

# User Guide for SPREP PCCC e-Learning

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## 1. For Participant/Users

- **Username and Password**

By now you have received an email from your SPREP Course Facilitator. The email should have provided:

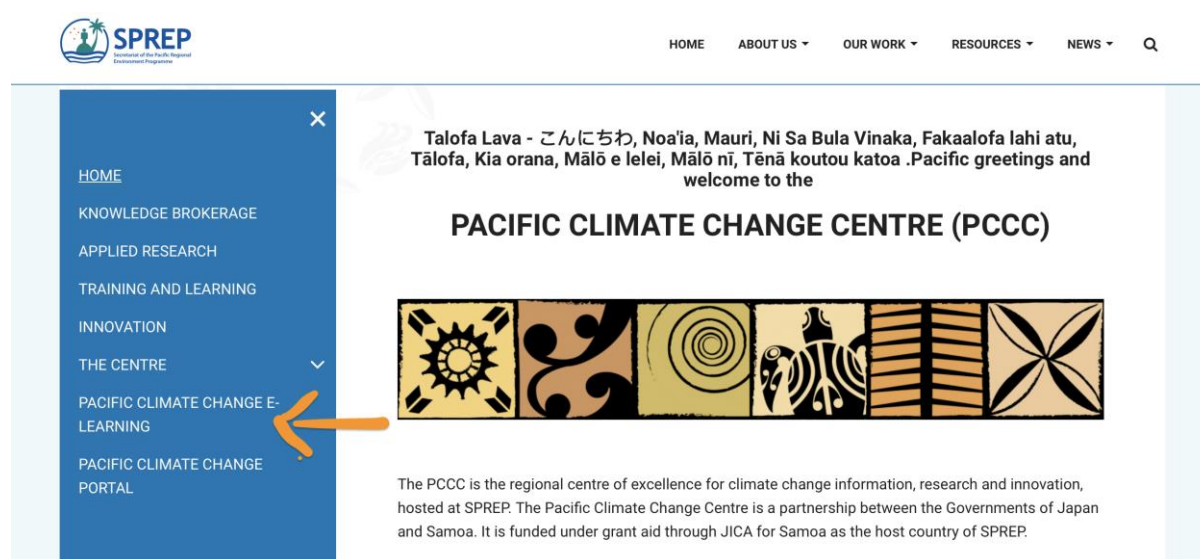
**Username: (your registered email)**

**Password: (a generic password)**

Note that is a temporary password, you will be prompted at the first log in to change the password to your own. Remember to memorise or keep password in a safe place. If you forget your password during the course and need a new one, please contact your Course Facilitator and a new email will prompt you to change.

