GUIDELINES FOR DEVELOPING ONLINE LEARNING AND TEACHING MATERIALS

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INTRODUCTION AND BACKGROUND

Designing and developing modules for online facilitation involves meticulous planning whereby theories and principles of learning are translated into instructional materials. These include aspects such as interactive learning opportunities, the provision of supporting information resources and the planning of assessments and accompanying rubrics.

Unisa implements a team and project-based approach (The Framework for the Implementation of a Team Approach (FTA), whereby the expertise of instructional designers, subject matter experts (internally and externally), graphic designers, electronic originators and language editors aid in the development of learning materials and learning experiences that would ultimately contribute to the promotion of our country's skilled workforce. Apart from well-grounded learning theories and principles that instructional designers use as design tools, this document refers to national legislation and guidelines as well as institutional policies and frameworks that guide the design and development of online learning materials and experiences.

It must be emphasised that instructional design is neither a linear nor a cut-and-dried activity / process. Instructional design is a somewhat complex and systemic activity and process which is underpinned by a team and an agile project-based approach. The creativity (imagination and ingenuity) of instructional designers[1] plays a significant role in providing *solutions* to educational *problems*. Therefore, in the same way that, for example, fashion designers or architects interpret client briefs and specifications differently, and thus resulting in different end products (garments and buildings), no two instructional designers will design learning materials (modules) in the same way. Yet, skilled instructional designers always maintain a sense of the major goal of the learning material – i.e., the purpose, learning outcomes and assessment criteria. In other words, applying the discipline *tools* of the field of instructional design, such as learning theories and web-based design principles, within legislative and policy guidelines, together with creative problem-solving skills, instructional designers can design learning materials not only with precision, but that are simultaneously appealing and interesting, while ensuring skills development for the target audiences (students).

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[1] Education Consultants (EC) and Curriculum and Learning Development Specialists (CLDS) employed in the Directorate: Curriculum Development and Transformation (DCDT)

Although there are many instructional design models, seminal works of authors such as Gagné (1985), Dick & Carey (1996) and Merrill (1983) propose that the cornerstone of instructional design can be captured in distinct phases, namely analysis, design, development, implementation, and evaluation. Within the context of the DCDT, these five phases are explained in a cursory way in in table 1 below:

Table: 1

PHASE	DELIVERABLES
ANALYSIS	**Module plans:** ▪ Contextual information ▪ E-teaching plan ▪ Timelines
DESIGN	**Storyboards – Structured in two parts.** ▪ **Part A**: Welcome message, FAQs, first forums, first announcements ▪ **Part B:** Learning units and accompanying interactivities, supporting resources, assessments and rubrics **Note:** The Centre for Professional Development (CPD) provides training on the technical aspects of the learning management system (LMS), i.e., myUnisa activities and resources. DCDT and lecturers decide on selecting and integrating suitable myUnisa activities and resources to achieve the purpose, outcomes and assessment criteria for a module

DEVELOPMENT	**Module sites**
	▪ Storyboards serve as blueprint for:
	    ○ the layout
	    ○ building the site (facilitate the look and feel)
	    ○ uploading/presenting the module content
	    ○ uploading additional resources
	▪ Source documents once edited serve as additional resources and content in teaching and learning.

IMPLEMENTATION	**Consider the following:** ▪ Content delivery ▪ Modalities ▪ Teaching methods and practices ▪ Alignment between module outcomes, assessment types and assessment methods ▪ Student support – e-Tutors
EVALUATION	**Surveys** ▪ Questionnaires are used to evaluate the effect and effectiveness of modules ▪ Where possible, focus group interviews are conducted amongst students

|	
	- An annual FTA survey is conducted amongst academics - DISS conducts a module evaluation survey annually - Target audiences: lecturers and students - Evaluation of the quality of teaching online

Important aspects related to the overall planning of modules and storyboard design are highlighted in sections 1 and 2 of this document.

