **Visual learning:** By visually interacting with different types of glassware and identifying their uses, staff can more easily remember which glass to use for each drink.
- **Engagement:** The drag and drop mechanism makes the learning process more engaging than traditional memorization techniques.
- **Immediate feedback:** Immediate feedback helps learners correct mistakes on the spot, reinforcing learning through trial and error.
- **Assessment:** The activity can be used as a practical assessment tool to evaluate staff knowledge on glassware before they begin serving customers.

EXAMPLE 2: H5P INTERACTIVE IMAGE HOTSPOT CONTENT TYPE

H5P Interactive Image Hotspot is used to create interactive images. This content type allows you to add clickable hotspot over the image, where each hotspot can reveal text, images, videos or external links when clicked, thus enriching the content. It is an excellent way to make images more informative and interactive.

Use in TVET: Examples of H5P Interactive Image Hotspot content types in TVET may include:

- **Automotive mechanics:** An interactive image of a car engine where students can click on various hotspots to learn about different engine components such as

the alternator, pistons, crankshaft and cooling system. This would help students identify and learn the functions of various engine parts, crucial for diagnostics and repairs in automotive training.

- **Construction and carpentry:** An interactive image showcasing a variety of construction tools such as saws, drills, hammers and levels. Each hotspot provides safety tips, usage techniques and maintenance information. This will enhance students' knowledge of construction tools focusing on safe handling practices and effective usage techniques to prevent accidents and ensure task efficiency.
- **Electrical engineering:** An interactive schematic diagram of a residential electrical system. Students can interact with hotspots over components like meter box, consumer unit, ring mains circuit, lighting circuit, two-way switch to get detailed information on each part's function, how to wire each component and safety precautions. This helps learners in understanding complex wiring diagrams, functions of various electrical components and how to wire them, which are critical skills for installing, testing and troubleshooting electrical systems.

INTERACTIVE ACTIVITY EXAMPLE: EXPLORING A RESIDENTIAL ELECTRICAL SYSTEM

Objective: To enable students, gain a comprehensive understanding of the components and layout of a residential electrical system and how the components are wired.

Setting up the activity

1. **Schematic diagram:** Prepare a clear, high resolution schematic diagram of a residential electrical system. The diagram should include all relevant components such as the meter, main switch consumer unit, lighting system, ring mains, switches and sockets.
2. **Select key points:** Identify key points on the diagram where you need to provide additional information to improve students' understanding.
3. **Add Hotspots:** Place hotspots over these key points. Visually indicate each hotspot with an icon that stands out enough to be noticed.
4. **Configure Hotspot content:** Include information which should be revealed when the hotspot is clicked. The information can be text, image, video, audio or a combination of these.

Educational benefits:

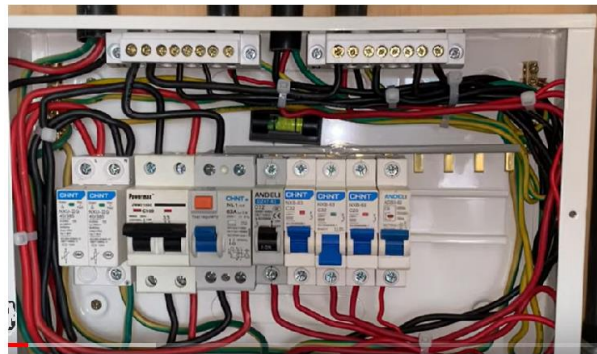
The educational benefits of this interactive activity include:

- Engagement: Students are more likely to find the interactive exploration more engaging than studying static images or text alone.

Hotspot Information

1. Main Switch Consumer Unit

A Main Switch Consumer unit houses a main switch and protective devices. The main switch can be used to turn off the electrical supply to the entire house. Protective devices such as RCDs (Residual Current Devices) or circuit breakers protect the home from overloads, short-circuits and other electrical faults.



Safety precautions

The Main Switch Consumer Unit should be:

- Installed by a qualified electrician following electrical codes and standards, to ensure the unit functions correctly and safely.
- Be installed in a location easily accessible for quick shut-off in emergencies but out of reach of children and not located in a damp area such as a bathroom.
- Regularly inspected and serviced by a professional to ensure it remains in good working condition.
- Provided with adequate ventilation to prevent overheating, which could lead to electrical failures and fire hazards.
- Secured to prevent unauthorized access.
- Each switch and circuit breaker should be clearly labelled to aid in routine checks and to ensure the correct circuit can be quickly identified and turned off in an emergency.
- Not be overloaded by ensuring that the total load does not exceed the capacity of the circuit breakers.

2. Ring Mains Circuit:

A ring main forms a continuous loop of cable that starts and ends at the consumer unit. It provides power to the socket in a home and is designed to handle a higher amount of electrical load, making it suitable for distributing power to appliances and devices.

Ring Mains Circuit demonstration video

Watch the “Socket- Outlet Ring Wiring Diagram” video by SL Engineering Academy. The video shows how to connect a socket-outlet ring circuit. Ring circuit wiring offers a more efficient and lower-cost system that safely supports a greater number of sockets.