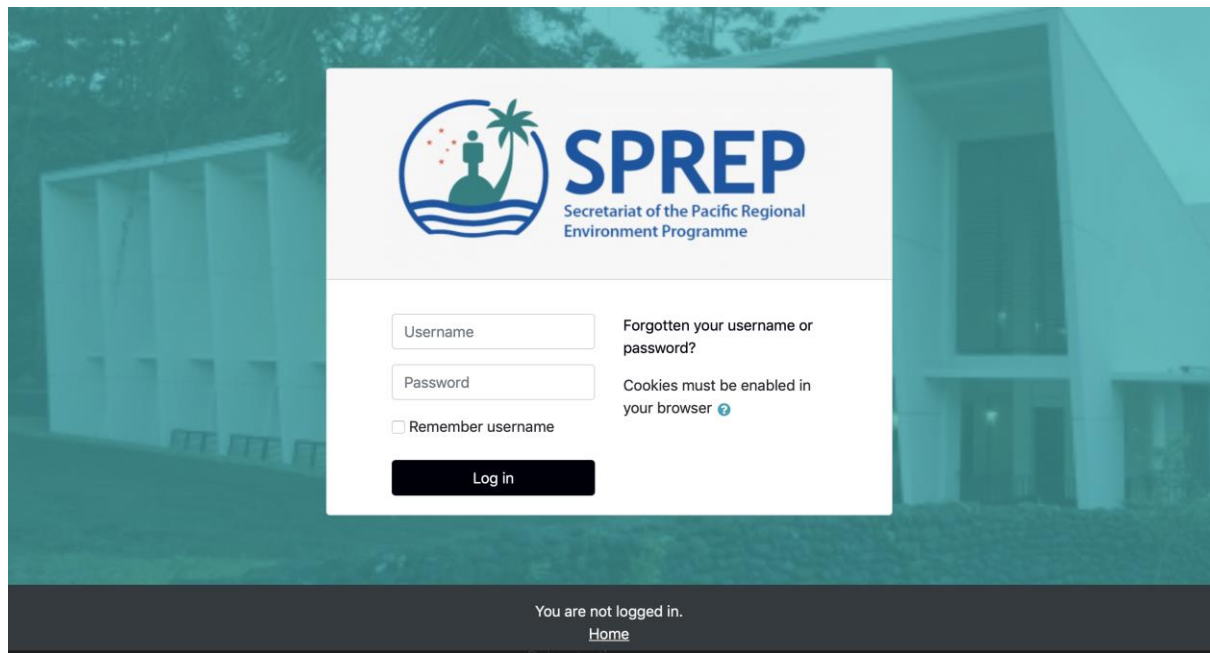
- **Logging in**

You can access the SPREP e-Learning platform through the PCCC webpage on the SPREP website - <https://www.sprep.org/pacific-climate-change-centre>



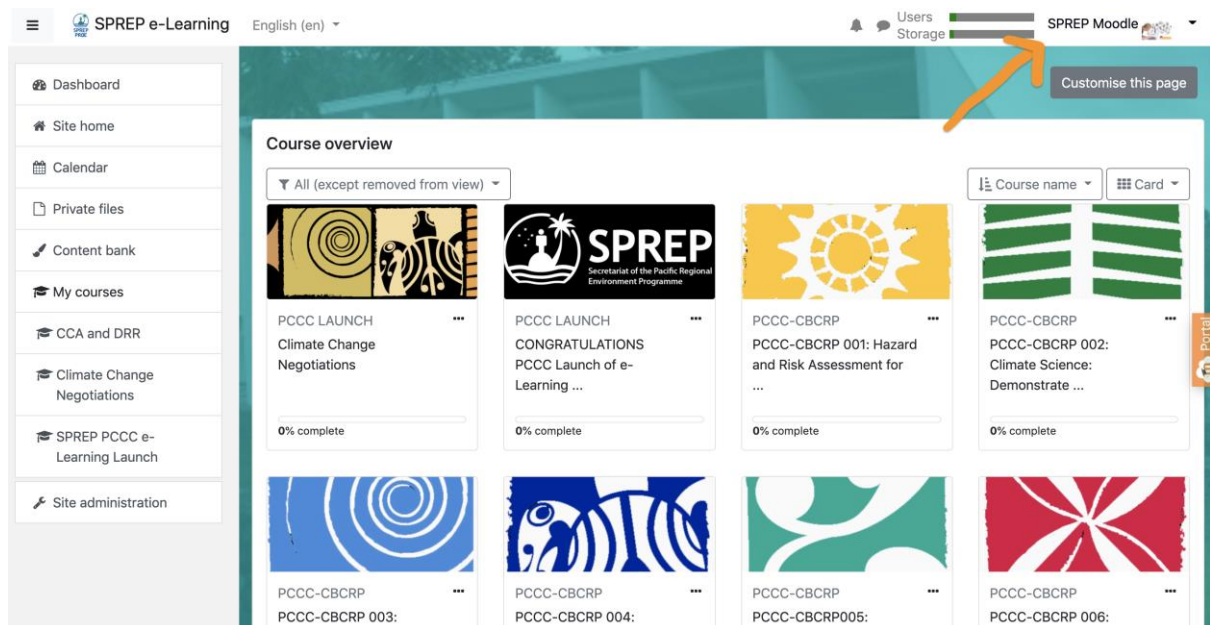
Or directly through the moodlecloudschool site

