

Elements for Creating Online Courses

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Abstract: *Online education has become a viable alternative route to securing higher education for many. Online education is only viable when it has been carefully designed to meet the needs of variety of learners. Issues relating to the design of online courses have therefore become very important, since poorly designed online courses have the potential of casting a slur on online courses in general, especially in Africa where due to poor Information Communication and Technology (ICT) infrastructure the traditional learning modes are favored. Poorly designed online courses are as a result of failure to carefully consider the elements that make a good and attractive online course. This article shares thoughts on the four major elements (learning theories, instructional design, subject-matter and end-user-interface) that when carefully considered make a good online course and how these elements can be utilized to design a good online course.*

1. Introduction

Now that online education has become ubiquitous, issues relating to design and delivery of online education has become important issues for discussion. Back in the seventies they were no issues because the prevalent form of higher education was the traditional face-to-face education. Distance education was largely through correspondence, where course material in the form of prints, audio and video recordings were mailed to the students and students reached their tutors and advisors via the same medium. With the explosion of student in many countries without corresponding improvement in access to traditional universities, online learning has been seen as a panacea to the large number of students who do not gain admission into traditional universities. More students are turning to online education, not only because of accessibility, but because many would want to school and work simultaneously, learn at their own pace or understand that deeper learning occurs in online education as compared to the traditional setting, where in most cases knowledge is transferred from the lecturer to the student. If those who choose to gain their education online will realize their full potential, it will depend on the way the courses they take online are designed and delivered to students.

Poorly designed and delivered courses are a problem, not just for faculty and students, but to online education in general. Online education also known as online learning, web-based learning, e-learning, and in some cases computer-assisted instruction, relies heavily on the internet as the tool linking the students and faculty members who are at different location. Allen & Seaman (2013), view an online course as one "... in which at least 80 percent of the course content is delivered online" (p. 7). Learners communicate with other learners and faculty through the internet either in a synchronized or asynchronized form (Harrell, 2013). In the online learning, submission of assignment and feedback are all submitted electronically. It does means that both faculty and student should have little fear with the use of computers and the internet to be able to communicate successfully. This problem is aggravated by poorly designed online causes, where both students and faculty find it difficult navigating the web-application that makes the communication possible.

There is also the problem of adjustment for both faculty and students. The majority of faculty members and students prior to being associated with online education would have had so much experience and even love the traditional face-to-face instruction, and then all of a sudden they come to a virtual classroom where there is no lecturer to delivered lecture notes, or there is no student to impose authority over. Quickly both faculty and students would have to acknowledge the new reality and adjust as quickly as possible. However, this adjustment may not come quickly if the new environment is not that user friendly and the roles are not well defined for both faculty and students. It is this misinformed roles that sometimes make some people see all online education as degree mill. The degree mill is used here to mean a cheapened degree course. According to Gathman (2014) degree mills are fraudulent and requires the completion of only one online multiple choice quiz for a fee not exceeding 300 dollars. Gathman (2014) sees it a fraudulent but it may only be a case of poorly designed online course and such institutions should be closed down mainly because they fail to meet national and international standards. We may be disappointed if we go in for a course simply because we are paying few dollars to earn a degree. We must

be conscious of the fact that, it is the knowledge gained in the course that we will use at the workplace and not the certificate gained. An The certificate will get us into a job, but once on the job it is the knowledge gained that will keep us at the workplace. A poorly design and delivered online education has implication for faculty, students and the image of online education, especially in places like Africa where online education is now emerging.

Though According to Kuo, Walker, Belland, and Schroder (2013), studies show that difference with respect to learning outcomes between traditional education and online education is not significant, learning in online education can offer more than traditional face-to-face. While traditional face-to-face education is usually characterized by faculty feeding students with information or strictly presenting the study materials, online learning generally leaves the students to fern for themselves. Online education is mostly student center, offer the students to learn by searching and constructing knowledge on their own. Students who study online thus have a higher chance of learning to learn independently. The traditional classroom would have an edge over online learning in terms of students learning, only when the theory upon which the online course was designed and the course design itself was poorly done. This paper discusses the how a good online course can be design. It shares some thoughts on how learning theories guide the design of online courses and also the role of some members of the course design and maintenance unit.