SECTION 1	**OVERALL PLANNING AND CONSIDERATIONS FOR ADHERENCE TO MINIMUM STANDARDS IN ONLINE MODULE DEVELOPMENT** This section provides essential information that is collected during the analysis phase, captured in a module plan, and then used for storyboard design decisions.
SECTION 2	**DESIGNING AND DEVELOPING STORYBOARDS** This section outlines an approach for using storyboards as powerful tools for preparing screen-by-screen presentations of what will be presented in module sites.

SECTION 1

OVERALL PLANNING AND CONSIDERATIONS FOR ADHERENCE TO MINIMUM STANDARDS IN ONLINE MODULE DEVELOPMENT

Although there is an ongoing debate on how people learn, the majority of instructional designers prefer to merge the teaching and learning principles of various paradigms into one integrated approach (Reigeluth, 2013). Of these paradigms the behavioural, cognitivist, constructivist and connectivist approaches are considered as the major ones. Apart from applying these theories and principles of learning, instructional designers also need to consider the requirements set by legislation and national regulatory bodies, professional bodies and institutional policies and frameworks. Therefore, during the analysis phase the contextual information gathered, is examined, and evaluated for deciding on suitable teaching and learning strategies that would meet the disciplinary requirements and the needs of students, but also address the skills needs of prospective employers.

The contextual information is recorded in the **module plan (e-teaching plan and project plan)**, which, in turn, serves to inform the design decisions for the storyboards. Embedded below is an outline or prototype of a module plan:

E-Teaching Plan.docx

Project Plan Template.xlsx
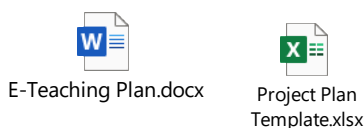
To compile module plans, and ultimately storyboards, the following regulatory and policy requirements are to be adhered to:

- **National regulatory requirements, policies and guidelines as stipulated by the:**
  - Higher Education Act 101 of 1997
  - Council for Higher Education (CHE)
  - CHE: Good practice guide for distance higher education programmes in a digital era
  - Department of Higher Education (DoHET)
  - Higher Education Qualification Sub-Framework (HEQSF)
  - Minimum Requirements for Teacher Education Qualifications (MRTEQ)
  - South African Qualifications Authority (SAQA)
  - National Qualifications Framework: Level Descriptors (NQF)
  - Ten principles of the United Nations Global Compact (UNGC principles)
- **Regulatory requirements of professional bodies such as the:**
  - Engineering Council of South Africa (ECSA)
  - Health Professions Council of South Africa (HPCSA)
  - South African Institute of Charted Accountants (SAICA
- **Institutional policies and guidelines include the:**
  - Assessment policy (2021) – addressing a continuous assessment approach (including Afrikanisation, Notional hours)
  - College curriculum transformation framework (each college has a framework relevant to the needs of the students and lecturers)
  - Copyright infringement and plagiarism policy
  - Curriculum policy
  - Experiential learning policy
  - Framework for a Team Approach to Curriculum Design and development (FTA)
  - Intellectual property policy
  - Language policy (Bearing multi-lingualism in mind)

- [Open distance e-learning policy](#) (also compare the Assessment policy)
- [Policy on prescribing books, readers and journal articles and recommending books and journal articles](#)
- [Policy: Students with disabilities](#)
- [Tuition Policy](#)
- Curriculum transformation guidelines (e.g. Afrikanisation, Decolonisation)

CURRICULUM
TRANSFORMATION G

- Estimating and calculating notional hours (compare the Assessment policy)
- Integrated e-tutor model
- Minimum standards for online Learning
- Early alert system (EAS) – Student Retention Unit (SRU)
- First Year Experience (FYE) – SRU
- Work Integrated Learning (Policy is being revised)
- Framework for the implementation of Curriculum Transformation (Currently in process of being developed)
- Module Evaluation Surveys
- Continuous assessment plans
- Student profile

SAIDE_STUDENT
PROFILE TOOL.docx

References

Dick, W. & Carey, L. (1996). *The systematic design of instruction* (4th ed.). New York: HarperCollins.