Socket-Outlet Ring Circuit Wiring Diagram by SL Engineering Academy

<https://www.youtube.com/watch?v=y0GnRtXQgJk&t=33s>

Safety precautions

Proper managing of the ring mains circuit requires a number of safety precautions:

- Ensure installation is carried out by a qualified electrical who adheres to the wiring regulations and standards.
- Use appropriately sized cables that can handle the expected load to prevent overheating.
- Don't overload the circuit beyond its design capacity
- Avoid connecting high-power appliances like electric heaters, washers to a ring circuit. Used dedicated circuits for such high-power appliances.
- Have a professional regularly inspect and service/replace sockets and outlets for wear, damage or overheating.
- Equip the circuit with RCDs (Residual Current Devices) to provide additional protection against electric shocks and fire hazards by instantly breaking the circuit in case of a fault.
- Clearly label the circuit breakers in the consumer unit that correspond to the ring mains circuit to allow for quick identification and isolation during emergencies and maintenance.
- Keep detailed and updated diagrams or documentation of the circuit layout which can be crucial for troubleshooting and future modifications.
- Ensure that all household members are aware of the limitations and the importance of not overloading it with too many appliances.

3. Two-way switch

A two-way switch allows a single light to be controlled from two separate locations., particularly useful in areas like staircases or long hallways where lighting is

controlled from both ends. Two-way switches are interconnected so that light can be turned on or off from either switch.

4. **Meter**

The Meter measures and records all the electricity consumption by the household, which is used to bill the household accordingly. The meter is placed on the exterior of the home for easy access by the utility company for reading.

EXAMPLE 3: H5P QUESTION TYPE CONTENT TYPE

H5P Question Set content type is a tool designed to create collections of various question types (Multiple Choice, Drag and Drop, Fill in Blanks, Mark the Words, Drag the Words, True/False Question, Essay and Image Choice) in a single comprehensive quiz. Questions can also include media like images, audio, and video, making them more engaging and contextually rich.

Immediate feedback can be provided for each question, helping learners understand why their answers were correct or incorrect. Additionally, overall scores can be shown at the end of the quiz along with correct answers and explanations.

H5P Question Sets can be used for:

Formative assessments: Question sets can be used to conduct formative assessments during a course allowing instructors to gauge student understanding and adjust their teaching strategies accordingly.

Summative exams: Question sets can be used as part of summative assessments to evaluate student learning at the end of a module or course.

Practice quizzes: Students can use Question Sets for self-directed learning enabling them to test their knowledge and receive feedback in preparation for exams or reinforce learning after lessons.

Skills checks: Question Sets can be used to assess skills or knowledge ensuring employees meet necessary competencies.

Uses in TVET: Examples of H5P Question Set content types in TVET may include:

Baking: A self-marking interactive H5P Question Set quiz can be used to reinforce student knowledge on baking techniques, ingredient functions and troubleshooting common baking issues. The quiz questions would focus on the roles of different ingredients in baking (e.g. what function does baking soda serve?), troubleshooting

issues with finished products (e.g. what causes a cake to sink in the middle) and matching baking techniques with the type of pastries or breads best suited for them.

Garment Construction: An interactive Question Set quiz can be used to test knowledge on pattern making and fabric cutting techniques. The quiz would have questions related to fabric grains, pattern layout techniques and safety measures in cutting. Images of patterns can include and students asked to identify errors in layout or grain alignment.

Auto Electric and Electronics: An interactive Question Set quiz can be used to evaluate student understanding of wiring diagrams and troubleshooting electrical faults. The quiz would have diagram-based questions asking students to identify components in an automotive electrical system, troubleshoot common faults from symptoms described and match tools with their specific uses in electrical repair.

Cooking: An interactive H5P Question Set quiz can be used to assess students' knowledge and understanding of kitchen equipment, cooking techniques and food storage. The quiz would have questions related to identifying kitchen equipment based on descriptions, proper temperatures for storing various food types and cooking techniques.

INTERACTIVE QUESTION SET ACTIVITY EXAMPLE: MOIST - HEAT COOKING METHODS QUIZ

Purpose: To assess students' knowledge and understanding of moist-heat cooking methods including boiling, simmering, poaching and steaming.

Setting up the activity

Plan your content: Clearly determine the knowledge or skills you aim to assess or reinforce. Choose the question types suitable for your objectives.

Prepare content: Prepare the necessary materials such as the questions, answers, feedback for correct and incorrect answers, images and videos that may be included in the questions.

Add Question Set: For each question, input the question, answer options and select the correct answer(s). Add feedback for correct and incorrect responses if desired.

Customize Question Set behaviour: Adjust how the Question Set behaves, such as whether students can retry question, whether questions and/or answer options should

be reshuffled, whether solutions are shown after finishing etc.

Save and publish Question Set: Save the Question Set to integrate it into your course.

Review responses and Analytics: Review the students' responses and analytics provided the eLearning platform to see how well students performed and areas that may need further instructional attention.

Example:

FORMATIVE ASSESSMENT: MOIST-HEAT COOKING METHODS

This interactive self-marking quiz will assess your knowledge of the moist-heat cooking methods.