2. Using Theories of Learning to Guide the Design

It is learning theories that guide the design and delivery of any instructional program, since the process of instructional design begins with the identification of a particular theory of learning that will guide the design. According to Ertmer and Newby (2013), knowledge of learning theories guides the selection of effective ways of overcoming instructional challenges and provides the bases "... for intelligent and reasoned strategy selection" (p. 44). What is seen very often is that curriculum designers allow traditions instead of research evidence on learning to guide their design, making it appear as if learning theories, especially the emerging ones have no impact on the design and implementation. This according to Knapper (2010), has made instructional delivery remained "largely didactic, assessment of student work is often trivial, and curricula are more likely to emphasize content coverage than acquisition of lifelong and life-wide learning skills" (p. 229). It will not be rational for this same attitude to be brought into the designing of online courses, since online course ought to focus on

primarily the on deep, autonomous and reflective learning that will promote the "lifelong and life-wide learning" Knapper (2010) mentioned. Some learning theories that, guide design and delivery of online education to this effect are cognitivism, constructivism connectivism behaviorism and adult learning theory, popularly, known as Andragogy.

2.1 Cognitivism

Cognitivism sees the individual's mind as a self-directing complex information processing unit that processes, stores and retrieves information when needed. The theory holds that there are some internal cognitive structures called schema, which can also be described as internal knowledge structures, to which any new information is compared, exist in the brain. The received information is taken in and compared with the schema to find out if the new information already exists. If the information is entirely new, it is stored as is and if the information is similar to something already present, that schema is altered to accommodate the information, the old information is extended to include the new information or the new information combines with the existing schema. The theory posits that information received is processed in three stages. The information is received by sensory registers. These sensory registers receive the new information as input from the sense organs in a process that last from one second to about four seconds and then the information disappear through decay or replacement. It is the information that the individual finds useful that reach the second stage which is the short term memory. The information is retained here for a minimum 20 seconds, depending on how repeated the information has been rehearsed or the extent to which the information is meaningfully chunked into parts and whether the brains working capacity has not been reached. The information temporarily stored in the short term memory are transferred to the long term memory for permanent storage. The long term memory has unlimited storage capacity and stores and make available, information intended to be use for a long time. The individual consciously direct this information storage and retrieval process by deciding which information is important to keep and which ones to are relevant and must be discarded.

Cognitivism has a number of implications for learning and instructional design. Firstly, central to learning is not what the learner does, but what the learner already knows and how they acquire it. Learning therefore is a mental activity, that according to Ertmer and Newby (2013) "entails internal coding and structuring by the learner" (p. 51) which is controlled by no other person than the learner, making the learner not a passive but active figure in the learning process. In designing

instruction, the needs of the learner and not the ease with which the instructor can deliver the lessons is what should be considered. After all, it is the learner who decides whether to discard or retain a particular information. If the course is designed in such a way that the learner sees no need for the information being provided he/she would go through the course without any meaningful learning. Secondly, the learner receives information in the form of sensory input and then the processing begins. It thus means that the mode of presentation of the information is vital here. The learner learns information through the use of all five senses and therefore the incoming information must be presented in a variety of ways – graphics, audio, video, and text. The instructional design should be such that it has information presented in all these formats. Thirdly, efficient learning occurs if the information is chunked into pieces. Learners who would want to crump several pages of notes will end up retaining little because very often they exceed their working capacity without knowing. In course design too, all the various sections of the course should not be presented to the learner. Access to sections the learner has not yet reached should be blocked until the learner gets to that level. Learning should progress from simple to complex to allow the learner to extend the schemas by extending simple schemas with more complex ones. The design should be done such that it presents information in such a way that it allows the learner to meaningfully link the new information with the already existing knowledge. Finally, providing feedback to the learner helps the learner to modify schemas, otherwise the learner would continue to carry erroneous information. Feedback should be given to the learner as quickly as possible. If the design has embedded synchronous facilities, it should be used to provide feedback to the learner otherwise feedback must be provided to the learner from few hours to few days.

