




EPIIC Overview



We build EPIIIC Courses

- Engaging
 - Personalized
 - Interactive
 - Intuitive
 - Inclusive
 - Collaborative
- 

Engaging

The course grabs the student's interest from the first moment. It connects new content to what students already know. It is built on the idea that the motivation to learn occurs when learners find value in the various tasks and activities presented in a course.



ENGAGING

An engaging course is relevant and motivating to the student. It reaches out and grabs them. Our learners interact with the course on behavioral, emotional, and cognitive levels.

All course language, videos and other media connect the course and its content to practical application outside of the course.

All language throughout the course is in the familiar tone or second person.

All language and media throughout the course connect to prior and future activities and pages within the course.

Explanations are provided that reveal the logic of the choice of readings; or advanced organizers are provided to set up a student's interaction with an article or video.

Most course activities and content contain active learning (Inquiry & critical thinking, practical application of concepts, real world tasks)

Where practical, examples show principles, allow the student to see impact, rather than tell the student about principles.

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Learning Designers	Learning Technologist	Video Editor	Graphic Designer
<p>Interactivity/ Direct talk</p> <ul style="list-style-type: none">● Personalised language - talk to students directly (you)● Interactive technology - allow students to make notes, analyze contents, and answer questions● Discussion posts and live sessions● Connect students with the outside world e.g. assess their own skills or provide real world examples	<ul style="list-style-type: none">● Breaking down the content into small bits, and an activity(ungraded to ease the students) at the end of each section/Chapter like a quiz or multiple choice would be a great way to engage, and find out how much students know	<ul style="list-style-type: none">● Having the lecturer onscreen during the videos helps the students to feel connected to the lecturer● Imagery, motion graphics, and music help to keep the videos interesting and can give it a modern feel● Video itself is a good way to deliver a lot of content in a short(er) space of time	<ul style="list-style-type: none">● Creating an immersive environment to escalate the learning experience.● Assist the conveyal of complex material through the use of simplified visual aids.● Create a personal feel for students to feel more engaged while from a distance.

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Student engagement

- Storytelling. Create a real life story around the content.
- Quality Assurance - Making Sure the course / Modules are on standard and in a presentable way.
- Engaging students by sharing their experiences and allowing them to weave their experiences into the content and compare their experiences

Meet student expectations

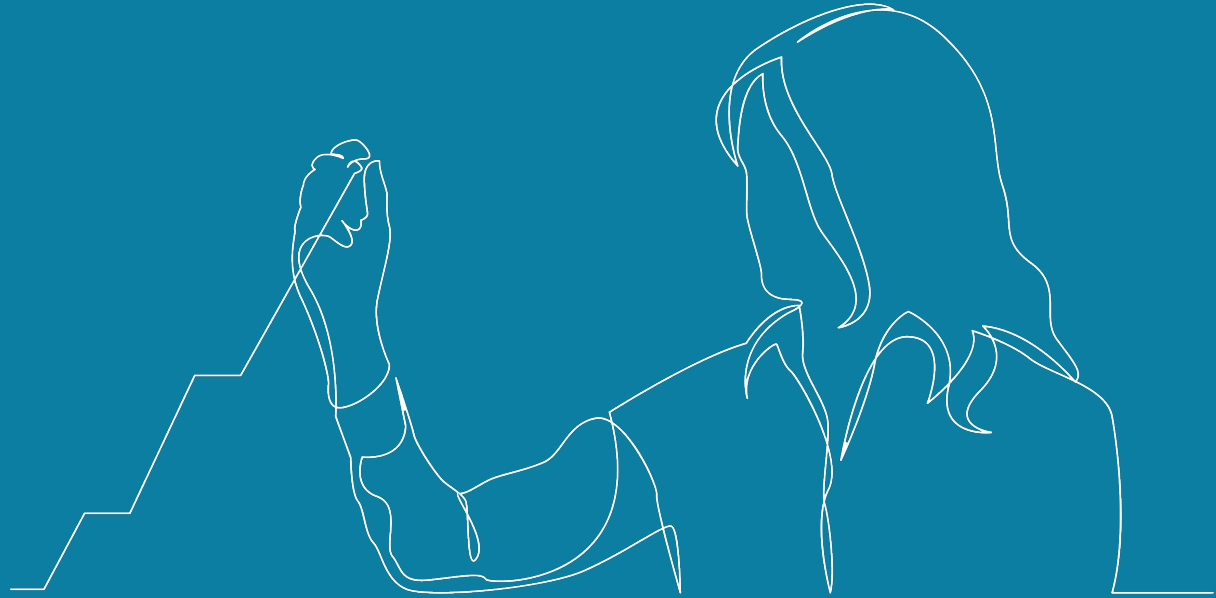
- Students pay for the lecturer and his/her knowledge - allow the lecturer to speak