<https://spreptraining.moodlecloud.com/login/index.php>



- **Profile**

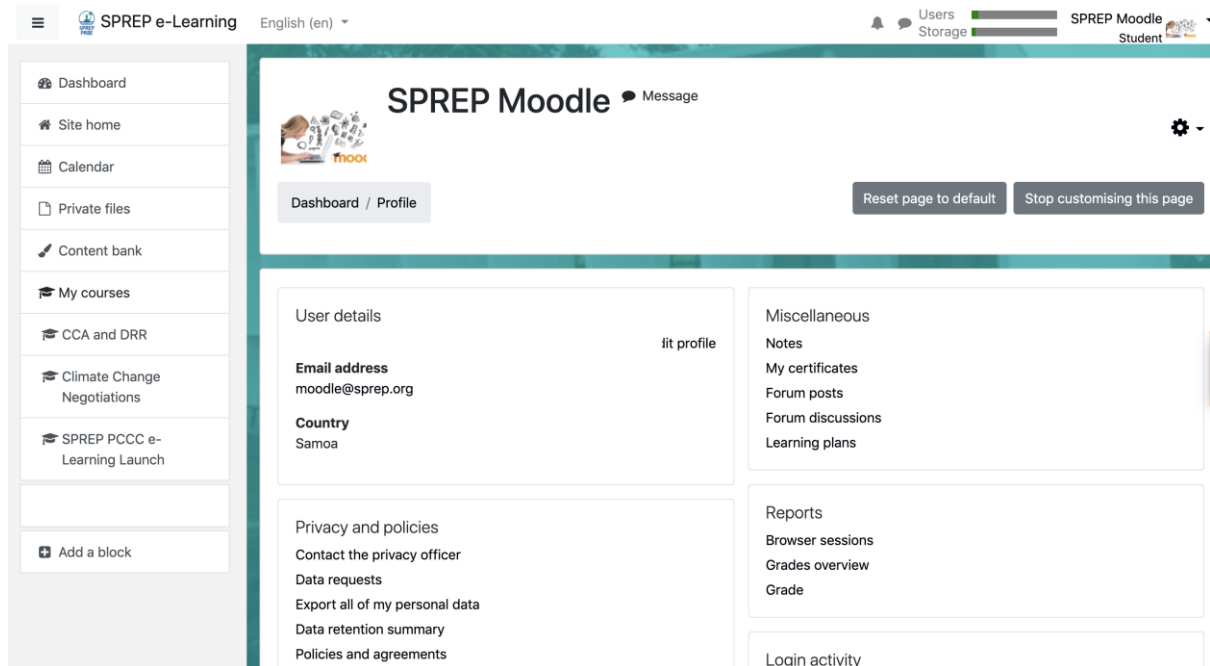
You can access your profile from the user menu top right. It's where you see your name and an arrow. Click there (1) to open up the menu (2) Clicking the Profile link will then display other options, such as a list of your courses, any forum and blog entries and a link to edit your profile (3).



- **Profile page**

Clicking the Edit profile link will allow you to change certain information such as your time zone, description and, optionally, extra contact details. You cannot normally change your username and your admin might have restricted other changes too.