Attempt all questions

1. Which cooking method is most likely to preserve the nutrient in vegetables?
 - A. Boiling
 - B. Deep frying
 - C. Steaming
 - D. Grilling

(Ans C: Steaming)

2. What does blanching involve?
 - A. Slow cooking in fat
 - B. Briefly boiling and then cooling in ice water
 - C. Cooking with indirect heat
 - D. Marinating overnight

(Ans B: Briefly boiling and then cooling in ice water)

3. Which of the following is NOT a moist-heat cooking method?
 - A. Roasting
 - B. Braising
 - C. Poaching
 - D. Simmering

(Ans A: Roasting)

4. Which of the following is not a typical characteristic of the simmering process?
- A. Large rolling bubbles breaking the surface
 - B. Gentle small bubbles at the bottom of the pan
 - C. Cooking at a temperature just below boiling point
 - D. Ideal for cooking grains and legumes

(Ans A: Large rolling bubbles breaking the surface)

5. Braising is suitable for which type of meat?
- A. Tender cuts like filet mignon
 - B. Tougher cuts with connective tissue
 - C. Thinly sliced meats for stir -frying
 - D. Ground meats

(Ans B: Tougher cuts with connective tissue)

6. What is the main disadvantage of boiling vegetables?
- A. It takes too long
 - B. It can lead to nutrient loss
 - C. It doesn't cook the vegetables
 - D. It makes the vegetables too crispy

(Ans B: It can lead to nutrient loss)

7. In braising, the food is first:
- A. Chilled
 - B. Marinated
 - C. Sautéed or seared
 - D. Coated in flour

(Ans C: Sautéed or seared)

8. Best poaching temperature is in between?
- A. 71° C to 82° C
 - B. 82° C to 87° C
 - C. 87° C to 98° C
 - D. 110° C to 112° C

(Ans A: 71°C to 82° C)

9. Braised meats are prepared by
- A. Cooking meat rapidly in stock and searing it on direct flame
 - B. Searing the meat in hot oil then deep frying
 - C. Covering the meat with liquid and cooking it rapidly
 - D. Searing the meat in hot oil and cooking it slowly in a small amount of liquid

(Ans D: Searing the meat in hot oil and cooking it slowly in a small amount of liquid)

10. For making a rich chicken stock, which method allows for maximum flavour extraction from the bones and vegetables?
- A. Steaming
 - B. Frying
 - C. Simmering
 - D. Grilling

(Ans C: Simmering)

11. Which moist-heat method is most suitable for a tender fish fillet to ensure it remains moist and intact?
- A. Poaching
 - B. Stewing
 - C. Boiling
 - D. Braising

(Ans A: Poaching)

12. The correct amount of liquid added to a stew is
- A. To $\frac{1}{4}$ cover the item
 - B. To just cover the item
 - C. To $\frac{1}{2}$ cover the item
 - D. To $\frac{3}{4}$ cover the item

(Ans B: To just cover the item)

13. Which of the following describes the stewing cooking method?
- A. Quick cooking at high temperature
 - B. Dry heat using the oven
 - C. Cooking with pressurized steam
 - D. Slow cooking small pieces of food in liquid

(Ans D: Slow cooking small pieces of food in liquid)

14. When preparing delicate vegetables like asparagus to retain their colour and crispness, which method is best?

- A. Simmering
- B. Boiling
- C. Blanching
- D. Poaching

(Ans C: Blanching)

15. What is the primary reason for using a court bouillon in pouching?

- A. To increase the boiling point of the liquid
- B. To decrease the cooking time
- C. To add flavour to the poached item
- D. To preserve the nutrients within the cooking liquid

(Ans C: To add flavour to the poached item)

EXAMPLE 4: H5P INTERACTIVE VIDEO CONTENT TYPE

H5P Interactive content type allows standard videos to be enhanced with interactive elements (such as Single Choice Set, Multiple Choice, True/False Question, Fill in Blanks, Drag and Drop, Mark the Words, Drag the Words, Crossroads, Navigation Hotspot etc.) which enhances learner engagement and retention.

Key features of Interactive video content type include:

- **Interactive Quizzes:** Multiple-choice, True/False, Drag words, Fill-in-blanks and other question types can be embedded directly into the video timeline to test comprehension as the viewer watches the video. Embedding quizzes and questions into videos aids retention by requiring learners to recall information and think critically about the content presented.
- **Pop-up-text:** Textual annotations can be added at specific points in the video to provide additional information without disrupting the flow of the video. The additional information might help learners understand the content more deeply.
- **Crossroads:** Crossroads in H5P interactive videos allow learners to make decision about what to view next turning the video watching into a branching scenario, creating personalized learning pathways.

- **Navigation Hotspots:** Clickable areas or hotspots can be inserted in the video to link to external resources, display text or jump to different parts of the video. Learners can explore additional information at their own will and pace based on their interests or needs.
- **Labeling:** Labeling parts of a video with text overlay helps in identifying key components of a video presentation making it easy for learners to follow along.

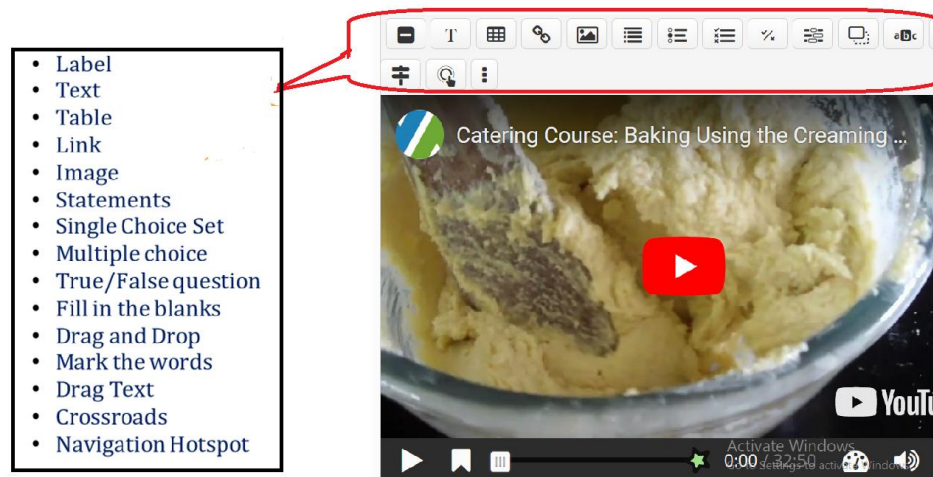
Uses in TVET: Examples of H5P Interactive Video content type in TVET may include:

- **Garment Construction:** H5P Interactive Video content type can be used to demonstrate processes like pattern making, cutting fabric, sewing techniques and garment finishing.
Interactive quizzes on fabric types and their uses could be embedded in the video
- **Auto Electrics and Electronics:** H5P Interactive Video content type can be used to demonstrate diagnostic procedures, installation of new electronics components and troubleshooting techniques for vehicle electrical systems. Crossroads choices that allow learners to choose what common car electrical problem to explore, pop-up information on circuit diagrams and interactive quizzes on diagnosing electrical faults can be embedded in the video.
- **Solar PV Installation:** H5P Interactive Video content type can be used to illustrate the installation process of solar panels, from site assessment to mounting of panels.
Interactive quizzes testing safety protocols and electrical knowledge and clickable hotspots on tools and components for more information can be embedded in the video.
- **Beauty Therapy:** H5P Interactive Video content type can be used to illustrate facial treatments, makeup application or skin analysis.
Pop-up text to explain the benefits of various skin care products and crossroads choices for different treatment paths based on skin conditions can be embedded in the video.
- **Hair dressing:** H5P Interactive Video content type can be used to show techniques such as cutting, dyeing or styling hair.
Clickable hotspots for detailed views of hand positions and tool usage and interactive quizzes identifying hair types and suitable products can be embedded in the video.
- **Baking:** H5P Interactive Video content type can be used to demonstrate various baking techniques such as mixing methods, kneading dough or decorating cakes.
Interactive quizzes on ingredient functions, step-by-step guides on techniques

and pop-up tips on troubleshooting common baking problems can be embedded in the video.

CREATING AN H5P INTERACTIVE VIDEO

1. **Create or select a video:** Start with a high-quality video demonstrating the creaming method of cake making. The video should highlight the creaming of butter and sugar, adding eggs, adding dry ingredients, adding liquid ingredients to the creamed butter-sugar mixture and baking the cake batter.
2. **Segment the video:** “Break” the video into logical digestible segments based on the concepts covered in the video. Clearly note down the timestamps for each segment.
3. **Identify interactive elements:** Identify the most appropriate interactions and note the timing on the video for inserting each.



4. **Prepare interactive elements:** Prepare your questions/text/script for each of selected interactive elements.
5. **Add interactive elements:** Add and test the interactive elements in the video. Publish the interactive video.

INTERACTIVE VIDEO ACTIVITY EXAMPLE: CREAMING METHOD OF CAKE MAKING

Purpose: To assess students’ knowledge and understanding of creaming method of cake making.

1. Selecting the instructional video and “breaking” the video into logical digestible segments clearly noting down the time stamps.

Instructional video	Catering Course: Baking using the creaming method by Young Africa eLearning https://www.youtube.com/watch?v=jCvenVMYuc0	
Video segment	Content covered	Time stamp
Video segment 1	<ul style="list-style-type: none"> • Introduction • Methods of cake making 	Start: 0:08 min End: 0:32 min
	Tools: <ul style="list-style-type: none"> • Mixing bowl • Sieve • Mixing spoon • Whisker • Mingling stick 	Start: 0:33 min End: 1:42 min
	Ingredients: <ul style="list-style-type: none"> • Flour • Baking powder • Sugar • Fat • Eggs • Additives 	Start: 1:43 min Stop: 3:23 min
Video segment 2	Cream fat and sugar: <ul style="list-style-type: none"> • Measurements • Creaming • Hygiene 	Start: 3:24 min End: 11:54 min
Video segment 3	Add eggs	Start: 11:58 min End: 18:11 min
Video segment 4	Sieve flour	Start: 18:13 min End: 19:45 min
Video segment 5	Add dry ingredients: <ul style="list-style-type: none"> • Mix the dry ingredients (flour, baking powder and additives) • Mix the dry ingredient mixture with the creamed fat-sugar mixture 	Start: 19:46 min End: 28:01 min
Video segment 6	Add liquid ingredient	Start: 28:02 min End: 30:31 min
Video segment 7	Prepare and fill the baking tins with batter	Start: 30:32 min End: 32:41 min
Video segment 8	End	Start: 32:42 min End: 32:46 min

2. **Identifying the most appropriate interactions noting the exact timing and preparing the questions/text/script for each interactive element.**

- (i) Interactive element: **Crossroads**
Purpose: To provide a menu
Requirement: Pause the video
Position 21,320 Size 100 x 336
Display time: 0:00 min - 0:10 min

Choice text	Description	Go to
Tools and Ingredients	Tools and Ingredients used in the creaming method	0:12
Cream Fat and Sugar	Measuring and creaming fat and sugar	3:24
Add Eggs	Beating and adding eggs to the creamed fat and sugar mixture	11:58
Sieve Flour	Sieving the flour to separate flour particles	18:13
Add Dry Ingredients	Mixing and adding dry ingredients to the creamed fat-sugar mixture	19:46
Add liquid ingredients	Adding liquid ingredients to the mixture	28:02
Preparing Baking Pans	Preparing baking pans and adding batter	30:31
Exit	Jump to the end of the video	32:46

- (ii) Interactive element: **Navigation Hotspot**
Purpose: To jump to the menu at any point it is clicked to allow the user change choice of activity.
Type: Timecode
Requirement: Should display without pausing video
Display time: 0:00 min – 32:46 min
Go to: 0:10
Position 395,11 size: 36 x 21

