

OTARA: An e-learning design framework

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OTARA – a tool that helps you to

design and build

- programmes
- courses
- modules
- activities

OTARA is

- scalable
- iterative
- dynamic
- a communication tool

O T A R A

- Objectives
- Themes
- Activities
- Resources
- Assessment

O T A R A

Objectives	Themes	Activities	Resources	Assessment
The objective or learning goal may already be established in the course descriptor or be an element from a unit standard				

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Objectives

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Objectives	Themes	Activities	Resources	Assessment
<p>The objective or learning goal may already be established in the course descriptor or be an element from a unit standard</p>				<p>Identify the evidence that is needed to show that students have achieved the specified outcomes.</p> <p>The assessment is derived from the objectives. May also be identified as the performance criteria of a unit standard.</p>

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Assessment

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Objectives	Themes	Activities	Resources	Assessment
<p>The objective or learning goal may already be established in the course descriptor or be an element from a unit standard.</p>		<p>What the learners need to DO to bridge the gap between objectives and assessment.</p> <p>May include</p> <ul style="list-style-type: none">• Lecture• Discussion• Readings• Journalling• Quizzes• Experts• Projects• Web searches• Case studies• Scenarios• Role play		<p>Identify the evidence that is needed to show that students have achieved the specified outcomes.</p> <p>The assessment is derived from the objectives. May also be identified as the performance criteria of a unit standard.</p>

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Activities

What the learners need to **DO** to bridge the gap between objectives and assessment.

May include

- Lecture
- Discussion
- Readings
- Journalling
- Quizzes
- Experts
- Projects
- Web searches
- Case studies
- Scenarios
- Role play
- Etc...

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Objectives	Themes	Activities	Resources	Assessment
<p>The objective or learning goal may already be established in the course descriptor or be an element from a unit standard.</p>	<p>Scaffolding to provide clear expectations and instructions that will guide learners through the unit of work.</p> <p>Themes link and explain resources, and fill any gaps that may not be covered by resources available elsewhere.</p>	<p>What the learners need to DO to bridge the gap between objectives and assessment.</p> <p>May include</p> <ul style="list-style-type: none"> ● Lecture ● Discussion ● Readings ● Journalling ● Quizzes ● Experts ● Projects ● Web searches ● Case studies ● Scenarios ● Role play 		<p>Identify the evidence that is needed to show that students have achieved the specified outcomes.</p> <p>The assessment is derived from the objectives. May also be identified as the performance criteria of a unit standard.</p>

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Themes

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Themes link and explain resources, and fill any gaps that may not be covered by resources available elsewhere.

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<p>The objective or learning goal may already be established in the course descriptor or be an element from a unit standard.</p>	<p>Scaffolding to provide clear expectations and instructions that will guide learners through the unit of work.</p> <p>Themes link and explain resources, and fill any gaps that may not be covered by resources available elsewhere.</p>	<p>What the learners need to DO to bridge the gap between objectives and assessment.</p> <p>May include</p> <ul style="list-style-type: none"> ● Lecture ● Discussion ● Readings ● Journalling ● Quizzes ● Experts ● Projects ● Web searches ● Case studies ● Scenarios ● Role play 	<p>What the learners need to build skills, knowledge and understanding to complete the activities and the assessment.</p> <p>Subject support may include</p> <ul style="list-style-type: none"> ● library ● Internet ● workplace ● Fellow students ● Tutor or facilitator ● subject specialists <p>Other support may include</p> <ul style="list-style-type: none"> ● Learning skills ● Pastoral care 	<p>Identify the evidence that is needed to show that students have achieved the specified outcomes.</p> <p>The assessment is derived from the objectives. May also be identified as the performance criteria of a unit standard.</p>

O T A R A

Resources

What the learners **need** to build skills, knowledge and understanding to complete the activities and the assessment.

Subject support may include

- Library
- Internet
- workplace
- Fellow students
- Tutor or facilitator
- subject specialists

Other support may include

- Learning skills
- Pastoral care

So...
your challenge today
is to grasp the OTARA
in one hand
and a cat in the other...



Course Name: Feline Aquatic Management (aka: washing a cat!)

- **Objective:** Student will be able to demonstrate an ability to bath a cat.
- **Delivery Method:** Online Blended Delivery
- **Evidence:**
 - Feline need for bathing is clearly shown, and benefits explained
 - Preparations comprehensively mitigate risks to washer, cat, and environment.
 - Cat, washer, and environment sustain minimal physical and psychological damage.

Groupwork Exercise

1. Form groups of 3-4.
2. Using the template provided, consider the objective(s), and identify how you will assess the students.
3. Discuss and note the activity options you have for achieving the objectives given the constraints (i.e. online!)
4. Discuss the way the proposed activities could be chunked into a theme.
5. Choose the activities for your offering ... don't feel constrained by the suggestions
6. Identify the resources that will be needed to undertake the activity and identify that needs to be done to create them.

What happens when you have....

- 1. Nothing to do**
 - 2. A sharp knife**
 - 3. A large lime**
 - 4. A patient cat**
 - 5. A little too much tequila**
 - 6. and it's football season**
- ?????**

Answer (see below)

