Not Just Content: Piloting On-Demand Learning through Participant-Centered Instructional Design

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Abstract

The rising demand for developing and piloting on-demand courses in various institutions show a transformation towards flexible, accessible and innovative education practices. As various institutions adopt and adapt this on-demand model to implement the content and documents, the true effectiveness of these courses depends on effective instructional design and full engagement of the learners. This research study explores creative and innovative ideas for developing and piloting on-demand courses that move beyond just telling the content or passive delivery. Grounded in constructivist learning theory and a phenomenological approach, the study applies both qualitative and quantitative feedback from the pilot participants , analyzed through the thematic and triangulated approach. The results highlight key pedagogical and technological insights for effective LMS application such as launching the live events for orientation and recaping the lessons, showing the content with clear instructions not just telling the content, development of organized content, engaging with discussion prompt questions on the LMS, regular communications, tech supports and course updates, exposure of extra bonus materials, right way of prompting AI tools, focus on diversified and inclusiveness of course moderators and learners.Guided by the ADDIE model, the research reveals a practical framework from the planning step to piloting stage of the course development journey. The study concludes with actionable and practical recommendations for policymakers, instructional designers, curriculum developers, teachers and concerned stakeholders to enhance content quality and implement effective on demand learning enviroment ensuring showing and engaging the participants rather than merely telling the content.
Keywords: Designing, Engagement, LMS, On demand, Online, Piloting

Introduction

Online teaching modality has risen after the covid pandemic as many institutions have adopted online teaching modality for their own learners around the world. Instructional designing has also become one of the emerging professions among many tech-savvy educators around the world. The definition of literacy has been changed today too as those who have good technological skills are supposed to be literate people.

Online teaching has brought a new way to the distance education system. It also brought frustration and anxiety to the moderators equipped with new ideas and methodology. Online facilitators who are habitual with the traditional way of delivery struggle to engage the students on the internet. Teaching online is not as easy as onsite. The open and distance education system adopts a flexible and convenient strategy regarding content selection, pace and place of the body of the conent updating the modern communication technology. The new policy in reputed inistitutions here in Nepal have also focused on the importance and necessity of the open and distance education system. Some of the program have also conducted as dual model F2F and open and distance mode. So open and distance learning (ODL) is now becoming signficant all around the world. It is suggested that online friendly curriculum framework should be deceloped for ODL model that must focus on the in formation and communication technology (ICT) integration in different subject horizon (Neupane, 2021). While observing the example, Nepal has a low status of development in the integration of ICT compared to other developed nations. This really shows a unique challenge to adopt and adapt the technology while creating the materials in the application level (Regmi, 2019).

Online teaching has both challenges and opportunities, having challenges such as internet connectivity, classroom management but they can be addressed with self-exploration and institutional supports too (Capacio, Celesio, & Naparan, 2021). The facilitators need extra skills to engage the participants on the online teaching modality. The skill is similar to the same steps a gardener takes to develop a garden. In online teaching modality, the ground is made ready with a carefully designed syllabus and policies, the seed is planted, and the learning community is nurtured to grow and become self-sufficient. Therefore, a good online facilitator should engage the learned, nurture a successful learning community and avoid the frustration and fear while teaching online (Shelton & Saltsman, 2004). We should allocate a specific space and time to do any kind of training and tasks, setting the boundaries and putting aside all kinds of distractions. Many people are easily distracted because of mounting resources. It is better to adopt the SMART (Specific, Measurable, Attainable, Relevant and Time bound) goals to prioritize and focus on learning. By adopting a SMART goal, anyone can change in the teaching and learning process and it goes consistently for any tasks(Kash, 2023).

Karthik et al. (2019) study to explore the distinctive instructional design ideas used by developers to craft effective e-learning experiences. The study further employed thematic analysis to find out the factors that suggest the successful implementation of online learning. Semi-structured in-depth interviews were conducted with the course developers, students and some concerned employees who are involved with this online learning application. The