2.2 Constructivism

Like cognitivism, constructivism holds that the learner is an active participant in the learning process, however constructivism says learning occurs when the learner makes meaning from past experiences. Constructivists say learners do not receive knowledge externally, that is, from the outside or some other person, it is created by the learners as they process and interpret information received through the senses. This is not to say that external element has no effect on learning. One of the tenet of Constructivism is that meaningful learning occurs as the learner collaborates and share experiences with faculty and peers in a social environment. According to Ertmer and Newby

(2013), learners do not acquire knowledge, they create it and therefore there is no such thing as a “right” meaning because learners creates interpretations of the world, that are unique to them, based on their interactions and experiences. In constructivism, the learner is responsible for his own learning and the faculty is only to present new experiences and conditions and keep the learner in check so he/she does not construct meaning that leads to misconceptions.

Since in constructivism, the prime aim of instruction is to ensure that the learner does elaboration and interpretation of the information that has been presented, the instructional design should put the learner at the center. The elaboration and interpretation are done in the context of the individual’s pre-conceptions, faculty therefore should expect and respect the unique opinions of learners. If the design is based on constructivism, then assessment should allow the individual to freely express his opinion. Higher order and subjective questions should be used more frequently. To be able to provide quality responses to these high order subjective questions require that the learner is given the opportunity to do some reflection. While learning online, the learner needs time to reflect and internalize the information provided. This can be achieved if the questions related to a particular content are used throughout the lessons.

There should be interaction in the learning process. Promoting higher order learning and some sort of social presence require that the design should be interactive. The learner must interact with the information as well as the environment. In online learning, the learner most often sits in his/her room with a computer before him. The learner needs to feel he/she is part of a community of learners. This sense of being part of a community is created by the interactivity the design provides. A design that is interactivity rich allows the learner to interact with the content being learnt, other learners and faculty to test and confirm their ideas. Interactivity in online learning promotes transformational learning.

2.3 Connectivism

Central to connectivism, according to Downes (2012), is the notion that knowledge is circulated across a network of connections, and the ability of the learner to construct, and traverse the network is what constitute learning. To Kop and Hill (2008) in “connectivism, the starting point for learning occurs when knowledge is actuated through the process of a learner connecting to and feeding information into a learning community” (p. 1). What the connectivists describe as a community is a collection of areas of interest that are closely related and permit a group of

learners to interact with each other, share, dialogue and think together. The connectivist refer to a learning community as a single node that is part of larger network. When two or more nodes are linked so that they can share resources, a network is created (Kop & Hill, 2008). The learner connects to his network, finds and share information, modify his/her existing ideas with respect to the new learning and then he/she connects to the network to share the new knowledge. This makes the learning process cyclical. In this cyclical process, Kop and Hill (2008), points out that the learner's ability to search for up to date information and also identify irrelevant information constitute the two most important skills that contribute to meaningful learning. To Kop and Hill (2008), Connectivism, generally holds that "knowledge is distributed across an information network and can be stored in a variety of digital formats" (p. 1).

Just like the cognitivism and constructivism, connectivism put the learner at the center of learning, however, connectivism sees the learner more in a social setting as the starting point of learning (Siemens, 2005). The learner therefore must be given the autonomy to choose the content and also decide how to learn the content. The design must therefore be such that a list of courses are presented to the learner to choose from. A design based on connectivism will make use of social media, discussion forums and blogs to create the platform to create the network that learners will connect to and share ideas (Ravenscroft, 2011). Learners would be made to contribute to discussions and present their assignments on these platforms. The design must permit limited interaction with faculty. The Interaction should focus on content and interactive dialogues with others. The design should allow peer assessment though this is seen as unreliable and primitive (Bates, 2014), it is a way of enhancing the network connection and keeping the learner active in interactive dialogue. Connectivism puts the learner at the center of the learning process, hence an instruction based on this will have most of the features common to cognitivism and constructivism, in addition to the social presence.

2.4 Adult Learning Theory – Andragogy

Andragogy is a theory of learning, restricted to adult learners, which is based on collaborative and problem-based learning and eliminate the gap between the faculty and the learner. In andragogy the adult learner is a learning individual who has taken on adult responsibilities irrespective of age (Cercone, 2008). Forrest III and Peterson (2006) described the adult as someone who because of work or marital status is no more studying full time like a child or

young adult. This definition is necessary because the people in the category Forrest III and Peterson (2006) mentioned learn differently. These individuals are ready to learn due to their store of experiences, and have a self-directing ability which is catalyzed by their orientation toward the immediate application of what they learn. The propensity of these individuals to apply the knowledge acquired make problem-based learning more suitable to them, while their store of knowledge brings them closer to faculty members.