- (iii) Interactive element: **Single – Choice Set**
Purpose: Display questions for the Quiz on Creaming Fat and Sugar
Requirement: Pause video
Position: 90,60 Size: 420 x 270
Display as: Poster
Timestamp: 3:24 min – 11:54 min

Go to: 11:55

Questions

1. What is the primary purpose of creaming butter (or margarine) in the creaming method of cake making?
 - A. To incorporate air into the butter
 - B. To melt the butter
 - C. To dissolve the sugar completely
 - D. To reduce the use of eggs in the recipe

(Ans A: To incorporate air into the butter)

2. What could be the consequence of over-creaming the butter and sugar in a cake recipe?
 - A. The cake will become too dense
 - B. The flavour of butter will overpower the cake
 - C. The cake may collapse during baking
 - D. The cake will take longer to bake

(Ans C: The cake may collapse during baking)

3. How can you tell when the butter and sugar mixture is properly creamed?
 - A. The mixture appears slightly grainy and yellow
 - B. The mixture is light in colour and fluffy in texture
 - C. The sugar crystals are still visible
 - D. The butter separates from the sugar

(Ans B: The mixture is light in colour and fluffy in texture)

4. What role does sugar play in the creaming method besides sweetening the cake?
 - A. It decreases the baking time
 - B. It helps to stabilize the eggs when added
 - C. It reacts chemically with flour to aid in rising
 - D. It creates a lighter cake by helping to incorporate air into the butter

(Ans D: It creates a lighter cake by helping to incorporate air into the butter)

5. What should you look for in the butter and sugar mixture at the beginning of creaming to know it is well combined?
 - A. The mixture looks separated and grainy
 - B. The mixture starts to soften and form a paste
 - C. The mixture begins to gather into a ball
 - D. The mixture should still look dry and powdery

(Ans B: The mixture starts to soften and form a paste)

Customized feedback for score range

Score	Feedback
0-19	Unfortunately, you have got all the five question wrong. You need to watch the previous section of the video again and attempt the questions again.
20-39	Unfortunately, you have got four of the five questions wrong. You need to watch the watch the previous section of the video again and attempt the questions again
40-59	A fair attempt. However, you have got three of the five questions wrong. You need to watch the previous section of the video again and attempt the questions again
60 -79	A fairly good attempt. You have three questions right out of the five questions. Watch the previous section of the video again and attempt the questions again
80 - 95	Good work. You have got four out of five questions right. Watch the previous section of the video again and attempt the questions again
95-100	Excellent work. You have got all the five questions right. You can proceed to the next section of the video. The next section is about Adding eggs.

Adaptivity: Action to be taken based on the learner's score

- (i) **Action on all correct:** Proceed to watch the section of the video on Add Eggs.
- (ii) **Action on wrong:** Re-watch the section of the video on Cream Fat and Sugar

EXAMPLE 5: H5P CROSSWORD PUZZLE CONTENT TYPE

H5P Crossword Puzzle content type is an interactive tool that allows you to design custom crossword puzzles which engage learners in a familiar puzzle format to enhance vocabulary retention, concept review and critical thinking.

H5P Crossword Puzzle content type has several key features:

- **Customizable puzzles:** You can create your own puzzles by specifying the clues and answers. This allows you to perfectly tailor the puzzle to the terms or concepts relevant to your course.
- **Interactive gameplay:** Learners interact with the crossword puzzle by clicking on the numbered box within the grid, which highlights the corresponding clue and provides an input field for the answer.

- **Mobile-friendly:** H5P Crossword puzzles are responsive and mobile-friendly , ensuring learners can access them on various devices including smartphones and tablets.

H5P Crossword Puzzle content type can be used for:

- **Vocabulary building:** H5P crossword puzzles can be used to help students learn and retain key terms or concepts crucial for understanding broader topics.
- **Critical thinking and problem-solving:** Solving a crossword puzzle requires learners to think critically about the clues provided, encouraging them to make connections between the clue and their existing knowledge.
- **Engagement and motivation:** The game-like nature of H5P crosswords can increase learner engagement and motivation making studying more enjoyable.
- **Assessment tool:** H5P Crossword puzzles can be used as a form of assessment to check learners understanding in a non-traditional and stress-free format.

Uses in TVET: Examples of H5P Crossword puzzle content types in TVET may include:

- **Baking:** H5P Crossword Puzzle content type can be used to reinforce terminology related to baking techniques, ingredients and equipment. Puzzle clues can be created about different types of flour, leavening agents, mixing methods and baking terminologies like “folding” or “creaming”.
- **Hair Dressing:** H5P Crossword Puzzle content type can be used to reinforce terminology related to hair cutting techniques, styling tools and types of hair treatments. Puzzles can be created that include terms like “Shears”, “Clippers”, “Texturizing”, “Blunt Cut”, “Updo”, “Crimping”, “Virgin hair”, etc.
- **Beauty Therapy:** HEP Crossword Puzzle content type can be used to help students memorize different skincare products and facial treatment steps. Puzzle clues can be about different types of facials and skin conditions like “acne” or “eczema”.
- **Solar PV Installation:** H5P Crossword Puzzle content type can be used to reinforce key technical vocabulary related to components of solar photovoltaic systems and the installation process. Puzzle clues can be created about solar PV system components, installation and mounting etc.
- **Auto Electric and Electronics:** H5P Crossword Puzzle content type can be used to reinforce terminology related to parts of a vehicle’s electrical system,

common faults and diagnostic techniques.