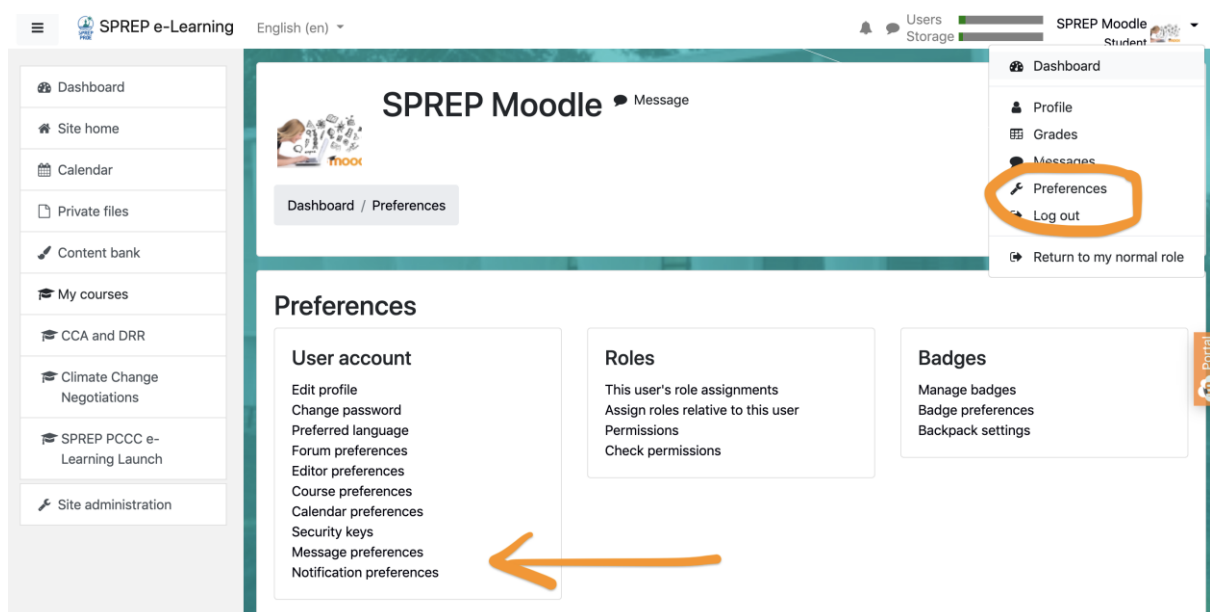
When you upload an image, it will appear in the user menu by your name and also on your Dashboard page.



- **Notifications and messages**

Your site can alert you when you have new messages from your teacher and other participants. You can receive alerts about new forum posts or graded assignments and more.

You can receive these alerts via email or pop up, and you can control how you receive them from Preferences > Message preferences in the user menu. The documentation Messaging gives more detail.



The SPREP e-Learning is also accessible via the Moodle mobile App. You can receive notifications on your mobile through the app.

- **Courses**

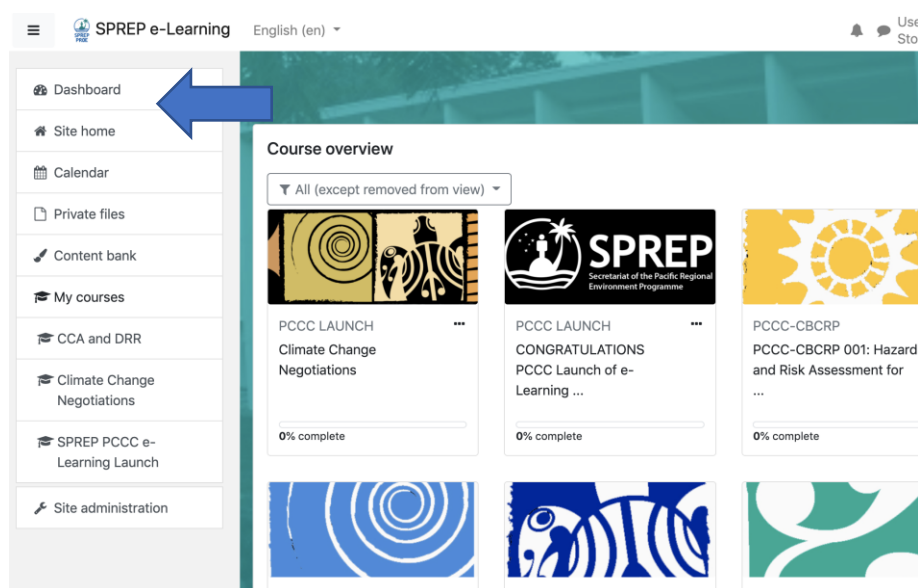
Only courses that you are enrolled in will be visible in the home site of the platform, after you logged in.