Gagné, R.M. (1985). *The conditions of learning* (4th ed.). New York: Holt, Rinehart & Winston.

Merrill, M.D. (1983). Component display theory. In C.M. Reigeluth (Ed), *Instructional design theories and models.* Hillsdale, NJ: Erlbaum.

Reigeluth, C. M. (2013). *Instructional-design theories and models: A new paradigm of instructional theory, Volume II*. Routledge.

Instructional designers use storyboards as conventional, but powerful *tools* to prepare *screen-by-screen presentations* (in document format) of what will be displayed in a module site. Typically, storyboards will include text, visual and/or audio elements, interactions (a-synchronously and synchronously), hyperlinks to supporting resources, navigations and assessments. Storyboards serve as the *blueprints* for web-based learning material and are used as source documents for building module sites. It is important to note that storyboards are not static templates, but **dynamic, screen-by-screen planning tools**. Therefore, no two storyboards will look the same – also bear in mind the aspect of *creativity* when making instructional design decisions.

While lecturers, in consultation with DCDT instructional designers, select the relevant myUnisa activities and resources – as decided on during the analysis phase and captured in the e-teaching plan, all modules have:

- **A landing page** where lecturers can present customised welcome messages to their students

- **Announcements** (The myUnisa *Forum* activity is used for this purpose, but the "Reply" option is deactivated)

- **Assignment/Assessment shells**

Lecturers will then, in consultation with instructional designers **select other** myUnisa activities and resources that would be **relevant** for their modules as well as the **sequence** in which to present it. Sequencing is important as it influences the **navigation, and thus the learning path,** through the site. Seeing that the myUnisa, currently offers a choice of ample activities and resources, CPD will provide training on the technical aspects and affordances of these 32 activities and resources and explain to lecturers that some of the myUnisa activities and resources can be used for more than one purpose. For example:

	This icon represents FORUMS which can be used for a variety of purposes depending on how it will be set up; it can, for example be used for: - social introductions at the beginning of a module - two-way communication to, for example, raise general and/or specific questions about certain aspects/topics in a module

	- sharing responses to questions about specific topics/aspects of a module where the purpose is that students can learn from each other and the feedback responses from the lecturer - graded assessments as part of a continuous assessment approach or as part of an e-portfolio - setting up blogs for graded and non-graded assessments - BUT it is also used for ANNOUNCEMENTS, as the existing myUnisa activities and resources did not originally make provision for announcements.
	This icon, LESSONS, can be used for presenting learning content whereby: - the title can be manipulated to display as LEARNING UNITS (perhaps a preferred term for HE purposes) - other activities and resources can be integrated into a learning unit by adding other activities and resources such as: – Pages: – Quizzes: – Chats: – Synchronous sessions: or
	Similarly, PAGES can be used for presenting learning units (content)
	Quizzes can be used for non-graded and graded assessments such as MCQs (Multiple Choice Questions)

Furthermore, instructional designers will assist lecturers on decisions about the:

- **format/appearance** of module sites (formats include: Edwiser, Grid, Tiles, Topics and Weekly)
- **look and feel** of module sites (the use of colour, font size and style, techniques to emphasise text, the presentation and positioning of multi-media aspects, the use of white space, etc.)
- **structure** of module content/screens as this influences the learning path and navigation through the module
- use of **icons** other than the icons of the myUnisa (to ensure that such icons serve as advanced organisers as opposed to decorative add-ons overstating the obvious)

For practical purposes, we recommend developing storyboards in:

- **Part A:** The welcome message on the landing page, the frequently asked questions (FAQs), the first forums and the first announcements – usually part of the social role of lecturers

- **Part B:** learning units and accompanying support material and assessments and rubrics – where the focus is on learning facilitation and learning

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STORYBOARD: PART A

WELCOME MESSAGE, FAQs, FIRST FORUMS AND FIRST ANNOUNCEMENTS

Seeing that storyboards are dynamic planning tools and not static templates, the following serves as a suggested way of planning Part A – presenting a systematic approach of planning the content (screen-by screen) to be displayed in module sites. Instructional designers will, as stated before, assist lecturers regarding the integration of minimum standards for online delivery and all other considerations to be incorporated in Part A. As a quality assurance mechanism, Part A of storyboards must be edited before building module sites.

