

*Manifesto
& Handbook
of Nodes*

The Manifesto of Nodes

We believe that education is an experience as much as it is a service.

We believe in individuals to fare well after attaining education. The integrity of an educational service lies in the wisdom it imparts. We believe that good educational experiences can build the foundation of logic for an individual. We believe in humanistic intelligence skills that ensure smooth transitions between periodic changes of the earth.

We are committed to enhancing human connections in education.

The thought of a human can be most affected by another human by using simple laws of cause and effect. Connection is the first step towards communication, followed by intention, process and reaction. We believe that a good educational experience needs good learning and good teaching, where there is an interaction between learner and teacher, and both are exchanging emotions and energies

We believe in utilising the natural sources of energy, emotion and drive for education

We believe that teaching is a type of learning, where the most important element is oxygen. Oxygen that is formed through a choreography of vigor and meditation. Education is the synchronisation of instructions and enlightenment, in which instruction plays the role of a vehicle to enlightenment. We believe that vehicles can be manufactured, but individuals need to be sculpted by skilled artists. We are driven to granulate the instructions, in such a way that the environment of a teacher is peaceful, organic and philosophical.

We don't antagonise the character of the teacher, and we don't minimise their role. We believe in prioritizing the essence of their humanism, such that they can aim to reach a higher goal. Teaching is the service that nature has bestowed upon us, and it is our duty to create a faithfully strong journey from receiving to entrusting. We believe that teachers are magicians, and with the right tools, they can move mountains.

We are committed to making education in this world a little bit better than how we found it. We believe in creating nodes of humans that can guarantee its strength.

*The
Handbook
of Nodes*

About Nodes

Nodes was founded to solve human-centred problems with the delivery of learning experiences in tertiary education in India. A teacher has to go through exhaustive information and years of practice to be able to deliver a truly meaningful learning experience. We make tools for knowledge influencers like authors, experts and celebrated teachers to build very organised lessons with their successful teaching methods, models and materials. These workflows are published in a unique way such that they can be used easily by other fellow teachers for delivering to their students. Through this platform, the value of untapped information about 'how exactly do celebrated experts teach' can be realised. To bring ed-equity, we began our journey with the heart of a human-centred designer, brought together the pioneers of education, expertise in subjects and enabled students with rich learning experiences.

"One Team One Mission"

We are a growing community with a diverse set of qualifications & interests but working towards one mission of enabling future generations with better opportunities to grow and innovate. We believe that every stakeholder (authors, teachers/facilitators, students & parents) has excellent potential and has a lot to offer to the flourishing platform. At Nodes, we look forward to continued growth with every person we work with. The end users we collaborate with are broadly categorised into 3: 1. Author: One who creates teaching workflows that he/she has expertise in and exchanges them to enable teachers. 2. Teacher: One who delivers the workflows effectively and ensures learning outcomes for every student are achieved. 3. Student: One who learns, grows & innovates to open doors to opportunities.

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1

Why?

1.1

Purpose

Nodes works towards simplifying teaching while providing access to the teaching workflows curated from the best of the authors/subject matter experts in the industry. This document will act as a guide for all authors/teachers with the principle' list, using which they will be able to create their lessons and modules. With the expertise of the teachers in their respective fields of study/teaching and this guide book for creating the courses/modules on our platform, we aim to connect authors/ teachers and facilitators across the country at ease to deliver the best classroom experiences possible and increase the reach of students. This document is dedicated to all educators. It will help in understanding our beliefs, motives and the principles we abide by right from the beginning - course onboarding by collaborating with teachers to the impact measurement of the students at regular intervals.

1.2

Elements of Learning

The principal elements of learning that make teaching and learning possible and attainable are the teachers, the learners and an inclusive environment. Along with this to ensure holistic learning, the workflows are created with all elements that are needed right from connecting to the outer world, reflective environment & iterations. We at Nodes believe that technology plays a crucial role in enabling these elements to a greater inclusive and conducive learning environment for future generations. The Nodes learning platform is built to bridge the gap between classrooms and effective classrooms. The platform enables teachers to create workflows, execute lessons with student submissions directly onto the platform. The scoring and assessment for students are very dynamic as it is designed based on the human-centred approach and hence leading to ed-equity.

1.3

Learning Experience

Nodes believes in simplifying teaching while providing access to the new age teaching workflows curated from the best of the Subject matter experts in the industry. This document will act as a guide for all authors/teachers with the principle' list, using which they will be able to create their lessons and modules. With the expertise of the teachers in their respective fields of study/teaching and this guide book for creating the courses/modules on our platform, we aim to connect authors/teachers and facilitators across the country at ease to deliver the best classroom experiences possible and increase the reach of students.

This document is dedicated to pioneers and supporters of education and will help in understanding our beliefs, motives and the principles we abide by right from the beginning - course onboarding by collaborating with teachers to the impact measurement of the students at regular intervals.

1.4

Teaching Experience

A teacher is anyone from whom you can derive knowledge and create experiences. As the workflows are created based on teaching experiences and curated on the Nodes platform, the expertise and technology together are a powerful tool for teachers. It is enabling classrooms with the organised lessons, practical & expert experiences incorporating learning strategies to achieve the goals and vision that they set out for their students.