thematic analysis of the interview data showed six key themes which were: technical assistance, problem-based learning, aesthetics, gaming, storytelling, and social support. Similarly, in the study of Paskurich (2015), it is described that one of the purposes of instructional design is to provide both an appropriate destination and to lead the participants in the right track to get there. The destination is generally the form of learning that the participants will accomplish, while the road is one of the many paths that instruction can follow that learning. Instructional design is simply a process for helping you to create effective training in an effective way. It is a system that helps the participant ask the right questions, make the right decisions, and produce a product that is useful. Some people also say that instructional design is the "science" of instruction as it follows a clear set of theories and methods, and it is related with both inputs and outputs. Similarly some others say that instructional design as an "art" as the best designs usually have a direct relationship to the creativity and talent of the designer. Giri & Rana, (2022) mention that facebook live streaming has become a great means of teaching English in the time of crisis. They both examined the use of Facebook Live for teaching English in the time of COVID-19 pandemic and the students' experiences with this. They applied the participatory action research focusing on three key strategies: pre-recorded video streaming, live teaching, and a combination of both. The findings show that the students could learn English, improve their conversation and communication skills and get more exposure on gaining ICT skills without an on -site teaching classroom. Both parents and students appreciated the lessons and students were able to interact with teachers and their peers. The study suggests that Facebook Live can effectively complement traditional classroom learning during both in the time of crisis as well as regular times.

The ADDIE model is one of the common instructional design models which is used by most of the instructional designers or curriculum developers. ADDIE means Analysis, Design, Development, Implementation, and Evaluation. It has been applied to develop the curriculum in various fields and for the continuation of online education. In the analysis phase, the developers ascertain the needs of the learners and craft the educational objectives and draft the educational goals. In the design phase, the developers create a broad overview or a sketch or a blueprint. In the development phase, all the sketched components of the instructions are planned and put much effort on this. It is a phase to meet the blueprint created in the design phase. In the implementation phase, developers deliver the instruction or pilot the courses or cohorts and that may be the pilot cohort. Finally in the evaluation phase, the developers or educators obtain feedback about the course or program and make the appropriate polishing and adjustments to the program of delivery. And finally, it reaches the target groups respectively (Cheung, 2016). Similarly, The ADDIE model is a systematic and organized instructional design framework applied to guide the process of creating any training program. Standing for Analysis, Design, Development, Implementation, and Evaluation, ADDIE works as a comprehensive roadmap for curriculum developers or instructional designers. The process of analyzing the target groups' needs, followed by designing the instructional approach, developing the content, implementing the solution, and evaluating its effectiveness. Going

through this process, the ADDIE model ensures that training cohorts are efficient, effective, and aligned with learners' and institutional goals ELM Learning. (n.d.).

The demand of instructional deigning is increasing as higher education focuses on equipping information literacy content in the academic practices. The generic ADDIE design model is used to foster information literacy instruction and content. Likewise the IDEA (interview, design, embed, assess) Model is also a systematic approach to integrating literacy instruction and content within the academic courses. The IDEA Model is a systematic approach to integrating information literacy instruction in academic courses (Mullins, 2014) .

This is the age of science and technology, and we are adopting the usage of different platforms to reach among many students and students want to learn using different platforms. The power of learning is not only in the mouth of a teacher. The self-directed learner can get a lot of exposure in today's world. The power of teaching and learning ELT has been changing rapidly. The power of the learning is not only confined in the paper and pen-based strategy, but also made in the information technology.

Moreover, technology has brought a lot of learning opportunities to today's world, and it is common today all over the world. ADDIE technique for the course and on demand courses, it will be helpful for the course (University, n.d.).There are different affecting factors for the successful course design. An intensive planning at the course design makes the facilitation effective and enjoyable. It helps to make an overall blueprint and a sketch for the course development. Building a house and before building it, it is better to architect the building. The same way it is good to make a good designing plan for the course development. Therefore, for designing an effective course, it is important to consider timing and logistics, the recognition of the students or target groups, finding out the situations, planning for the purpose and learning objectives, identifying the instructional strategies and planning for the overall course content and schedule and crafting a syllabus. These plans really help to design an effective course design (Carnegie Mellon University, n.d.).

Instructional designers have been developing various courses using different LMS platforms. The most important ideas are generated using different ways and one of the best strategies today can be the on-demand course development for the instructional designers. On-demand course means people can take course anytime anywhere anyway from the home on their own device and can play some documents on the platform. Various organizations and institutions have started to develop on demand courses so that the learners cannot be left behind in learning the resources. The On-demand courses are one of the best strategies to engage the learners and to make them self- regulators in the learning process.

There are various questions why the institutions in developing countries like Nepal have not developed or piloted on-demand courses that cater to flexible, learner-centered models? This study attempts to find out the effective techniques for designing on demand pilot courses and suggest these effective strategies for the online curriculum developers, institution leaders and policy makers.