Puzzles can be created that incorporate terms such as “alternator”, “fuse”. “Scan tool”, “Battery”, “Starter motor”, “Relay” etc.

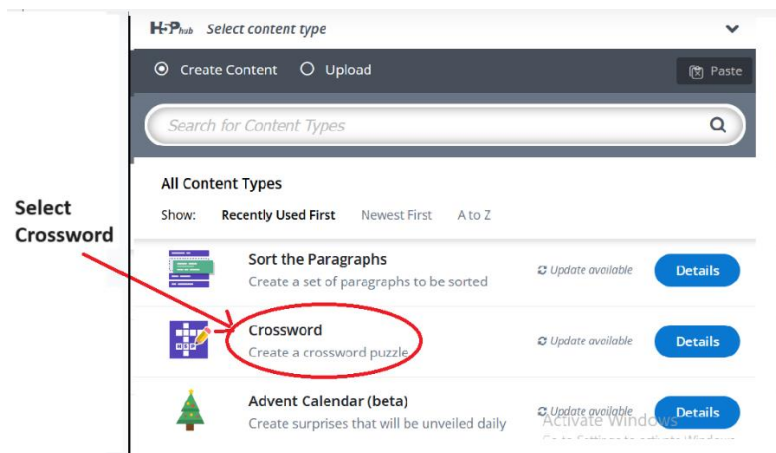
- **Garment Construction:** H5P Crossword Puzzle content type can help students learn different types of fabrics, sewing techniques and terms used in pattern making.
Puzzles can be created that include terms such as “Surging”, “Pattern”. “Seams”, “Topstitching”, “Embroidery”, “Ease”. “Darts”, “Hem” etc.
- **Construction and Carpentry:** H5P Crossword Puzzle content type can be used to reinforce terminology related to building material, tools and construction techniques.
Puzzles can be created that include terms like “Joist”, “Plumb line”, “Stud”, “Chisel”, “Framing”, “Sheathing”, “Scaffolding” etc.

INTERACTIVE CROSSWORD PUZZLE ACTIVITY EXAMPLE: BAKING TERMINOLOGY

Purpose: To assess students’ knowledge of the terminology related to baking techniques, ingredients and equipment.

Setting up the activity

1. **Identify key terms:** Compile a list of the most important terms you need your students to learn in a course such as “Recipe”, “Dough”. “Caramelize” etc.
2. **Design clues (definitions):** Write clear, concise clues for each term. The clues should be direct enough to aid learning but challenging enough to engage students. For example, “A mixture that has certain proportion of ingredients” for “RECIPE”.
3. **Access your course:** Log In to the YA eLearning platform using your “Teacher” credentials. Enter your course in which you want to add the H5P Crossword puzzle. Click the “**Turn editing on**” button to start adding or editing course elements.
4. **Add H5P Crossword content type:** In the section where you want to add H5P Crossword puzzle, click “**Add an activity or resource**”. Select “**Activities**”. This brings up the activity chooser.
From the activity chooser, select “**Interactive content**” and then select “**Crossword**”.



5. Input your Crossword data: Enter the terms (Answer) and their corresponding clues into the Crossword creation tool.

The screenshot shows the crossword creation tool interface. On the left, there is a list of words under the heading 'words *'. The list contains two items: '1. A mixture that h...' and '2. Word'. Below the list is a blue button labeled '+ ADD WORD'. On the right, there is a form to add a new word. It has a 'Clue *' field with the text 'A mixture that has propotions of ingredients' and an 'Answer *' field with the text 'RECIPE'.

6. **Customize and save:** You can make a number of customizations including adjusting the appearance of the crossword such as colours to make it visually appealing. Save to add the crossword puzzle to your course.

Example:

	CLUE	ANSWER (TERM)
1.	A mixture that has certain proportion of ingredients	RECIPE
2.	A method of cooking food in an oven using dry heat	BAKING
3.	Process of beating butter and sugar together until it is light and fluffy	CREAMING
4.	Unbaked mixture that is thin enough to pour	BATTER
5.	A forced mixture of two ingredients that are normally unmixable e.g water and fat	EMULSION
6.	Process of yeast feeding on sugars and starches present in yeast dough	FERMENTATION
7.	Final rising of a dough before it is baked	PROOF
8.	To heat an empty oven to proper temperature before baking	PREHEAT

9.	To cut slits in food with a knife	SCORE
10.	Scatter small particles of toppings or sugar over a cake or bread	SPRINKLE
11.	To rub fat on the surface of a pan to prevent sticking	GREASE
12.	Final rising of a dough	PROOF
13.	Rapid mixing of ingredients in a circular motion to make a smooth and light mixture	BEATING
14.	Process of heating sugar until it starts browning	CARAMELIZE
15.	Unbaked mixture of ingredients that is thick enough to be rolled or shaped by hand	DOUGH

PRACTICAL ACTIVITY: CREATING AND ADDING H5P INTERACTIVE CONTENT TO YOUR ONLINE COURSE

Objective: In this activity, you will develop two different types of H5P interactive content in your online course to enhance student’s engagement and learning outcomes.