****

STORYBOARD: PART A

MODULE TITLE AND CODE: [Add here]

 Site format and look and feel information for consistency (decide upfront on these conventions for building the site)

- Format: (e.g., TILES)

- Font colour: (e.g., black ink

- Headings colour: (e.g., black ink, bold)

- Font style: (e.g., Verdana, size 12)

- Contrast colour for sub-headings: (e.g., purple ink)

- Any other information

****

WELCOME MESSAGE (Home page/landing page)

Prepare the content for the welcome message here and then delete the guidelines

GUIDELINES

Lecturers, with the assistance of instructional designers, prepare **customised** welcome messages.

Welcome messages should include:

- An image, referred to as the banner, representing the focus of the content to be studied
- A message welcoming students, informing them about the purpose of the module, general module orientation information, the level, credits, etc.
- A hyperlink to the outcomes and assessment criteria of the module (prepare a separate pdf-document and then insert a hyperlink)
- A hyperlink to Tutorial letter 101
- Contact details of the lecturer; insert a hyperlink to the lecturer's email address
- If possible, a photograph of the lecturer (providing a "face" behind the "voice")
- Pointers to the next step (e.g., participate in Forum 1: Introductions and expectations)
- Lecturer's final word and signing of with their title and name

    See Annexure A on the last page of this document

****

At the end of the information to be displayed on the screen, it is beneficial to add "things to remember when building the site" as these serve as:

- actions for when building the site – whether for the lecturer or the electronic originators
- quality assurance checks

(Delete the above when preparing individual storyboards for modules)

Things to remember when building the module site [customise these examples to be valid for the module]**:**

- Insert the banner
- Insert a hyperlink to TL 101
- Compile a pdf-document containing the outcomes and assessment criteria of all the learning units (LUs)
- Insert a hyperlink to the outcomes and assessment criteria
- Insert hyperlink to e-mail of lecturer
- Insert hyperlink to the next step (e.g. participate in Forum 1)

****

Prepare the content for the FAQs here and then delete the guidelines

GUIDELINES

Lecturers, with the assistance of instructional designers, are to prepare **customised** FAQs. FAQs should be prepared in categories and accompanying questions and answers. This way categories, and questions and answers, can be **numbered** to ensure effective navigation and organisation of module sites. Once CONTENT PAGES are selected, the **name** and **description** need to be added. The name, description, categories and questions can be displayed in a **contrasting ink colour** to promote onscreen reading. The following serve as examples, but lecturers need to customise it for their modules.

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Activity: Content Pages

Name: FAQs

Description: *Consult the FAQs for frequent questions and answers regarding [module code]*

CATEGORY 1: TUTORIAL LETTERS

> **Question 1: How many tutorial letters does this module use?**
>
> **Answer:** (Answers can be displayed in black ink)
>
> **Question 2: How do I access the tutorial letters?**
>
> **Answer:**

CATEGORY 2: STUDENT SUPPORT SERVICES

> **Question 1: Who should I contact if I have academic queries?**
>
> **Answer:**
>
> **Question 2: Who should I contact if I have general and administrative queries about [module code]?**
>
> **Answer:**
>
> **Question 3: What services do the Unisa Library offer?**
>
> **Answer:**
>
> **Question 4: Are there any resources available on e-reserves?**

Answer:

CATEGORY 3: STUDY PLAN AND PRACTICAL WORK

Question 1: What guidelines can I follow for planning my studies?

Answer:

Question 2: Must I complete any practical work for this module?