1.5

Why Nodes?

Nodes' mission is to ensure the restoration of humanistic skills during the most aggressive period in the Education Industry, and a profoundly ingrained educational calling has led to the emergence of this venture. Apart from the permanent team, a blend of Business, Design and Education, Nodes being of a lean nature has worked with many humble teams for:

- 1. Agile product growth with technology geniuses*
- 2. Pioneering in education methodology with masterminds*
- 3. Maintaining an intimate community of over 500 teachers with 15 contractual trained facilitators of Nodes Education.*

2

What?

2.1

Introduction

This document consists of our vision, mission, intentions, views and guidelines of what it takes to build the most effective Teaching Workflows (courses) for the teachers and the future generations to come.

Teaching Workflow

nouns /'ti:tʃɪŋ/ /'wɜ:kfləʊ/

noun: **teaching workflow**; plural noun: **teaching workflows**

1. the sequence of learning and guidance processes through which a piece of knowledge passes from initiation to learning with teachers and students.

Teachers and facilitators often face the troubles of delivering effective classrooms right from spending vast amounts of time planning lessons from the given syllabus, adding creative elements & using different learning aids to executing, conducting assessments and having them all at one place. This challenge has existed forever now, and it is high time that we overcome these challenges one by one and create active classrooms.

Nodes platform is the one-stop solution to all these challenges, where all the classes are pre-planned, 80% activity-based learning included, learning aids, assessments designed and mapped to the skills to measure and reports can be generated by one click to share directly with students, parents and for your record.

We will uncover and discover each of these elements one by one in this document and understand in-depth the need for this solution and how to get more students invested and teach them to take responsibility for their learnings.

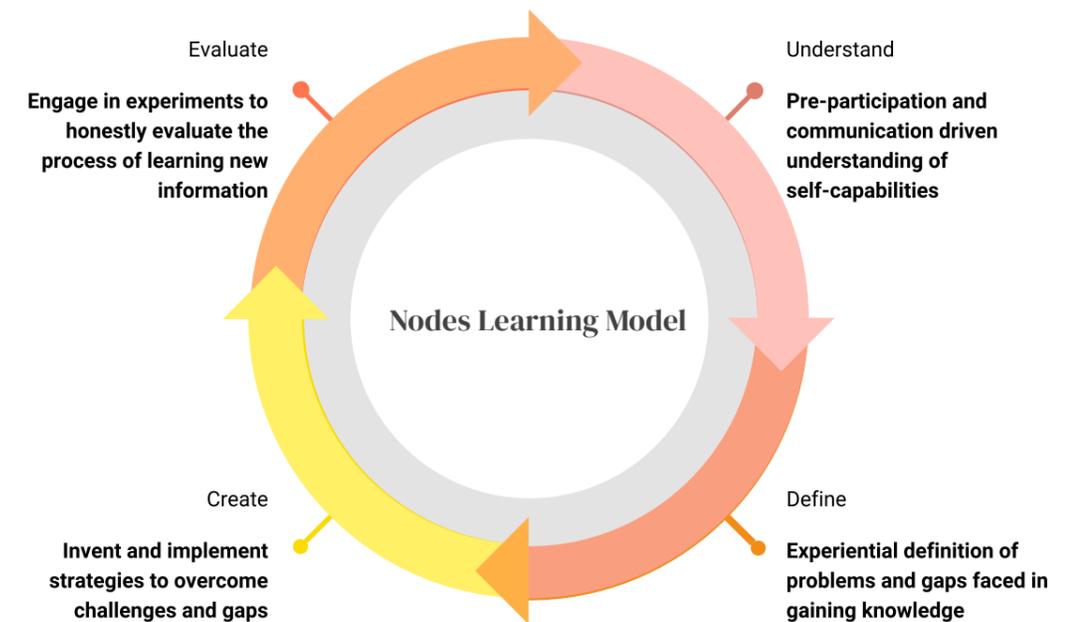
2.2

Learning Strategy

Nodes uses design thinking, which is a human-centred design approach for teaching. It mainly includes the process of teaching, the teaching methods used and the approach of assessment.

2.2.1 Process of Teaching

The lesson should be built in an understand-define-create-evaluate structure that allows learners to process knowledge most naturally. It starts with a progression from observing themselves and surroundings, imagining and experiencing it to apply skills, knowledge and finally validate the idea that they are expected to learn. This helps increase the motivation and interest of the learner and keeps the educator engaged in a learner-centred classroom. In the application and validation phase, all courses tend to engage students in self-initiated projects that also help add to their levels of motivation for learning the course. This process is based on Bloom's taxonomy. Bloom's taxonomy is a set of hierarchical methods used to classify educational learning objectives into levels of complexity and specificity. The lists cover the learning objectives in cognitive, affective and sensory domains. It is developed to provide a common language for teachers to discuss and exchange learning and assessment methods. Understand, Define, Create & Evaluate are the significant domains which we at Nodes focus on while building the workflows and aligning them to the desired outcomes.



Below is the list of verbs that can be used at each of these stages that we use for course building at Nodes.

Understand: describe, explain, paraphrase, restate, give original examples of, summarise, contrast, interpret, discuss.

Define: demonstrate, determine, outline, quote, classify, list, illustrate, present.

