



E-Learning in Higher Education Training Course: Blended and Online Teaching for Faculty

22 March – 2 April 2027

Amsterdam - Zuidas business district hotel



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Introduction:

E-Learning in Higher Education Training Course: Blended and Online Teaching for Faculty is a 10-day course for university teaching staff and academic e-learning units, ending with a blended course redesign and quality review report. Many universities moved teaching online quickly, leaving course pages that store files rather than support learning, uneven student engagement and online assessments that are hard to trust. Participants already teach or coordinate university courses and use a learning management system at a basic level; the course is taught through case studies on course material. CoreConcept Training Center delivers this e-learning in higher education course.

Course Objectives:

- Analyse e-learning benefits, barriers and readiness in a college or department and contribute to an institutional e-learning strategy and policy
- Select blended, hybrid or fully online delivery models for a university course using Community of Inquiry presence as the design lens
- Design an online or blended course blueprint and organise it in a learning management system course shell with activities, gradebook and reports
- Produce accessible video lectures and interactive e-course materials that students can use on any device
- Design online assessments and lead live and recorded sessions that sustain engagement, academic integrity and student support
- Review online courses against a quality rubric, read learning analytics indicators and plan faculty development for e-learning

Target Audience:

- Faculty members who teach university courses in blended, hybrid or fully online formats
 - Course coordinators responsible for multi-section courses and shared learning management system pages
 - Programme leaders who oversee day-to-day delivery of courses within an academic programme
 - Instructional designers and e-learning specialists working in academic e-learning and distance-learning units
 - Lecturers and teaching assistants supporting online student groups, forums and virtual sessions
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Course Outline:

Day 1: E-Learning Concepts, Benefits and Barriers in Universities

- E-Learning Terminology for Lecturers, Deans and Distance-Learning Units
- Student, Faculty and Institutional Benefits of University E-Learning
- Barrier Analysis Covering Infrastructure, Digital Divide and Faculty Workload
- E-Learning Readiness Scan of a College or Department
- Institutional E-Learning Strategy and Policy Statement Components

Day 2: Blended, Hybrid and Fully Online Delivery Models

- Rotation, Flex and Face-to-Face Driver Blended Learning Models
- Self-Blend and Online Driver Models for University Programmes
- Hybrid Classrooms Serving On-Campus and Remote Students Together
- Synchronous and Asynchronous Delivery Mix Decision Matrix
- Community of Inquiry Teaching, Social and Cognitive Presence

Day 3: Designing Online and Blended University Courses

- Course Blueprint Linking Weekly Outcomes, Activities and Online Tasks
- Flipped Classroom Sequence with Pre-Class Video and Readiness Quiz
- Online Versus On-Campus Session Allocation in a Blended Semester
- Student Workload Estimation for Online Learning Activities
- Course Overview, Welcome Page and Learner Orientation Module

Day 4: Learning Management System Use for University Courses

- LMS Course Shell Structure by Week or Topic
- LMS Activities Including Forums, Quizzes, Assignments and Wikis
- Gradebook Setup, Rubric Attachment and Feedback Release Rules
- Announcements, Calendar and Conditional Release of Course Content
- LMS Activity Reports for Tracking Participation and Submission Patterns

Day 5: Guided Case Study on Blended Course Design

- Case University Course Profile and Current Delivery Review
 - Delivery Model Selection Justified for the Case Course
 - Case Course Blueprint and Flipped Week Draft
 - LMS Course Shell Mock-Up for the Case Course
 - Peer Critique Using Community of Inquiry Presence Indicators
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Day 6: Producing E-Course Content and Multimedia

- Short Video Lecture Planning, Scripting and Recording Setup
- Lecture Capture Editing, Chaptering and Captioning Workflow
- Interactive Materials Including Embedded Questions and Simulations
- Accessibility and Usability Checks for Documents, Slides and Video
- Open Educational Resources Selection and Copyright Permissions Check

Day 7: Online Assessment Design and Academic Integrity

- Online Assessment Plan Aligned with Course Learning Objectives
- Open-Book Examinations, Online Quizzes and Question Bank Randomisation
- Authentic Online Tasks Including Projects, Portfolios and Oral Presentations
- Academic Integrity Safeguards and Remote Proctoring Trade-Offs
- Online Feedback Turnaround with Rubrics, Audio and Annotations

Day 8: Live and Recorded Online Teaching, Engagement and Student Support

- Virtual Classroom Facilitation with Polls, Breakout Rooms and Chat
- Discussion Forum Moderation and Weaving Techniques for Instructors
- Teaching Presence Plan with Weekly Announcements and Videos
- Online Student Support Covering Orientation, Technical Help and Advising
- Early Outreach to Disengaged Online Students and Referral Routes

Day 9: Online Course Quality, Learning Analytics and Faculty Development

- Online Course Review Rubric Covering Eight General Standards
- Peer Review Process for Online and Hybrid Courses
- Learning Analytics Indicators for Engagement, Progress and Completion
- AI Tools for Drafting Quiz Items and Feedback Comments
- Faculty Development Pathway for Online Teaching Competence

Day 10: Case Study Capstone on Blended Course Redesign and Quality Review

- Case Course Redesign Applying the Selected Blended Model
 - Multimedia and Assessment Plan for the Redesigned Course
 - Engagement and Student Support Plan for Online Weeks
 - Quality Review of the Redesign Against Rubric Standards
 - Blended Course Redesign and Quality Review Report Completion
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Skills You Will Gain:

- Blended Delivery Model Selection
- Online Course Blueprinting
- LMS Course Shell Configuration
- Video Lecture Production
- Online Assessment Design
- Virtual Classroom Facilitation
- Online Course Quality Review
- E-Learning Readiness Analysis

Why Attend This Course:

- Deliver a blended course redesign and quality review report to the dean or programme leader for approval before the next semester
- Decide which delivery model, synchronous and asynchronous mix and assessment format suits each course using documented criteria
- Avoid low engagement, untrusted online examinations and inaccessible materials that lead to student complaints and repeated rework
- Share the course review rubric, LMS shell structure and video lecture workflow with colleagues in the department

Conclusion:

Back at work, the participant gives the dean or programme leader a blended course redesign and quality review report that shows which courses can move to blended or online delivery and what support each needs. E-learning units can apply the same review rubric, LMS shell structure and engagement plan across departments, so course quality is judged consistently. After the first semester, the unit should review participation data, assessment results and student feedback, then update the course and the faculty development plan.

Frequently Asked Questions FAQ:

What should participants know before the e-learning in higher education training course?

Participants should already teach or coordinate at least one university course and have basic access to a learning management system. No multimedia or programming expertise is needed. Bringing a current course outline, assessment plan and sample materials helps participants apply the case studies to their own teaching.

How does e-learning in higher education training differ from digital learning design or general teaching strategies courses?

It focuses on university courses taught in blended, hybrid and fully online formats, from delivery model choice to online assessment and course quality review. Digital learning design courses concentrate on corporate content authoring and tracking standards, while teaching strategies courses concentrate on face-to-face classroom practice.

Why does e-learning in higher education use the Community of Inquiry framework?

The framework gives faculty a practical lens for online teaching: teaching presence guides the course, social presence builds connection between students, and cognitive presence drives questioning and reasoning. Designing activities for all three presences keeps online students engaged and learning rather than only downloading files.

What do participants take back from the e-learning in higher education training course?

Participants take back a blended course redesign and quality review report for a case university course, covering the delivery model, course blueprint, LMS shell, multimedia and assessment plan, engagement and support plan and rubric review findings. It can be adapted to a course they teach.