Answer:

CATEGORY 4: REFERENCING METHODS

Question 1: What referencing method/s should I use for preparing my assessment tasks?

Answer:

Question 2: Where can I find examples on how to reference diverse types of resources?

Answer:

Question 2: What will happen if I do not use a referencing method?

Answer:

CATEGORY 5: ASSESSMENTS

Question 1: How will I be assessed?

Answer:

Question 2: Where can I find rubrics for the various assessments?

Answer:

Question 3: How do I submit my assessment tasks?

Answer:

Question 4: Will I write an exam for this module?

Answer:

CATEGORY 6: PLAGIARISM

Question 1: What is plagiarism?

Answer:

Question 2: What is the university's view on plagiarism?

Answer:

Question 3: Will I be penalised if I copy the work of another student?

Answer:

Question 4: Can I work as part of a group when completing my assessments?

Answer:

****

NB: We endeavour to update and add to the list of FAQs as and when the need arises

Things to remember when building the module site: (as before, these serve as reminders and quality checks – not to be displayed in the module sites; lecturers need to customise it for their modules)

- Insert hyperlink to Tutorial Letter 101 (Category 1)
- Insert hyperlinks to e-mails of lecturer and departmental secretary (Category 2)
- Insert hyperlink to *Study @ Unisa* (Category 2)
- Insert hyperlinks to various Unisa library services (Category 2)
- Insert hyperlinks to e-reserves (Category 2)
- Insert hyperlinks to referencing resources (Category 4)
- Insert hyperlinks to rubrics (Category 5)
- Insert hyperlink to Unisa's plagiarism policy (Category 6)
- Insert hyperlink to Unisa's student disciplinary code (Category 6)

****

FORUMS

(Prepare the content for the forums here and then delete the guidelines)

GUIDELINES

As part of lecturers' online roles (social, teaching, managerial and technical) FORUMS and ANNOUNCEMENTS should be created for matters such as presented in the examples below. Note, the **same myUnisa activity** applies for both forums and announcements (the "Reply" action is deactivated for announcements). Furthermore, all forums and announcements should be **numbered** and **titled** to ensure effective navigation and communication. Again, the **name** and **description** should be added for display in the module site and a contrasting ink colour will assist in onscreen reading.

The first forums should include:

- opportunities for students and lecturers to meet online
- guidance on internet etiquette (netiquette)

- opportunities for students to share contact details if they wish to; provide guidelines re POPI (Protection of Personal Information) Act
- Opportunities for students to raise broad questions about the module
- Lecturers addressing students at the beginning of the forum and signing off with their titles and names (thus illustrating aspects of netiquette to students)

****

Activity = Forums

Name: FORUMS 1, 2 AND 3

Description: *Use these forums for introductions, contact details and broad questions about the module*

FORUM 01: INTRODUCTIONS AND EXPECTATIONS

Dear Students

Xxyyzz…….

Your lecturer

Prof/Dr/Mr/Ms ………

FORUM 2: CONTACT DETAILS AND ONLINE ETIQUETTE (sharing contact details is optional)

FORUM 3: GENERAL QUESTIONS ABOUT THE MODULE

****

Things to remember when building the module site:

- Insert hyperlink to netiquette
- Insert hyperlink to POPI Act

****

ANNOUNCEMENTS

Prepare the content for the announcements here and then delete the guidelines

GUIDELINES

Compare the notes re FORUMS (previous section). Below are suggestions for possible first announcements. However, the titles and content of the announcements can vary and instructional

designers will assist lecturers in this regard. As with FORUMS, lecturers can provide a description for the announcements as well as titles for each of the numbered announcements (see example below).