Create: design, formulate, build, invent, create, compose, generate, derive, modify, develop.

Evaluate: choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.

2.2.2 *Process of Teaching*

A teaching method comprises principles and methods used by teachers to enable student learning. Teachers can opt to execute a workflow in a certain method based on the subject matter to be taught and partly by the nature of the learner. Using a single redundant method of teaching restricts the understanding of information to a single dimension for the learner. Teaching practices can be borrowed from knowledge influencers and utilised to make classrooms more fulfilling for teachers and students. At Nodes, we incorporate the seven methods of delivery to ensure a rich learning experience for the students while each method of delivery is a subset of the essential skills. Each method has different retention rates and is equally necessary to have in the course. Below are the methods of delivery

Lecture

In this method, the topic will be introduced and explained verbally with minimal usage of external aids. Students are expected to listen intently, gain knowledge, take notes and engage by asking questions to the end of the lecture. Lectures are most effective for sharing of information and factual data about the course.

Reading

This can be either a read aloud by the facilitator or can be more of a self-learning mode for students to read and understand the topic in depth. This method is effective when the topic is already taught and additional information/knowledge is to be gained by the students. Students can read in pairs or individually, and then can discuss more on the topic.

Audio/Visual

This method helps in quickly grasping the topic under discussion. There is a discussion time usually before and after the AV is played to gather the understandings and different observations made by the group of students. Visualizing the topics is an important way to engage students as it makes them familiar with the topic and can relate with ease.

Demonstration

The facilitator demonstrates a specific topic using an object/platform to get into the details of the topic. It requires more student engagement by asking questions. It is most effective when students get to practice the demonstration by themselves as homework. For example: Demonstration can be done through case studies, working models/prototypes etc.

Group discussion

Students will be given prompts and guiding questions to discuss in a group. The facilitator keeps a check on each of the groups and diverts them to the topic if needed by posing more questions. This method is helpful for students to get different and new perspectives on their ideas/thoughts about the topic. Group discussions push the students to think critically while empathizing with the group.

Practice/Active

The knowledge and skills gained can be retained only upon practice. In this method, students engage in an exercise, by actively participating and applying their learnings. It is most effective when done in groups. Practice/Active method of delivery involves a lot of creative thinking, time management & presentational skills of the students. For example: Building prototypes, solving problems/puzzles, designing, hands-on workshops etc.

Peer learning

This has the highest retention of the topics learnt. Peer learning is where the students teach each other and learn from each other. Along with the topics, students will be given a structure to teach and set of questions to answer along with their peers. It is most effective to have peer learning to the end of the course/session.

2.2.3 *Medium of Delivery*

A workflow/lesson can be executed in 6 different ways to enable effective student learning and that is best suitable for the batch of students.

The six different ways are,

1. In-Class Delivery: Classroom delivery with students and teacher in person. This is the most conventional way of delivering classes and is considered the most effective.

2. Online Delivery: Instructing and execution through video/audio calls/chats. This method is ideally used when In-class delivery is not possible or for extra classes/tuitions.

3. Self-Learning: Learning by self, without a teacher/facilitator but by mentorship. This is effective when the student has a basic knowledge of the topic/course and is determined to learn more. Below are the Blended methods of lesson execution which are highly recommended for higher retention and application of knowledge and skills gained.

4. Online & Self-Learning

5. In-Class & Self-Learning

2.2.4 *Assessment Approach*

Using a memorisation technique might not work with practical skill-building courses. Hence, the assessment at Nodes is looked at from a skill measurement and tracking perspective. It uses a blend of normative, ipsative, participatory and project-based assessment that reduces the reliability of teacher's judgement. Let us understand each of these assessment approaches to visualise the impact that we expect from the workflows.

Normative: In these assessments, we see whether a person is performing at a level equal to, above or below average. The type of questions in these assessments can be knowledge, skill & application-based.

Ipsative: This method is also called as forced-choice measurement, usually benefited in personality or attitude questionnaires, where the person must choose between two or more socially acceptable options. This is used to track the progress of the person by comparing his/her performance against his/her previous performance.

Participatory: This is a comprehensive approach to instruction, assessment & accountability. It is central to learning where students are constantly assessing themselves and being assessed. It includes self-assessments, reflections as well as the willingness to attend the classes and showing definite progression towards the actionable learning outcomes.

Project-based: These are alternative tests that allow students to engage with their learning in more concrete ways. It is a hands-on experience/approach for students to apply what they have learned to an in-depth exploration of a topic.

2.3

Delivery Plan

Instructions are to be given from one teacher to another and be able to deliver efficiently. The delivery plan aims to achieve this by following an Instructional taxonomy and also to maintain uniformity of the language of instructions.

Each course will be divided into sessions, sessions into topics and these topics will be delivered through multiple exercises.

Each exercise will have a slide(s) with a brief heading/description. It will act as a supporting guide for the facilitator as well as a visual aid for the students to take notes and pay attention to the flow of the sessions. You can also add questions to ask the students when a particular slide is projected.

Method of delivery for each exercise has to be mentioned. Either Audio/Video/Hands-on exercise/reflective paper etc. Media links for A/Vs are to be added to the exercise along with questions to think about for the students while watching or listening.