At the same time, the list of courses will also be displayed in the 'Dashboard'

- **Dashboard**

Every user has their own dashboard which they can customise. The screencast Dashboard gives a brief introduction to this, and the documentation on Dashboard gives further information. This is your personal page which you can customise and view your enrolled courses and outstanding tasks.

You can access your dashboard quickly, from the user menu top right and your site may redirect you automatically to your dashboard once you are logged in.



- **Moodle app**

With the Moodle app, you can learn wherever you are, whenever you want, with these app features:

- Easily access course content - browse the content of your courses, even when offline
- Connect with course participants - quickly find and contact other people in your courses

- Keep up to date - receive instant notifications of messages and other events, such as assignment submissions
- Submit assignments - Upload images, audio, videos and other files from your mobile device
- Track your progress - View your grades, check completion progress in courses and browse your learning plans
- Complete activities anywhere, anytime - attempt quizzes, post in forums, play SCORM packages, edit wiki pages and more - both on and off-line

To access the app-learning, you must download the Moodle app in your iPhone or Android centre.

- Once you have download the app, search for '**SPREP Training**'
- You will be asked to enter your username and password credentials.

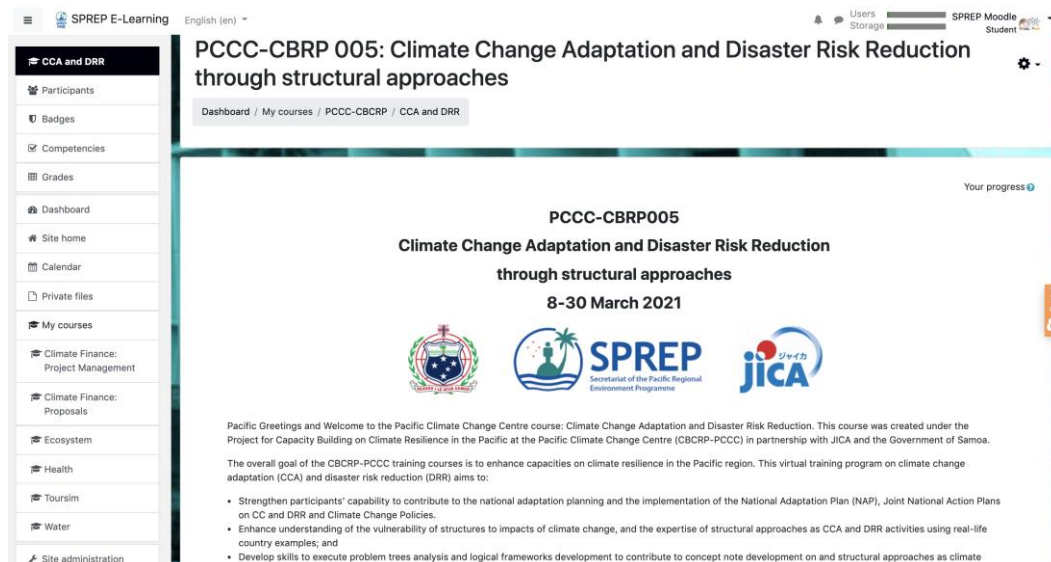
## 2. For Course Facilitators (Teachers/Lecturers)

In SPREP e-Learning, a Course Facilitator is the Teacher, the person has responsibility for the materials in their own course. You will manage enrolments and are able to change the layout of the course page. This quick start guide introduces to SPREP e-Learning features to those with the Course Facilitator/Teacher role.