Instructions:

1. Choose two different H5P Content types based on the needs of your online course content.
2. Outline what you want to achieve with each of the H5P interactive content type
3. Develop the content for each H5P content type
4. Access your course and add the H5P interactive content to your course.
5. Do any necessary revision based on the comments and feedback from the course facilitators

----- **END OF YA ELEARNING CAPACITY BUILDING COURSE** -----

APPENDIX 1: EXAMPLE OF A COURSE PLAN

ELEMENTARY CATERING COURSE

COURSE DESCRIPTION

Elementary Catering Course is designed to provide you with the essential knowledge and skills such as food hygiene and safety, meal planning, food costing and cooking techniques which are crucial for anyone looking for work or intending to start a business in any-food related field including restaurants, hotels, private catering and event management.

COURSE STRUCTURE

The Elementary Catering Course is divided into six (6) units: An Overview of the Catering Industry, Hygiene and Safety, Catering Equipment, Meal Planning, Food Costing and Methods of Cooking.

1. Unit 1: An Overview of the Catering Industry

This Unit covers the composition of the catering industry, linkages between the catering industry and other related industries, trends in the catering industry and job opportunities in the catering industry.

2. Unit 2: Hygiene and Safety

This Unit covers personal hygiene, food hygiene, kitchen hygiene, accidents and First Aid, prevention of accidents, fire precautions, protective clothing and green practices in waste disposal.

3. Unit 3: Catering Equipment

This Unit covers classification of large catering equipment, considerations made when buying large catering equipment, classification of small catering equipment and considerations made when buying small catering equipment.

4. Meal Planning

This Unit covers terms used meal planning, macronutrients (functions in the body and sources) and micronutrients (functions in the body, sources and deficiency effects), meaning of meal planning, aims of meal planning, factors to consider when meal planning and designing meal plans for individuals with different dietary requirements.

5. Unit 5: Food Costing

This Unit covers terms used in food costing, meaning of food costing, importance of food costing in the catering business, food cost of a recipe, factors affecting the cost of a recipe, steps involved in calculating the food cost of a recipe, menu costing, food cost percentage and selling price.

6. Unit 6: Methods of Cooking

This unit covers classification of cooking methods, moist-heat cooking methods (in particular boiling, simmering, poaching, stewing, steaming and blanching) and dry-heat cooking methods (in particular sauteing, pan-frying, stir-frying, deep-frying, baking, roasting, grilling and broiling).

APPENDIX 2: MOODLE MOBILE APP OFFLINE FUNCTIONALITY

The Young Africa (YA) eLearning platform use the Moodle Learning Management System (LMS). You can therefore access the YA eLearning platform on your mobile device such as a smartphone using either the web browser or the Moodle Mobile App.

For you to be able to do some work on the YA eLearning platform without internet connection, you must access the eLearning platform through the Moodle Mobile App.

On your mobile device (Android or iPhone) go to the app store, search for “**Moodle Mobile**”. Download and install the App. Be sure to only use the official app made by Moodle Pty Ltd.

The app icon looks like this.



Moodle Mobile App offline functionality allows the **Moodle Mobile App** download course resources and activities from the Young Africa (YA) eLearning platform, store them on your mobile device like a smartphone when connected to the internet, work with them offline (without internet connection) and synchronize the changes you have made while offline with the eLearning platform server once the internet is restored

Resources that can be downloaded by the Moodle Mobile App for offline viewing

Resources in the YA eLearning platform are used for presenting course materials in various formats such as documents, webpages, videos, images etc.

The following resources can be downloaded for offline work:

1. **Files:** Any files uploaded in the course, such as PDFs or Word documents can be downloaded and accessed offline in the Moodle Mobile App.
2. **Pages:** Web pages created within your course can be downloaded for offline viewing.
3. **Books:** Multi-page resources like books with chapters and sub-chapters can be downloaded in their entirety for offline access

Activities that can be downloaded by Moodle Mobile App for offline work

Activities in the YA eLearning platform are interactive course elements that engage students in learning tasks and assessments. Activities require student participation and often involve communication, collaboration, reflection and assessment.

Examples of activities include online quizzes, forums, chats, workshops, assignments, journals, wikis etc.

Activities which can be downloaded for offline work are:

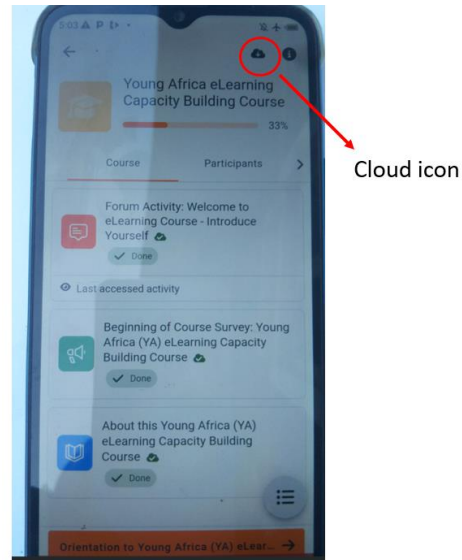
- **Forums:** Discussion forum posts and threads can be downloaded and accessed offline to read and compose responses without an internet connection.
- **Assignments:** Students can download assignment details, instructions and any attached files for offline reference
- **Workshops:** Workshop activities allow downloading of submission guidelines or peer review tasks for completion while offline.