2.3.1 *Instructional Taxonomy*

A taxonomy of instructions is designed for the teachers who will guide them to the right flow and set of words. Instructional taxonomy is to define and distinguish different levels of human cognition such as remembering, thinking, learning and understanding of the instructions given. In the course, the instructions will be designed for each of the exercises.

The following is the taxonomy that we built as per the Blooms for giving instructions to students:

Objective: Define what students/audience will be able to learn through this exercise.

Start the sentence with the phrase - "You/we will be able to."
 Followed by skill (identify/explain/distinguish/make/create/ etc.). This can be defined based on the stage of the course session on Bloom's taxonomy. For example: If the course' session is at the create stage on blooms, then the words to use would be 'make, create, build, etc. (Ref - section 3)

End the sentence (objective) with the topic name covered in the exercise.
 For example, We will be able to listen carefully by empathising with one another. Here listen is the skill as per Bloom's on stage Understand, empathise is the topic covered in the exercise.

Why/Purpose: Write down the purpose of learning that particular skill & topic. Connect it to real-life application and state how it is useful in our everyday life
 For example: To understand how "listening to one's story" is the first step to empathy.

Actionable Learning outcome: Actions, learnings, behaviour etc. that you would want to see throughout the exercise and by the end of the exercise are to be mentioned. This will help in aligning to the objective and further building of Instructions in that order.

For example, Students sharing their stories and adapting to new stories quickly by carefully listening and empathising.

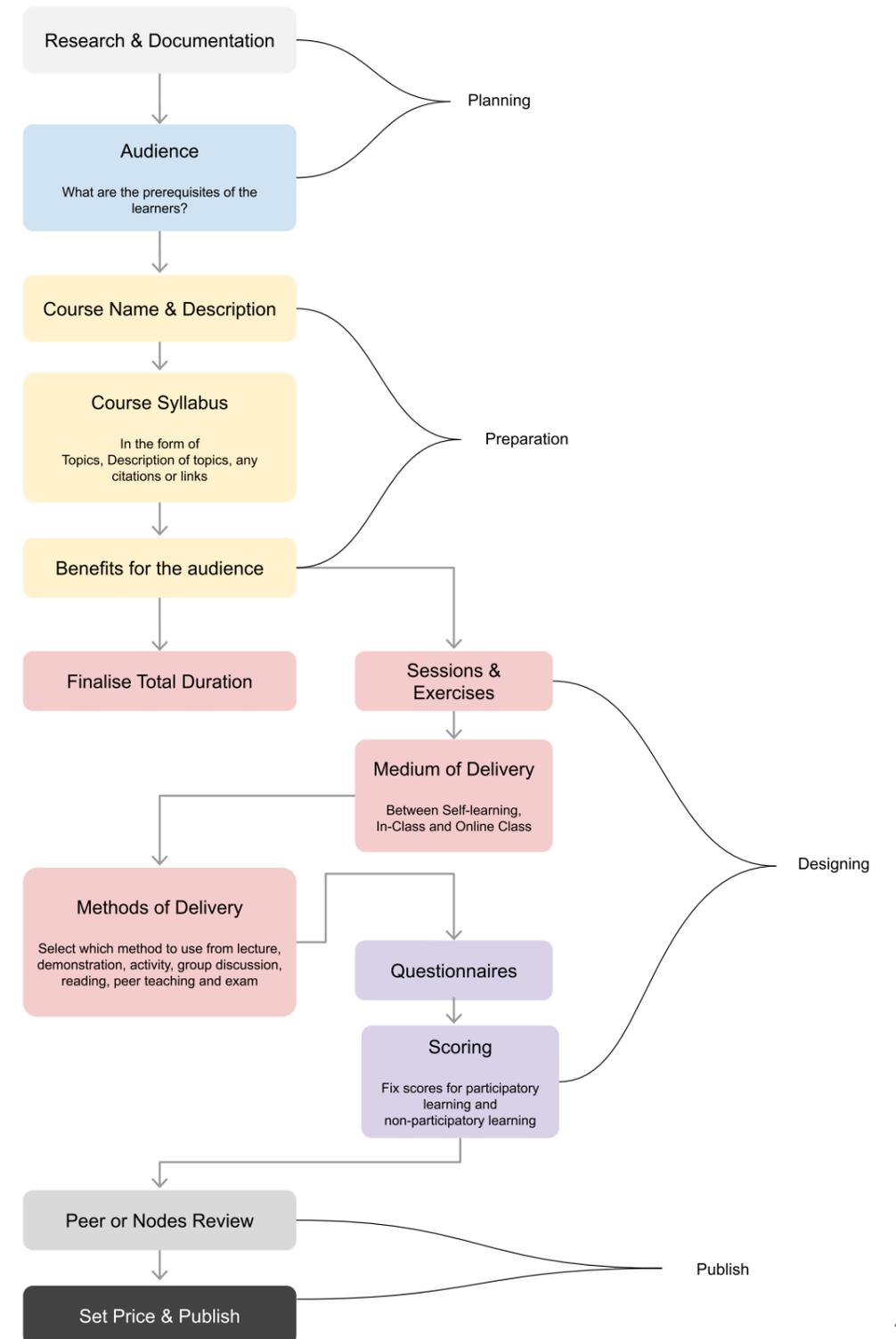
Step by step: Write down in bullet points one after the other, what are the students supposed to do from the beginning of the exercise to the end. These step by step instructions are to be in chronological order and should help in the progression of the exercise to reach the goal.