- **Course set up**

A course is a space on the SPREP e-Learning site where Facilitators can add learning materials for their students. A facilitator may have more than one course and a course may include more than one teacher and more than one group of learners.

The Administrator will create a new course. The Facilitator will assist in the developing the course and its contents.



The screenshot shows the SPREP E-Learning interface. On the left is a sidebar menu with options like 'CCA and DRR', 'Participants', 'Badges', 'Competencies', 'Grades', 'Dashboard', 'Site home', 'Calendar', 'Private files', 'My courses', 'Climate Finance: Project Management', 'Climate Finance: Proposals', 'Ecosystem', 'Health', 'Toursim', 'Water', and 'Site administration'. The main content area displays the course title 'PCCC-CBRP 005: Climate Change Adaptation and Disaster Risk Reduction through structural approaches' and a breadcrumb trail 'Dashboard / My courses / PCCC-CBRP / CCA and DRR'. Below the title, it shows the course code 'PCCC-CBRP005', the title 'Climate Change Adaptation and Disaster Risk Reduction through structural approaches', and the dates '8-30 March 2021'. Logos for the Pacific Climate Change Centre (PCCC), SPREP (Secretariat of the Pacific Regional Environment Programme), and JICA are displayed. The page includes a welcome message and a list of course goals: 'Strengthen participants' capability to contribute to the national adaptation planning and the implementation of the National Adaptation Plan (NAP), Joint National Action Plans on CC and DRR and Climate Change Policies.', 'Enhance understanding of the vulnerability of structures to impacts of climate change, and the expertise of structural approaches as CCA and DRR activities using real-life country examples; and', and 'Develop skills to execute problem trees analysis and logical frameworks development to contribute to concept note development on and structural approaches as climate'.

A course can display its materials in a number of ways or 'formats', for example in *weekly* sections or named *topic* sections. You can show all the sections at once or just reveal one at a time.

*Course sections* may be renamed by turning on the editing and clicking the configuration icon underneath the section name. Sections may also be moved by drag and drop and sections added or removed by clicking the + or - underneath the bottom section. See Course homepage for more information.

You can also *add* elements, known as 'blocks', to the right, left or both sides of your central learning area, depending on your theme. For more information see Blocks.



### 3. Activities

An activity is a general name for a group of features in a Moodle course. Usually an activity is something that a Participant will do that interacts with other Participants and or the Facilitator

In Moodle terminology, an Activity, such as Forums or Quizzes, properly means something students can contribute to directly, and is often contrasted to a Resource such as a File or Page, which is presented by the teacher to them. However, the term activity is sometimes for convenience also used to refer to both Activities and Resources as a group.

There are 14 different types of activities in the standard Moodle that can be found when the editing is turned on and the link 'Add an activity or resource' is clicked.

- Assignments

Enable teachers to grade and give comments on uploaded files and assignments created on and off line

- Chat

Allows participants to have a real-time synchronous discussion

- Choice

A teacher asks a question and specifies a choice of multiple responses

- Database

Enables participants to create, maintain and search a bank of record entries

- Feedback

For creating and conducting surveys to collect feedback.

- Forum

Allows participants to have asynchronous discussions

- Glossary

Enables participants to create and maintain a list of definitions, like a dictionary

- H5P activity

Enables H5P content created in the Content bank or on h5p.com to be easily added to a course as an activity.

- Lesson

For delivering content in flexible ways

- (LTI) External tool

Allows participants to interact with LTI compliant learning resources and activities on other web sites. (These must first be set up by an administrator on the site before being available in individual courses.)

- Quiz

Allows the teacher to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers shown

- SCORM

Enables SCORM packages to be included as course content

- Survey

For gathering data from students to help teachers learn about their class and reflect on their own teaching

- Wiki

A collection of web pages that anyone can add to or edit

- Workshop
- Enables peer assessment

- **Course enrolment**

Before a learner can access your course, they must first be authenticated on the site and that is the responsibility of the site Administrator.