Andragogy is based on five assumptions regarding teaching and learning (Knowles, Holton III & Swanson, 2012). First, the adult learner is an intrinsically motivated self-directed learner. According to Taylor and Kroth (2012), as the individual takes on the adult roles he/she tends to move away from depending on other to direct them as to what to do and become more responsible for his/her actions. As such, the individual develops some kind of internal motivation that leads him or her to become a self-directed person. This makes the adult learner tend to resist conditions or situation that makes them feel other are controlling them. The second assumption as stated by Knowles, Holton III & Swanson (2012) is that, "Adults' orientation to learning is life-centered" (p. 38). The child or young adult is motivated to learn due to the fact that what he/she is learning will be useful to him/her in future. This is the case for the adult learner. The adult learner looks at the immediate usefulness of what is being learnt. In other words, the adult learner looks at how relevant the concepts he/she is learning will enable them solve problems they may be facing. The third assumption is that the adult learner has a huge store of useful experiences. The experience the adult learner acquires as a worker or as he/she goes through life becomes a rich resource for learning. The experiences of the adult learner become good pre-conceptions based upon which they build new concepts. The needs of the individual as he/she goes through life and the interest of the individual that learning will satisfy is a factor that motivate the learner to learn. The motivation to learn among adult learners are not extrinsically engineered. It comes from the needs and interest of the individual. Finally, individual differences are pronounced among adult learner. Generally, the experiences and aspirations of adults widely differ and so they become unique with respect to their needs and interest. These five assumptions are what guide the design and delivery of an online course meant primarily for adult learners.

The adult learner will find an online course designed to let learners work their way through courses they have chosen themselves, at their own pace with limited guidance, worth signing up for. In

a course for adult learners the traditional teacher's role should be absent. The course must be designed such that the teacher and the student appear to be at par. They should appear so, however in reality the teacher is the knowledgeable other, and cannot be equated to the student. The teacher should not impose courses for the students as done in the traditional classroom. The teacher must only make available the courses and various sources the learner can get sample courses from, and then allow the learner to choose from the courses those that are consistent with his/her needs and interest. In this situation the teacher now picks up the role of an adviser, only offering suggestions to guide the learner as the learner assembles his/her courses or develop one from scratch, if need be. As already mentioned, individual differences relating to the needs, interests, experiences and pace of work exist among adult learners. So a course designed for adult learners should accommodate these differences. For example, learners can be given when they start and end a particular course without fixing specific dates for submission of assignments. The disadvantage here is that due to the learners schedules, he/she may procrastinate the completion of assignment until the course is about to end. To overcome this, tutors can communicate the student's progress to students and periodically remind students about the need to get assignments completed. Resources for learning, such as library, should be made available to the learner. Besides these, the design should incorporate those aspects of the cognitivist, constructivist, and connectivist theory that put the learner at the center of the learning affair and promote experiential learning. This way the design will be appealing to the adult learner.

2.5 Behaviorism

This is a theory of learning that looks at the learner's behavior and the changes in behavior that occur in the learner as learning takes place. Woollard (2010) defined learning as viewed by behaviorist as "the acquisition of a new behavior or the modification of behavior as a result of teaching, training or tutoring" (p. 1). Behaviorism considers learning in both animals and humans as being primarily through response to stimuli. When a stimulus is presented, the learner acquires a behavior or modifies any existing behavior in response to the stimulus. This process occurs in the same way in both animals and human. Behaviorism is not concerned with the processes that go on in the mind of the learner when the stimuli are first introduced. The theory only treat the mind of the learner as a 'black box'. According to Anderson (2008) behaviorists treat the mind this way "in the sense that

a response to a stimulus can be observed quantitatively, thereby ignoring the effect of thought processes occurring in the mind" (p. 20). Behaviorist considers behaviors that are overt, and so can be directly observed and measured as the signs of learning.