Share: Students sharing their learnings either in the form of reflections or summary is a good practice for any lesson. Write down what needs to be shared by the students by the end of the exercise.

For example, Students share one or two stories that they have heard. One student summarises the exercise.

2.4

How to Plan Your Course?



2.5

Guidelines

Instructions are to be given from one teacher to another and be able to deliver efficiently. The delivery plan aims to achieve this by following an Instructional taxonomy and also to maintain uniformity of the language of instructions.

Each course will be divided into sessions, sessions into topics and these topics will be delivered through multiple exercises.

Each exercise will have a slide(s) with a brief heading/description. It will act as a supporting guide for the facilitator as well as a visual aid for the students to take notes and pay attention to the flow of the sessions. You can also add questions to ask the students when a particular slide is projected.

Method of delivery for each exercise has to be mentioned. Either Audio/Video/Hands-on exercise/reflective paper etc. Media links for AVs are to be added to the exercise along with questions to think about for the students while watching or listening.

a Name of The Course

The first step is to define the name of the course. The name is to be set in such a way that it is easy to understand for the audience and yet at the same time is attention-grabbing. The name also should be justifying the content/ lessons/ topics covered in the course.

For example: "Double Diamond Process of Design".

b Duration

The duration of the course can be based upon the outcome and the target audience. A course with 8hrs and below is ideally a beginner level course designed which is said to have low retention level. Whereas an activity-based course with about eight and more hours of sessions tend to be on the higher side of knowledge and skill retention. Along with high retention, the course shall be aimed to deliver more knowledge gain for students in a day with time managed efficiently. So, the course creator who designs the course can decide if he/she wants it to be a beginner level course or a course with high retention with activities/exercises included. However, the course duration can also be defined based on the prescribed hours by any institution for the credit-based system for students.

For example 12 hours

c Syllabus & Structure of Sessions

Define the syllabus of the course by adding the topics and sub-topics of the course. Each course is divided into multiple sessions, and each session is divided into topics (which is further divided into activities). Each session in a course covering 3-4 topics in about 2hrs, the session is timed to be highly productive. Whereas, the session time of fewer than 15 minutes is a shallow, productive session. Once the structure is decided, create a course outline with the session name, brief of the session (things covered in classroom exercises) & Evaluation criteria.

d Mixed teaching practices

Nodes platform allows knowledge influencers/course creators to utilise as many as seven distinct practices of teaching in their courses. The blend of these methods accounts to the amount of learning and the expected level of knowledge retention, barring the factors of interest, experience and motivation of the participants. Having access to conduct courses using multiple practices makes the classroom more engaging and the teacher's time is utilised more effectively.

The seven practices in which Nodes lessons are divided are - Lecture, reading, audio-visual, demonstration, practice, group discussion and peer teaching. [Refer-Learning strategy - teaching methods for detailed description]

After two weeks we tend to remember _



Adapted from: Edgar Dale Audio - Visual Methods in teaching, Holt, Rinehart and Winston

e Mixed Teaching Practices

For each session & exercise, the medium of delivery of instructions are to be defined prior, to define the learning outcomes accordingly. Refer 2.2.3 for different mediums of instruction.

f Actionable Learning Outcomes

Objectives of a course are specific, measurable exercises that are designed and performed to meet the goal which results in actionable outcomes. These can be skills learnt/enhanced, the knowledge gained or behaviour change etc. The course outcomes are broadly categorised into three levels.

Overall/general outcomes: This consists of all the outcomes expected on an average by the end of each session/course.
For example: Observation and Listening skills

Minimum expected outcomes: This comprises the elementary/ beginner level of outcomes expected from each session/course.
For example: Designing to a defined target audience

Maximum/outstanding outcomes: This is the higher or the overarching level of actionable outcomes from the course that will lead to the application of the skills & knowledge gained from the course.
For example: Students will develop unique individual skills and styles in the course.

g **Participation**

For each session & exercise, the medium of delivery of instructions are to be defined prior, to define the learning outcomes accordingly. Refer 2.2.3 for different mediums of instruction.

h **Scoring**

While scoring is dynamic, each exercise will be scored, and it can be either mapped to skills or counted as participatory attendance. The exercises which do not need submissions, then the scoring would be based on the attendance for that particular exercise.

i **Report generation**

By the end of the course, a report will be generated for each student which will have all the details at one place, right from attendance to submissions to progressions. You can choose to decide the parameters you want in the final report.

2.6

Monitoring & Evaluation

Monitoring & Evaluation helps in identifying the most valuable and efficient use of resources. It is important to judge the effective design of the workflow, execution of the workflow and learning taking place. We at Nodes, collect the data needed for M&E through assessments such as Pre-test, Post-test, Post-course follow-up, feedback forms & self-assessment forms. Pre and Post tests for the course will be automatically generated. A test will be taken by the students/audience at the beginning and the end of the course. Additionally, a Post-course follow-up will also be shared after a certain period (3-6 months) to keep a check on the progress of the skill enhancement. This Post-course follow-up is vital as it will result in longitudinal data collection and add to the M&E report. Longitudinal data is tracking the sample data at different points in time. All these assessments are normative and designed relative to the course while drawing connections to expected outcomes (skills & knowledge). Feedback forms and self-assessment forms are shared with students by the end of each session to gather feedback & reflections which is an ipsative assessment to measure the progression in performance of each student by the end of the course.