What can't be downloaded by the Moodle Mobile App for offline Work

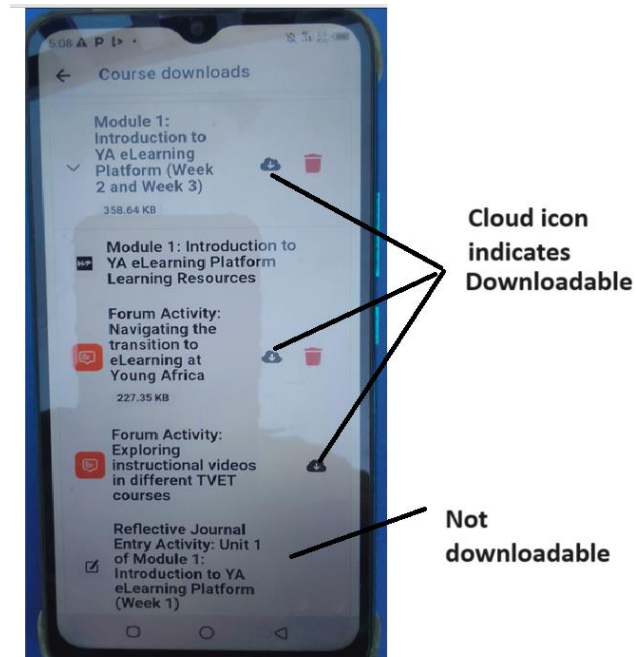
1. Additional (non-standard) resources and activities
2. Conditional activities (Participants, Grades, calendar events)

HOW DOES MOODLE MOBILE APP OFFLINE FUNCTIONALITY WORK?

1. Access the YA eLearning platform (<https://yaelearning.org>) and login using the Moodle Mobile App

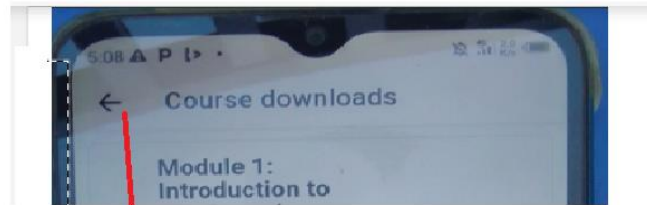


2. Click on the Cloud icon. You will be taken to the **Course Downloads** page.



The items which can be downloaded are indicated by the cloud icon.

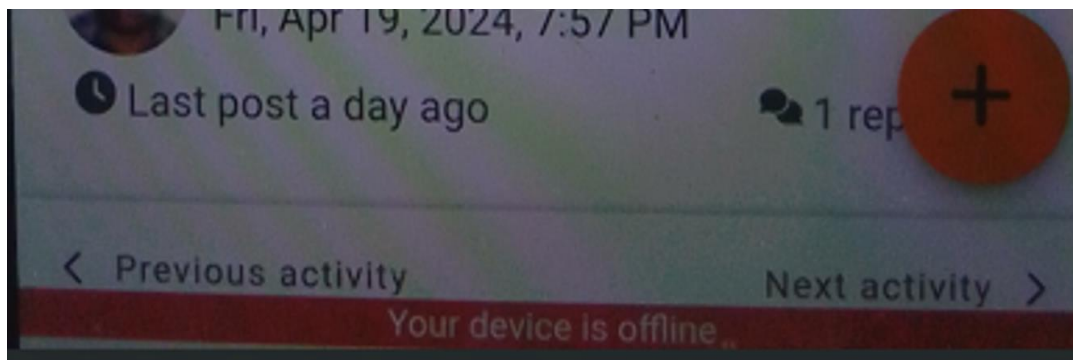
3. Click on the cloud icon to download those items you are interested in viewing offline.
4. Go back to the Course Page



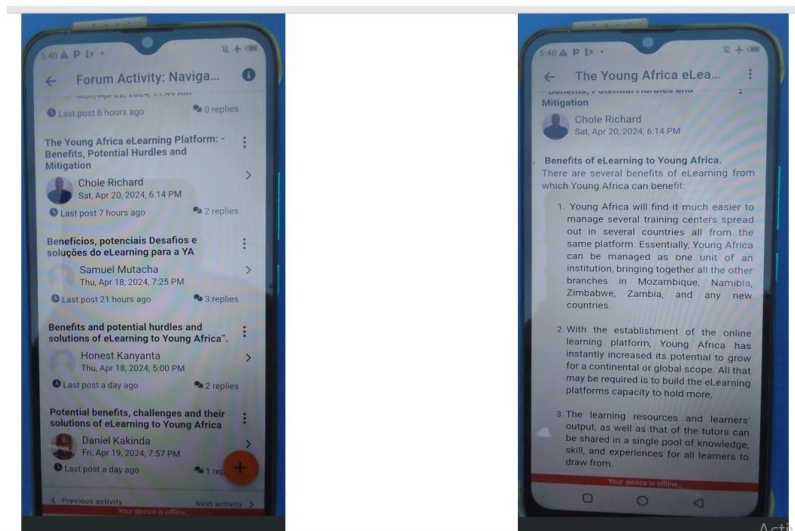
Click to go back to the course page

5. To test your Moodle Mobile App offline functionality put your phone in Airplane mode.

Your mobile device should show you are offline



6. You should be able to view/do your work offline



Limitations of the Moodle Mobile App offline functionality

- It is cumbersome for typing to use the smartphone screen keyboard for forum posts.
- It will be difficult to follow the Etiquette guidelines for forum discussion.
- Many assignments require drafting and submitting work as a Word document or a PDF.

You will most likely want to use a desktop or laptop computer for typing your work and submit the documents when you have access to reliable internet connection.

SYNCHRONISATION

Once the internet is restored, the changes you have made while offline are synchronized with the eLearning platform server.

Synchronization works differently depending on the device

Android: The App must be opened but it can be in the background (you could be using a different App)

iOS (iPhone, iPad): The App must be opened and, in the foreground, (it must be the device active App)