- **Enrolment methods**

There are several enrolment methods available to a Facilitator, what is available, again, depends on the site Administrator. The Admin might enrol students into course automatically, or the Facilitator might be able to let students enrol themselves.

This can be done either by clicking the gear menu in the nav drawer link Participants or by clicking Enrolled users from the Users link in the Course administration block. This is the Manual enrolment method. Other options can be seen in the Enrolment methods link and include Self enrolment and Guest access.

Note: Guests can only view the course and its resources; they cannot participate in any activities.

An enrolment key may be set if Self enrolment is enabled so that only students with the key can enter. The screencast Giving learners course access gives more information on course enrolment.

- **Grading**

Every course has its own Gradebook which can record scores from assignments , quizzes , peer assessment workshops, 'branching' lessons, SCORM activities and LTI learning resources.

### **The grader report**

Other activities such as forums, databases and glossaries can have ratings enabled which will also then be reflected in the gradebook.

Grade items can be manually created from

*Course administration > Grades > Set up > Categories and items and it is also possible to import and export grades.*

- **Tracking progress**

If completion tracking has been enabled for the site and in Course administration > Edit settings, you can then set completion conditions in activity settings. A checkbox will appear next to the activity and a student may either be allowed to tick it manually, or a tick will display once criteria for that particular activity have been met.

This feature can be combined with Course completion so that when certain activities have been completed and/or grades obtained, the course itself is marked complete.

- **Restricting access**

A course can be set to display everything to everyone all the time, or it can be very restrictive, displaying certain items at certain times, to certain groups or based on performance in previous tasks.

- **Options for restricting access**

Course items and sections may be manually hidden using the 'hide' icon when the editing is turned on. If Restrict access has been enabled by the administrator then a Restrict access section will display in each course activity and resource, allowing you to choose how and when this item will be revealed, and whether to hide it completely or show it greyed out with the conditions for access.

### **3. Guide for Designing and Developing online courses**

When designing and developing courses- as well as transitioning existing training programs into online courses and modules, the following is useful short guide to consider. It provides basic concepts and processes, and resources to consider when designing courses. It is adapted from the [FAO e-learning methodologies guide](#), which provides an extensive guide that includes delivery and monitoring of courses.

#### **E-Learning Approaches**

There are usually two general approaches to e-learning: self-paced and facilitated/instructor-led. Self-paced learners work alone and completely independent, while facilitated and instructor-led e-learning courses provide different levels of support from tutors and instructors and collaboration among learners. E-learning courses can combine both approaches.

##### **(i) Self-paced e-learning**

Participants are offered e-learning courseware (, which can be complemented by supplemental resources and assessments. Courseware is usually housed on an online learning platform or download course to computer or phone. Learners are free to learn at their own pace and to define personal learning paths based on their individual needs and interests.. E-learning content is developed according to a set of learning objectives and is delivered using different media elements, such as text, graphics, audio and video

##### **(ii) Instructor-led and facilitated e-learning**

In this model, a curriculum is developed that integrates content elements and activities into a chronological course or syllabus. The course is scheduled and led by an instructor and/ or facilitator through an online learning platform. E-learning content for individual study can be integrated with instructor's lectures, individual assignments and collaborative activities among learners. Learners, facilitators and instructors can use communication tools such as e-mails, discussion forums, chats, polls, whiteboards, application sharing and audio and video conferencing to communicate and work together. At the end, a final step typically includes an exercise or assessment to measure learning.

#### **Synchronous and asynchronous e-learning**

E-learning activities can be synchronous or asynchronous. A virtual classroom is an e-learning event where an instructor teaches remotely and in real time to a group of learners using a combination of materials (e.g. PowerPoint slides, audio or video materials). It is also called synchronous learning. This method requires the least amount of effort to convert materials (but instructors still have to prepare them). Appropriate technology must be in place for both the learners and providers (e.g. software for the virtual classroom and good connectivity).