2.7

Do's & Don'ts

The class delivery has to maintain certain conduct of speech, language and actions for the most efficient classrooms and creating safe space for students. Below are some of the best practices of Nodes-Dos and strict Don'ts listed for a facilitator to follow while delivering a class/interacting with students.

Do's

Teach to Learn: Not all teachers have the experience and expertise in all subjects. So have the mindset of learning while you teach the students.

Energy: Facilitators should start each class on a high note/ high energy level which keeps the overall class energy level between medium-high. Remember, always the energy of the facilitator (speaker) reflects upon the audience (students here).

Actions: Use of hand movements while delivering a lesson is essential to redirect the attention of the class to the lesson and the exercise. Teachers shall use relevant actions to the instructions that they are using.

Positive reinforcement: Always encourage and appreciate students and push them to do better. After each exercise or each part of the lesson, use motivating words and keep up the positivity high till the end of the class. Encourage students to work in teams and develop a healthy collaborative work system.

Classroom Norms: Have a set of rules and norms for the class to follow. Form these based on the context of the students/audience. This will help in setting the decorum and tone for the class.

Don'ts

Negative consequences: Cultivating a culture of having negative consequences will lead to disinterest and fear in the students/audience. Never use discouraging words or actions that will let down the student/group.

Giving away the solution: Never give away the solutions/answers; always ask questions that will help students reach the solution.

Favouritism: As a facilitator, one needs to have and show equal importance to all students and all works done.

Provoking: Do not provoke or antagonise students when they ask typical or different questions than usual. Have a conversation with them individually post the class.

2.8

Platform

The Nodes Learning platform is a web application that is built and constantly improved and customized based on the requirements of the educators. The platform primarily is a teacher-centred tool and is designed to cater to 3 key stakeholders namely, Author, Teacher & Student. Let us understand how the platform serves all 3 stakeholders.

Author: Educators or pioneers of education who have expertise in delivering a subject/topic can create workflows in their field of expertise. These are called authors and they can create and exchange workflows on the platform with other teachers/organizations. The platform is built in the most dynamic way which allows the authors to work with ease and work at their own pace. Authors can get access to exercises built by other authors as well, to curate the best course possible.

Teacher: One who delivers or executes the workflows and ensures learning outcomes are met is called a teacher. The platform enables teachers to be the most organized there ever can be. Teachers can conduct classes using any medium of delivery, execute assessments and track skills of each student. Presenter tool, notifications, embedded videos/audios, preparatory checklist are add-ons leading to efficient and productive learning.

Student: Learners are the ones who grow and innovate. Students who are enrolled in classrooms of the teachers on this platform, experience the classrooms they always looked forward to. They get to submit their assignments on the platform, in written/typed/audio/video as required based on the exercises. Students

can collaborate with other students to work on projects and keep track of their progress and scores.

The platform overall keeps the stakeholders in track and with constant feedback & human-centred approach towards building an inclusive and conducive learning environment. The app can further be developed for parents, institution administrators and other stakeholders as per their need and that leads us closer to the vision and mission of Nodes.

3

Case Study

To make e-learning accessible & effective, let us consider an example of developing workflows to Improve Communication skills in the English language. With the right tools & the right methods of delivery, the workflows can be scalable and conducted seamlessly. For us to build the workflow, we will follow the guidelines given. In this workflow building, you will get to see each step in the guideline explained and will give you an idea of how to follow the guidelines while building your courses.

a **Name of the Course**

“Improve communication skills in English Language”

Having an easy and simple name is important for this course as I feel it will attract a wide range of audience.

b **Duration**

40 hours

The target audience for this particular course will be students in Under-grad schools. Age 16+

c Syllabus and Structure of Sessions

I will first define the topics & sub-topics covered in this entire course. Post then, I will be able to give it structure and define the progression of the sessions.

Topics covered	Description/Sub-topics
Writing Emails	1.1 Fundamentals of email writing 1.2 Styles of emails 1.3 Write powerful emails
Building e-portfolio	2.1 Explore online tools 2.2 Summary of your work 2.3 Self & Peer assessment
Speaking professionally	3.1 Introduction to speaking 3.2 Group discussion 3.3 Summarize 3.4 Roleplay 3.5 Sales pitch
Application of Skills	4.1 Study different influences on communication 4.2 Develop email accuracy 4.3 Demonstrate fluent spoken English 4.4 Develop Network