To the behaviorist, learning occurs when the learner exhibits the desired response after a specific stimulus has been presented. As indicated by Ertmer & Newby (2013), the learner reacts to conditions, otherwise called, stimulus in the learners' "environment as opposed to taking an active role in discovering the environment" (p. 48). For example, if the learner is presented with the equation " $6 + X = 7$ ". This equation represents the environmental stimulus to which the learner must respond. To show that the learner has acquired the desired behavior he/she must give the correct number that 'X' is representing. From this illustration, the equation represents the stimulus and the correct answer to the question is the associated response. According to Ertmer & Newby (2013), the primary concern of the behaviorist is the means through which the link between the stimulus and response is made, reinforced and maintained. Of prime focus of behaviorism is the consequences of the performances and contends that the behavior exhibited by the learner which are reinforced have a higher chance of re-occurring in future. Behaviorism regards the arrangement of stimuli and responses in the environment as the most critical factors.

An online course design in line with the behaviorist theory of learning will follow what occurs in the traditional classroom. The most prominent feature of this design is the use of audio-visuals. The faculty member who has the knowledge to transmit as stimuli will either be giving a live lecture through teleconferencing or he/she would pre-record the lecture and break them into sections with each not lasting more than ten minutes. Besides the videos there could be no other textual content except the quizzes that learners ought to take to show they have acquired some new behavior. This would happen only when the course is heavily dependent on live or recorded videos and audios and learners need to give responses to only the information provided in the audio visuals. Learners must be given the opportunity to model the desired behavior since in behaviorism much emphasis is placed on producing outcomes that are observable and measurable. A course like that is built with the idea of moving from simple to complex levels of performance and also making use of cues, behavior shaping and constant practice to ensure the association of stimulus and response. In order to use reinforcement as a means of impacting on the performance of learners, an online course whose design is based on behaviorism would

make use of reward and punishment (Long, 2011). For instance, you must have a minimum number of question in a quiz right before you are allowed to progress to the next level. This makes the online course based on behaviorism appear as old wine in new bottle – a digitized traditional classroom.

3. The Course Design and Maintenance Unit

Course design and maintenance is a complex endeavor that require collaboration of experts. No single individual can claim to have single handedly designed and maintained an online course, since each aspect of the course development process requires some degree of expertise. These individuals must come under one unit in order to ensure that the concerted effort from many experts required to produce a high quality courseware is in place. The course design and maintenance unit must therefore be setup and operate as para-academics unit. As noted by Anderson (2008), bringing the online course design and maintenance roles under one department could ensure that the course is of good quality and meets online course design standards. The unit may comprise of instructional designer, subject matter expert and web-developer (Hixon, 2008).

3.1. The Instructional Designer

The process of systematically and reflectively translating theories of learning and instruction into plans for instructional activities, information resources, materials, and evaluation, generally called instructional design, is the task of the instructional designer. The instructional designer can be likened to the engineer in the sense that they all design to suit some successful principles and make use of some well-established procedures for solving problems to guide them in making decisions concerning their design. The only major difference between the two is that while the engineer uses physics principles and laws, the instructional designer uses theories of teaching and learning. The primary task of the instructional designer is to plan instruction such that the learners can be engaged to learn from instructional activities and materials. Meticulous planning is vital in the instructional design irrespective of the media of instruction that will be used to implement the instruction. However, careful instructional design is imperative when the medium of instruction is not a teacher or a teacher is not physically present like online instruction. Again when the medium is printed materials, computer assisted instruction, audio and video materials which are not readily adaptable, the design should be based

on strong principles of teaching and learning. The instructional designer need not be conversant with instructional theories only, he/she should be conversant with the process of designing instruction so that he/she can effectively execute his/her task.

The instructional design process is a four-stage process that involves analysis, design, development and implementation and evaluation. At the start of the design process the designer must collect all the necessary information about the characteristics of the learners the instruction is being designed for, environment in which learners would be trained, the predominant pedagogy that would be employed, learning outcomes and the mode in which learners would be assessed, the requirement for the job for which the learners are being trained and make sense of the information. This information can be obtained from subject matter experts, learners who have completed a training program or even would-be learners. This first phase is the analysis phase. The design phase is dependent on the information from the analysis. In this phase, specifications for the design are generated based on a good knowledge of instructional and learning theories and the use of technology. The specifications become the blue print for the development of the course. In the blue print questions related to learning outcomes, subject matter content to be taught, the delivery system, teaching and learning strategies and assessment are asked and then answers to these questions are then sought. The blue print should specify instructional methods and strategies as well as the media appropriate for the target learners and the type of learning involved. Once the blue print is ready it can now be developed. The development and implementation stage involves authoring, reviewing, producing and validating learning materials. Where the designer passes on the blue print to other member of the unit to continue with the process, his/her work ends with the design phase. In such cases the designer must keep track of the process to ensure that none of his intents are not misinterpreted. To avoid any misinterpretation, the designer will have to stay with the project and make sure that the blue print is implemented to the letter and then tested in the real-world situation to see how effective it is. The final stage of the process is evaluation. Here the developed and implemented course is assessed to final out and correct shortcomings that might not have been envisaged during the earlier stages. After going through all these stages successfully the instructional designer can say with confidence that he/she has designed instruction.