Learning Technologist

- Using different types of content; videos, podcasts, readings.. this cater for different kind of learners (visual, auditory etc)
- this ensures that all students get the same information in different ways, and in return this allows them to engage more.

Personalized

Course content treats learners as individuals with different backgrounds, abilities, and prior knowledge. All learners are optimally challenged and supported by the learning path and the course assets.



PERSONALIZED

A personalized course treats learners as individuals with different backgrounds, abilities and prior knowledge. Options and supports are provided so that all learners are optimally challenged. Learning experiences are built on the idea that “learning occurs when someone wants to learn,” not “when someone wants to teach” (Roger Schank).

The course contains ample optional/ungraded readings, media and activities throughout (to extend learning based on student's choice)	The course contains ample assessments in which the students have choice in how they will demonstrate mastery of the content	All course activities are segmented into manageable chunks.	All video content follows best practices of limiting the length of each video to 3-5 minutes.	The course contains ample graphic organizers and job aids supporting course content.	Ample course activities and assessments require students to make connections to personal and professional experiences, as well as prior knowledge.	Course has regular formative assessments and sections of the course for students to ask questions or share information regarding their experience.
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Learning Designers

- Students to apply the theoretical knowledge to their own state or another state
- Reflection activity - their learning experiences

Learning Technologist

- For personalized, I'd go for incremental learning/ content (not sure if the wording is correct),
- But incremental learning gives you the next activity based on the activities that you passed or failed.

Video Editor

- Using footage from the UTK campus, showing the grounds and students
- Keeping the video length within 3-5 minutes
- Having the lecturer address the students in the videos helps the content feel personalised for that course

Graphic Designer

- Utilizing material sourced from areas Local to the institution to create a stronger feeling of connection.
- Pushing inclusivity to help people from all walks of life feel connected.

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Learning Designers

- Allow student experience to transcend into the course and weave the content around that , enhancing the learning/ experience for the student, starting from where students are at , not where the Prof comes from
- Tapping into students’ prior knowledge through discussions

Learning Technologist

- If a student failed an activity, the next activity will be less challenging, and it will help the student build-up to passing the activity they failed, and vice-versa if they passed.

Interactive

Models and promotes active learning throughout. Learning is promoted when course content and instructors demonstrate the knowledge and skills to be learned. Learning is promoted when students can apply/practice new knowledge/skills with feedback.



INTERACTIVE

An interactive course is one where students are asked to contribute knowledge, and manipulate information throughout the course. Students are provided ample modeling, given the opportunity to demonstrate learning through meaningful tasks and provided timely, concrete feedback on their work.

Course media and activities contain ample examples of the content in practice. (Ex. tutorials are provided to help guide the student/ Media demonstrating the targeted behaviors.)	Each module contains activities for students to apply what they have learned.	Rubrics are used throughout the course, and contain both quantitative (the rubric is broken into measurable sections) and qualitative (rubric contains a place for a descriptive narrative) feedback.	The course contains multiple explicit avenues for students to seek help from the faculty and their peers.	The course solicits student contributions in effective ways.
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Learning Designers

- Assessments and quizzes
- Interactive video - asking questions
- Students as producers, seekers of knowledge, bringing this into the class for further discussions. Application of gamification and role-playing ideas and principles
- Role assignments

Learning Technologist

- Give students activities with immediate feedback whenever they answer questions. (Storyline quizzes/H5p)
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Video Editor

- Videos can accommodate stop gaps, where the students can be asked a question before continuing

Graphic Designer

- Aid in the overall feel of a course by creating imagery that prompts interactivity.
- Assist the LT in creating an immersive experience.