Session	Exercise	Brief of the session	Evaluation criteria
1. Writing emails	1.1 Ice breaker 1.2 Introduction to the course 1.3 Fundamentals of email writing 1.4 Styles of emails 1.5 Write powerful emails 1.6 Reflections & Home assignment	Introduction to course, styles of email writing & reflections.	Review/Critique of powerful email that is written by the student to check for progress of the skills.
2. Speaking professionally	2.1 Ice Breaker 2.2 Introduction to speaking 2.3 Agree-Disagree 2.4 Roleplay 2.5 Restate & Clarify 2.6 Persuasive speaking 2.7 Home assignment	Introduction to speaking & exercises to improve speaking.	Judge the participation in the exercises.
3. Building e-portfolio	3.1 Ice Breaker 3.2 Explore online tools 3.3 Writing a summary of your work 3.4 Create a portfolio on one tool 3.5 Self & peer assessment 3.6 Reflections & Home assignment	Introduction to e-portfolio, importance & how to create a portfolio using different tools.	Assess the final portfolio created.
4. Application of skills	4.1 Course reflections 4.2 Different influences on communication 4.3 Email accuracy 4.4 Mock Interview 4.5 Networking & opportunities	Reflections, a summary of learnings & application of email writing & speaking skills, Introduction to building networks.	Assess outcomes of email writing, speaking fluently. Recognise challenges while building networks.

Session	Exercise	Teaching processes
1. Writing emails	1.1 Ice breaker	Practice/Active
	1.2 Introduction to the course	Lecture
	1.3 Fundamentals of email writing	Reading (read aloud)
	1.4 Styles of emails	Demonstration
	1.5 Write powerful emails	Practice/Active
	1.6 Reflections & Home assignment	Practice/Active
2. Speaking professionally	2.1 Ice Breaker	Audio/Visual
	2.2 Introduction to speaking	Lecture
	2.3 Agree-Disagree	Group Discussion
	2.4 Roleplay	Practice/Active
	2.5 Restate & Clarify	Peer Teaching
	2.6 Persuasive speaking	Practice/Active
	2.7 Home assignment	Practice/Active
3. Building e-portfolio	3.1 Ice Breaker	Demonstration
	3.2 Explore online tools	Audio/Visual
	3.3 Writing a summary of your work	Practice/Active
	3.4 Create a portfolio on one tool	Practice/Active
	3.5 Self & peer assessment	Practice/Active
	3.6 Reflections & Home assignment	Practice/Active
4. Application of skills	4.1 Course reflections	Lecture
	4.2 Different influences on communication	Reading
	4.3 Email accuracy	Practice/Active
	4.4 Mock Interview	Practice/Active
	4.5 Networking & opportunities	Practice/Active

e Medium of Delivery

This course is built in such a way that it can be counted as an extra class to enhance existing skills and hence I choose the medium of delivery to be a Blend of Online & Self learning.

f Actionable learning outcomes

Based on the syllabus, structure and the teaching processes, let us divide the actionable learning outcomes for the course.

Overall/general outcomes: Professional email writing and presenting self, improved communication, public speaking, developing networks.

Minimum expected outcomes: Email writing, presentation, building e-portfolio & improved communication.

Maximum/outstanding outcomes: Proficiency in email writing, adapting to different email writing styles, public speaking & differentiating between different speaking modes, building strong networks & identifying career opportunities.

g Participation

As this is a blend of online & self-learning courses, I prefer the participation to be individual for the facilitator to keep a track of the progress of each student as well as the student himself/herself.

h Scoring

Based on the sessions & exercises, the exercises which do not need submission are given a participatory scoring, whereas the exercises with submissions are mapped to the skills and are scored accordingly. Below are the exercises segregated into participatory scoring & skill-based scoring

Session	Exercise	Scoring
1. Writing emails	1.1 Ice breaker	Participatory scoring
	1.2 Introduction to the course	Participatory scoring
	1.3 Fundamentals of email writing	Participatory scoring
	1.4 Styles of emails	Participatory scoring
	1.5 Write powerful emails	Skill-Based scoring (Submission required)
	1.6 Reflections & Home assignment	Skill-Based scoring (Submission required)
2. Speaking professionally	2.1 Ice Breaker	Participatory scoring
	2.2 Introduction to speaking	Participatory scoring
	2.3 Agree-Disagree	Participatory scoring
	2.4 Roleplay	Participatory scoring
	2.5 Restate & Clarify	Participatory scoring
	2.6 Persuasive speaking	Participatory scoring
	2.7 Home assignment	Skill-Based scoring (Submission required)
3. Building e-portfolio	3.1 Ice Breaker	Participatory scoring
	3.2 Explore online tools	Participatory scoring
	3.3 Writing a summary of your work	Skill-Based scoring (Submission required)
	3.4 Create a portfolio on one tool	Skill-Based scoring (Submission required)
	3.5 Self & peer assessment	Participatory scoring
	3.6 Reflections & Home assignment	Skill-Based scoring (Submission required)
4. Application of skills	4.1 Course reflections	Participatory scoring
	4.2 Different influences on communication	Participatory scoring
	4.3 Email accuracy	Skill-Based scoring (Submission required)
	4.4 Mock Interview	Skill-Based scoring (Submission required)
	4.5 Networking & opportunities	Participatory scoring

i **Report Generation**

We have defined the basics of the course workflow so far and we are left with identifying the parameters for the final report that are ideal for this particular medium of delivery. Here is a list of parameters that are needed in report generation other than the basic student details.