### **(i) Synchronous**

Synchronous events take place in real time. Synchronous communication between two people requires them to both be present at a given time. Examples of synchronous activities are chat conversations and audio/video conferencing.

- Chat and IM
- Video and audio conference
- Live webcasting
- Application sharing
- Whiteboard
- Polling

### **(ii) Asynchronous**

Asynchronous events are time independent. A self-paced course is an example of asynchronous e-learning because online learning takes place at any time. E-mail or discussion forums are examples of asynchronous communication tools.

- E-mail
- Discussion forum > Wiki
- Blog
- Webcasting

## **3.Course Components**

E-learning approaches can combine different types of e-learning components, including:

### **(i) E-learning Content:**

- Simple learning resources: Simple learning resources are non-interactive resources such as documents, PowerPoint presentations, videos or audio files. These materials are non-interactive in the sense that learners can only read or watch content without performing any other action. These resources can be quickly developed and, when they match defined learning objectives and are designed in a structured way, they can be a valuable learning resource even though they don't provide any interactivity.
- Interactive e-lessons: The most common approach for self-paced e-learning is Web-based training consisting of a set of interactive e-lessons. An e-lesson is a linear sequence of screens which can include text, graphics, animations, audio, video and interactivity in the form of questions and feedback. E-lessons can also include recommended reading and links to online resources, as well as additional information on specific topics.
- Electronic Simulations: Simulations are highly interactive forms of e-learning. The term "simulation" basically means creating a learning environment that "simulates" the real world, allowing the learner to learn by doing. Simulations are a specific form of Web-based training that immerse the learner in a real-world situation and respond in a dynamic way to his/her behaviour.
- Job aids: Job aids provide just-in-time knowledge. They can take several forms and be delivered on different platforms (e.g. computer, printed document, mobile phone). They usually provide immediate answers to

specific questions, thus helping users accomplish job tasks. Technical glossaries and checklists are a few examples of simple job aids, but sophisticated expert systems can also be developed to assist workers in complex decision-making.

## **(ii) e-tutoring, e-coaching, e-mentoring**

Services which provide human and social dimensions can be offered to learners to support them through the learning experience. -tutoring, e-coaching and e-mentoring provide individual support and feedback to learners through online tools and facilitation techniques

Synchronous and asynchronous online discussions are designed to facilitate communication and knowledge-sharing among learners. Learners can comment and exchange ideas about course activities or contribute to group learning by sharing their knowledge.

## **(iii) collaborative learning;**

Collaborative activities range from discussions and knowledge-sharing to working together on a common project. Social software, such as chats, discussion forums and blogs, are used for online collaboration among learners. Collaborative project work implies collaboration among learners to perform a task. Collaborative activities can include project work and scenario-based assignments.

## **(iv) virtual classroom.**

A virtual classroom is the instructional method most similar to traditional classroom training, as it is led completely by an instructor.

## **4. Blended learning**

Blended learning allows for courses to have both face to face and online learning components Learning activities are organized in a linear, sequential order and learners have deadlines to accomplish the various assignments; this is similar to traditional training, but some of the activities are conducted online. model is more suited for observable outcomes and assessment purposes (including certification), since it enables formal tracking of learners' progress. Each step can be easily monitored by instructors and facilitators.

Blended learning combines different training media (e.g. technologies, activities and events) to create an optimum training programme for a specific audience. The term "blended" means that traditional instructor-led training is being supplemented with electronic formats.

To optimize the efforts to design and produce e-learning courses, the materials designed for e-learning can be adapted and reused by trainers in classroom sessions and training workshops. Media elements, such as illustrations and diagrams, as well as textual content, can be reused to create presentations for trainers and materials for learners