Intuitive

Course design is inviting and intuitive and allows all students to focus on content and learning. Course is designed with high standards of aesthetic and function.



INTUITIVE

Managing cognitive load throughout a course enhances learning. An intuitive course design allows all students to focus on content and learning, rather than on navigating pages, looking for information. Content is efficiently and effectively tied together throughout the course.

All course objectives, unit learning objectives and assessments/activities are clearly presented to the student and are aligned to one another.

All extraneous information is eliminated from course pages.

A logical, consistent and uncluttered layout is established and course modules and activities are easy to navigate throughout the entire course.

All pages are divided into manageable sections with ample white space around and between content.

The course is free from 3rd party tools or assets that take the learner out of the LMS.

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Learning Designers

- Course structure
- Quality Control of the course layout / UI / UX design
- Creating a course that is intuitive and follows good design principles.

Learning Technologist

- Avoid links/buttons that takes the student to external pages
- Avoid multiple moving elements on a course page unless they are absolutely necessary (moving elements easily distract the student)
- Put emphasis on instructions if necessary using Bold, Italics or colour

Video Editor

- Video text and motion graphics help the students know what content they are watching, and help to reinforce the learning
- Keeping the visuals “clean”, avoiding cognitive overload

Graphic Designer

- Creating understandable content from course material to assist the learners.
- Use of icons and assistive graphical elements to guide students through the course.

Inclusive

Course presents a diversity of perspectives, authors, and learning experiences. Learning experiences and/or assignments give students an opportunity to connect their own experiences to the content.



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INCLUSIVE

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The course presents a diversity of perspectives, authors, resources, and representations in media and all text (syllabus, landing and module pages, assignments).

Assignments and activities give students an opportunity to connect their own experiences to the content.

The learning experience is accessible in at least two ways: acknowledging differing needs by ensuring content and activities include disability-based accommodations, and by demystifying discipline-based content.

First, all course content is ADA accessible. Everyone can participate fully in the course (transcripts, ALT tags, voice recognition, color and font size manipulations, audio and video controls, etc.).

Second, the learning experience is made relevant, for example by explaining discipline-based jargon and acronyms, providing glossaries, and colloquial narrative.

INCLUSIVE

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Learning Designers

- Peer discussions, peer assignments
- Reflection activity
- Role Assignments
- Role Playing

Learning Technologist

- Give students assignments/activity about real-world things they can relate to.
- Activities should have open ended questions to allow the students to express themselves more about what they have learnt/know.

Video Editor

- Making sure the font sizes are legible on different screen sizes/devices
- Ensuring there is space for captions

Graphic Designer

- Usage of Inclusive imagery to help all feel connected, involved and of equal ability within the learning space.
- Following accessibility standards to ensure no learner is at a disadvantage.

Collaborative

Learning is a social undertaking. Course structure and activities facilitate a learning community that fosters meaningful teamwork, communication, and an exchange of knowledge and ideas that are mutually beneficial.



COLLABORATIVE

Creating a knowledge exchange is imperative for learning. A collaborative course is one where students are provided ample opportunities to learn from their peers.

Course contains ample, meaningful group assignments and activities within the course

All group assignments and activities contain clear instructions and guidance on how to complete the work collaboratively.

The course contains ample explicit avenues for students to connect and communicate with one another.

COLLABORATIVE

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Learning Designers

- Projects, group activities, group discussions, group-anything,
- Annotations
- Create a course segment

Learning Technologist

- Provide discussion boards for each activity/assignment that students can use to share their opinions outside school.

Graphic Designer

- Create Material and iconography to prompt collaborative interaction where necessary.