Total number of hours completed

Number of submissions

Skills-based scoring

Skills progress - Pre & Post-course

The basics of the course workflow are now ready. You have a better understanding of the course building with Nodes and so we can move on to the next steps which will be to start building your course workflows on the Nodes platform and publish your courses.

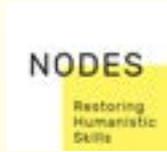
4

Terminology

Terminology	Definition
Nodes Platform	App Name
Teaching Workflows	What the app has - Make and use Teaching Workflows
Users	Ones who use the application for fulfilling purpose - Facilitators, Authors, Students, Admin
Facilitator	One who conducts classes after buying/renting workflows on Nodes Platform
Author	One who creates, sets up and sells teaching workflows
Student	One who attends batches and exhibits learning
Admin	One who moderates, curates and maintains experience for all users
Reviewer	One who has limited access to specific Author's page, with the main role of curating by commenting on the information
Co-ordinator	One who manages the cycle of publication from author to facilitator to distribution page through Admin Login
Publishing Tool	For users to write and publish teaching workflows
Publish	Making a course workflow available for distribution by authors/ Nodes
Facilitation Tool	For users to prepare and deliver new courses
Student Platform	For users to attend courses and reciprocate learning to facilitators
Subscription	Paid rental of building and conducting tools on the Nodes Platform
Price	Amount of money to be paid in exchange of content, tool or expertise of Nodes
Cart	Collected items for purchase
Program	A series of subjects of knowledge taught to enable a degree or certification of a specific field of study
Subject	Branch or category of knowledge under which studies are presented
Course	A course is a planned series of sessions under a subject leading to certification for the student
Batch	Batch consists of a "course" taught by a "facilitator" to a student"
Session	A scheduled engagement planned between facilitator and student or just student for learning part of the course
Syllabus	A list of combined topics to cover learning outcomes of the specific subject
Topic	Subject-matter that is covered in learning
Blend	Medium of delivering the session between self-learn, in-class, online, in-class + online, self-learn + online, in-class + self-learn or in-class + self-learn + online
Status	The level of activity of a batch between enrolling, completed and ongoing
Self-learn	Learning of topic by students without intervention of facilitator or teacher
In-Class	Learning of topic by students by intervention of facilitator or teacher present in a classroom under an Institute or a room wherein there are more than 2 students

Online	Learning of topic by students by intervention of facilitator or teacher through digital video-conferencing mediums
Learning Outcomes	Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program
Actionable Learning Outcomes	Actionable learning outcomes describe essential learning that the learners will need to demonstrate at the end of the course
Skill	Ability of doing something, can be both physical as well as mental
Course Description	Information about the course that can be read by facilitator and students
Exercises	Parts of sessions that are specific to delivering topics
Delivery	Conduction of teaching workflows by facilitator
Delivery Guidance	Set of instructions, materials and tips given to facilitator on a page for delivering session
Instructions	Information in step-by-step process to facilitator for delivering exercises
Expected Outcomes/What will happen	A visual guidance to facilitator to understand how the class reacts, or functions after given instructions
Methods of Delivery	Functionality of delivering topics such that they can be learned by students
Activity	Action of either observation, imagination, experience, validation or application by facilitator or student in order to achieve learning
Lecture	Delivery of topic by the means of talk, speech - mainly from one to many
Discussion	Delivery of topic by the means of colloquium, conference or induced debates
Demonstration	Delivery of topic by physical or visual demonstration of functions/meaning of topics
A/V Aids	Delivery of topic by showing of recorded audio and/or video
Peer Teaching	Delivery of topic by allowing one student to teach to another student
Project	Delivery of topic by completion of solution through selected issues or challenges, that include a majority of topics from the syllabus
Practice	Delivery of topic by repetitive experience of function/ solution under it, that allows students to develop or master a skill
Group	Team of two or more than two students
Assignment	Work assigned by batch to student in order to complete exercises
Submission	Delivery of evidence of assignment by student to facilitator/batch

Submission Guidance	Guidance to record evidence of assignment
Purpose of exercise	Guidance to facilitator for delivering topic through exercise
Schedule	Date, time and venue plan of sessions
Duration	Amount of time spent by students and facilitators in sessions or exercises
Slides	Presentation in the form of images to students especially with exercises
Scoring	Assessment of learning outcomes of topics for students by the facilitator, guided by tests and participation of students
Evaluation	Value and reason of score given to each topic or exercise
Precourse Test	Test to evaluate initial impact and motivation of student for learning the course
Postcourse Test	Test to evaluate post impact and motivation of student for learning the course
Postcourse Followup	Test to evaluate post 30-90 days impact and motivation of student for learning the course
Feedback	Form to gather experiential review from students about sessions, batches and facilitation
Self-evaluation Form	Form to gather input of individual scoring of from students of themselves
Report	List of scores in numbers of percentage, average or points calculated and arranged in a sequence for students as a final result. Report also includes key terminologies from actionable learning outcomes and measurement of skills
Dashboard	Statistically presented historical data for improvement of quality of learning for - authors, students, facilitators and admin
Message Center	Communication channel between facilitators and students
Doubts	Communication of questions regarding batch and session by students to facilitator, while facilitator answers doubts
Announcements	Communication of notifications from facilitator or teacher to students



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