3.2. Subject-Matter Expert

The instructional designer who is not an expert in the subject for which the course is being designed may not know the appropriate textbooks, resources, and pedagogy, a subject matter expert will be needed. The subject matter expert checks the content of the online course, to be sure the online course is designed such that it reflects the content that is given in traditional courses. This is something that must be taken into consideration because the online course is actually an alternative to the ones delivered in traditional courses. The content of the online course should therefore not deviate from the content that is delivered in the traditional setting. The subject matter expert's duty is also to ensure that the stated learning outcomes, content, examinations and quizzes matches the pedagogy that has been chosen. He/she furnishes the instructional designer with the relevant information that is needed to enable the instructional designer to make a good design. The subject matter expert is the one to check that the course does not include content that are outdated or inappropriate to the subject area in which the course is being designed.

3.3. Web Developer

The web developer is the one who actually makes the course an online course by designing or adapting a web application that will provide the environment for the instruction and coach faculty how to use the application. There are web applications such as MOODLE, eFront, Dokeos, ILIAS, OLAT, Docebo, Sakai, Claroline, ATutor and openelms (Barry, 2009), that the web developer can acquire and customize. However, building a web application from scratch gives the developer control over the look and functionality of the web application. Once the web application is in place the web developer has the duty of letting faculty and other users in the institution get to know the various aspect of the application and also assist faculty use functions such as chat and email. Most especially, as Anderson (2008) indicated, the web developer should let faculty understand how they can produce their courses "using a consistent organizational template that provides students with knowledge of the learning objectives, an outline of the content, assignments, evaluation information, resources, links, a list of requirements, and FAQs." (p. 259). His work does not obviously end with getting the web application, he/she sees to maintaining and updating the application whenever need be. By doing this the web developer always ensures that the web application is available online for both faculty and students and that both students and faculty are making the best out of the virtual campus he/she has put in place to facilitate learning.

4. Conclusion

The design of online courses is guided by theories of learning. It is the theory that determines how the content will be delivered and the nature of assessment that will be used. Five main theories of learning guide the design of online courses. They are; cognitivism, constructionism, connectivism, behaviorism and andragogy. Online courses designed with cognitivism, constructionism, connectivism and andragogy put the learner at the center of the teaching and learning process. Also, when designing courses based on cognitivism, constructionism, connectivism and andragogy the needs of the learners must be considered and the course should be designed such that it is appealing to the learners. The content of such courses should be chunked and presented to the learners in bits. These bits should be arranged such that the learner learns from simple to complex. The course based on the four theories should allow social interaction between the students and the teacher and also prompt feedback should be given to students. Course designed with behaviorism in mind should make use audio-visual and reward and punishment as a means to encouraging behavior changes in learners. Courses bases on andragogy and connectionism should give freedom to learners to choose the content they wish to study. Since the course designer will use theories of learning as guide for his/her design he/she must understand the theories of learning. The course designer must also know that a good course would have to meet the needs of different categories of learners and so the strength of each of the learning theories must be included in the design.

Course design is not the duty of one person and so all people involved in the course designed should come under one department. The people involved in the course design are; instructional designer, subject matter expert, and a web developer. The instructional designer reflectively translating theories of learning and instruction into plans for instructional activities, information resources, materials, and evaluation. This plan becomes the blue print of the design. The subject matter expert checks the content of the online course, to be sure the online course is designed such that it reflects the content that is given in traditional courses. The subject matter expert's duty is also to ensure that the stated learning outcomes, content, examinations and quizzes matches the pedagogy that has been chosen. The web developer is the one who actually makes the course an online course by designing or adapting a web application that will provide the environment for the instruction and coaching faculty how to use the application. Bringing the instructional designer, subject matter expert and web-developer under one department could ensure

that the course is of good quality and meets online course design standards.

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