Announcements should:

- be numbered and titled
- include guiding information to students at regular intervals re any aspects relating to the module
- included guidance on internet etiquette and dealing with personal information (netiquette and POPI Act)
- include lecturers addressing students at the beginning of the announcements and signing off with their titles and names (thus illustrating aspects of netiquette to students)

****

Activity: Announcements (Forums, but "Reply" option is deactivated)

Name: Announcements

Description: *Consult the announcements regularly*

ANNOUNCEMENT 1: WELCOME AND GETTING STARTED

ANNOUNCEMENT 2: ONLINE ETIQUETTE AND SHARING PERSONAL INFORMATION

ANNOUNCEMENT 3: GENERAL QUESTIONS ABOUT THE MODULE

****

Things to remember when building the module site:

- Insert hyperlink to FORUM 1 in announcement 1
- Insert hyperlink to netiquette in announcement 2
- Insert hyperlink to FORUM 3 in announcement 3

Other aspects that can be dealt with in Part A include, for example:

- Adding a **glossary** if that is applicable for the module; this can be a separate document containing the terms and explanations; and if required, it can be translated into the official languages of SA (South Africa)
- Adding a hyperlink to a **website/OER** that students need to access often by using the URL resource in myUnisa
- Adding all the **assessments** in the shells that are created for each module

- Creating **polls** to obtain feedback from students regarding their learning experiences by using the CHOICE resource in myUnisa

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STORYBOARD: PART B

LEARNING UNITS AND ACCOMPANYING SUPPORT MATERIAL, INTERACTIVITY, ASSESSMENTS AND RUBRICS

As stated before, storyboards are dynamic planning tools. Instructional designers will, also as stated before, assist lecturers regarding the integration of the minimum standards for online delivery and all other considerations to be incorporated in Part B. Part B of the storyboards are also to be edited before building the module sites. As quality assurance mechanisms, critical readers review the content and language practitioners edit Part B of storyboards before module sites are built.

Lecturers, in consultation with instructional designers, need to decide upfront on the **structure** of learning units and all accompanying support material (images, videos, OERs, interactivity, assessments and rubrics, etc.). The structure and **sequencing** will influence the **navigation** and thus the **learning path** through the module. There are several ways in which to structure content (e.g., per week/month for either a semester or year module; per themes; per learning units, and so on).

The following serve as a suggested way of planning, screen-by-screen, what should be displayed in Part B.

****

STORYBOARD: PART B

Prepare the content for Part B here and then delete the guidelines and examples

Guidelines

A typical structure of a learning unit can include the following – bearing in mind the minimum standards for online delivery:

- a **module overview** setting out the focus areas of the module content

- clearly numbered and titled **learning units**
- a numbered **table of contents** for each learning unit
- an **introduction** that clearly states the **outcomes and assessment criteria** for each learning unit
- **subsections** that are clearly related to the outcome and assessment criteria of a learning unit
- a **summary/conclusion** for each learning unit
- a **reference list** capturing the references used for each learning unit
- the **forums (and /or blog/wikis, synchronous sessions or other relevant interactions)** for the module

Example of module structure

> **MODULE OVERVIEW**
>
> **LEARNING UNIT 1: [Add title]**
>
> **LEARNING UNIT 2: [Add title]**
>
> **LEARNING UNIT 3: [Add title], etc.**

EXAMPLE of an outline for a learning unit:

Table of contents (it will be useful to provide a table of contents for each learning unit for the purposes of building the module site – ensuring that the navigation will be **intuitive**)

1.1. Introduction, outcome and assessment criteria – please make sure to include the **outcomes and assessment criteria** as part of the introduction

1.2. The research process

1.3. Drafting your research proposal

1.4. Academic writing: referencing and plagiarism

1.5. Summary (or conclusion)

1.6. References (also indicate in-text referencing)

Forums 4 - 7

****

MODULE TITLE AND CODE: [Add here]

Site format and look and feel information for consistency (for when building the site)
- Format: (e.g., TILES)
- Font colour: (e.g., black ink for text)
- Headings colour: (e.g., black ink, bold for main headings and a contrast colour e.g., purple ink, bold for subheadings)
- Font style: (e.g., Verdana, size 12)
- Any other information:

****

Activity: Lessons/Pages

Name: [e.g., LEARNING UNIT 9: ADVANCED DRAWING TECHNIQUES FOR LANDSCAPE DESIGN]

TABLE OF CONTENTS: [replace this example with the relevant table of contents – see below and delete here]

9.1   INTRODUCTION, OUTCOME AND ASSESSMENT CRITERIA

9.2   USING COLOUR ON LANDSCAPE DESIGN PLANS

9.3   SHADE OR SHADOW

9.4   ELEVATION DRAWING

9.5   3-DIMENSIONAL PROJECTIONS

9.6   CONCLUSION

9.7   REFERENCES

LU 9: FORUMS 11 - 14

LEARNING UNIT 1: [Add title]

1.1   INTRODUCTION, OUTCOME AND ASSESSMENT CRITERIA

   [Add content here]

1.2   [Add content here; integrate various aspects of interactivity, hyperlinks to supporting information, etc. by incorporating the relevant myUnisa activities and resources]

1.3   [Add content here; integrate various aspects of interactivity, hyperlinks to supporting information, etc. by incorporating the relevant myUnisa activities and resources]

1.4   [Add content here; integrate various aspects of interactivity, hyperlinks to supporting information, etc. by incorporating the relevant myUnisa activities and resources]

1.5   [Add content here; integrate various aspects of interactivity, hyperlinks to supporting information, etc. by incorporating the relevant myUnisa activities and resources; add more subsections if required]

1.6 CONCLUSION

1.7 REFERENCES

LU 1: FORUMS 4 - ? [The numbering of the forums must follow on the forums created in Part A of the storyboard]

****

Things to remember when building the site: [Adapt these examples to be valid for the module]

- Create a Teams class and insert the registration link in section 1.1; also create an announcement and convey the information to students a week ahead of the synchronous session
- Insert hyperlinks to all the supporting resources
- Insert all the images/figures
- Insert a hyperlink to Forum 4 at the end of section 1.3 – to open in a new window
- Insert a hyperlink to Forum 5 at the end of section 1.5 – to open in a new window
- Insert a hyperlink to Forum 6 at the end of section 1.6 – to open in a new window

****

FORUMS

(Prepare the content for the forums here and then delete the guidelines)

GUIDELINES

The forums should include:

- a clear title and numbering system (to follow on the numbering system used in Part A of the storyboard)
- opportunities for students to ask questions to lecturers about the content, resources, matters that are not clear to them, etc. (e.g., a forum titled: General questions about LU 1)
- guidance (clear instructions) on how to prepare forum contributions
- opportunities for students to *apply* the knowledge – as opposed to mere content questions where students regurgitate the subject matter
- opportunities for students to share contributions and learn from each other
- regular feedback from lecturers to ensure students are on the "right track" and/or provide further guidelines to address uncertainties
- Lecturers addressing students at the beginning of the forum and signing off with their title and names (thus illustrating aspects of netiquette to students)

****

Activity = Forums

Name: FORUMS 4 - 6 [Add the number of forums relevant to the LU; forums 1 – 3 were addressed in Part A]

Description: [**Add a relevant description**, for example: *Participate in all the forums; the non-graded forums will help you to prepare for assessments and the graded forums will count towards your final mark*]

FORUM 4: [Add title]

> Dear Students
>
> Xxyyzz…….
>
> Your lecturer
>
> Prof/Dr/Mr/Ms ………

FORUM 5: [Add title]

FORUM 6: GENERAL QUESTIONS ABOUT LU 1

****

Things to remember when building the module site: [Adapt these examples to be valid for the module]

- Insert hyperlink to internet resource – Forum 4 to open in a new window
- Insert images related to the questions in Forum 5

****

Then repeat the same for the rest of the learning units.

Annexure A contains screen prints showing how Part A and Part B of the storyboard have been implemented in a module site.

This only serves as an example as there are diverse ways in which to design module sites.

Annexure A

SB_ANNEXURE
A_JULY 2022.docx