Research Problem

As many institutions have tried to do some on demand courses in the higher institutions here in Nepal but they do not have a concrete manpower who can show and engage the participants on online learning modality. This research will fill the gaps that there are some of the techniques which can help to fill this innovative gap among the higher institutions here in Nepal. Developing online courses is not the priority in the LMS but showing the content and engaging the participants can be challenging. Therefore, this research work can reveal some insights to the concerned institutions leaders or stakeholders who are pursuing the online courses development and online course developers.

Research Questions

How can the institutions develop and pilot the on-demand courses?

What step by step strategies can institutions adopt to design, pilot the on-demand courses?

What does this research recommend to the online curriculum developers, policy makers and concerned institution leaders?

Research objectives

To find out key institutional, technological, and pedagogical factors for on-demand pilot courses.

To outline a framework for designing, piloting, and scaling on demand pilot courses.

To recommend some collaborative strategies for policymakers, curriculum developers and concerned institutions leaders.

Methods

The research is based on the constructivism theory and phenomenological study. I analyzed the participants' responses and analyzed thematically with coding. The method is responded to from surveys as the pilot cohorts launched as I myself launched a pilot cohort and analyzed the qualitative as well as quantitative results. The respondents were 30 on demand pilot cohort participants from 16 countries around the world. Responses from the participants, launching three zoom sessions during the pilot cohort and observation of the LMS, this triangulation has made this research strong and valid. I analyzed the responses of the LMS development cohorts. Developing on demand cohorts is not easy and it is a very rigorous process as the designers do not only upload the contents but also show the content to the participants. I followed four steps while developing online course steps which are mentioned below.

Online courses development Steps

After the researcher himself took a course on "Developing online teaching program" conducted by TESOL International, it brought me some confidence in creating and piloting the courses. Then he learnt a project to make a pilot course, and he developed a course. He could explore more on the developing online courses, and it has helped him for the course development. He used to just keep the content and did not know much about the course development and piloting on it. Gradually he learnt to go through a process and what he did while developing on demand courses. This process can be the best way for the people. He followed the following steps and that helped him to show the content, engage the participants not only tell the contents. He followed the following steps by integrating the ADDIE model which was developed by Dick

and Cary in 1878 and Russel Watson also revised in 1981. It was very meaningful for the development of educational training and programs (Hannum, 2005). He also applied the same here into his course development. It helped him develop a structured, effective and learner focused course.

1.Preparation for the course

  On this step, an instructional designer can create a course overview and a complete course framework. This is the stage like making a map for the construction of the house. A course framework like a blueprint can be set up. If we are developing the course based on the books, it is better to read the whole book from page 1 to end as it helps to outline what is the most important and what is the least. There are some terms in the book as it is in the book but while developing and extracting ideas from the books, it is better to denote and indicate the current steps. Therefore, just telling the content is not important but also showing the content rightly and appropriately to the learners is important. Similarly, it is better to connect and have a call with the authors to extract the overview of the purpose, target audience and to collect the extra bonus materials for the learners. Collecting the required materials like videos, books or some notes for the courses, extra bonus links and materials and some more resources can be another important step in the preparation stage.

2.Organizing the Course

In this part, it is better to develop a syllabus development and writing a cear objectives. Organizing the on-demand course framework is formed in this step. In this step, the course duration, the numbers of lessons or units, sub-units are decided, the general information about the facilitators and overall course activities and evaluation strategies.

 3.Development of the Course

In this part the development of the syllabus, online course framework and lesson module is completed. The designers start to put all the materials and create a good course in this level, and it is made ready for the pilot launching.

4.Piloting the Course

In this step, LMS online course module is piloted, and it is launched to specific people who provide insights both as the pilots and passengers. And based on the final survey and with constructive feedback of the pilot participants, it is ready to fly to the world.

Results

The researcher developed a pilot cohort and analyzed the pilot participants' responses, and I he collected some of the responses and found out the qualitative and quantitative reports. He has outlined the report of the pilot cohort.

Pilot Cohort

The researcher himself developed a course and the respondents were from Colombia, Philippines, Panama, Kenya, Rwanda, Honduras, Australia, Belize, Nepal, India, Nigeria, Malawi, Democratic Republic of Congo (DRC), Pakistan, Chile, and Cameroon.

Overall rating from (1-5) on average.

Welcome section	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Conclusion
4.7	4.5	4.6	4.6	4.7	5

 Similarly, the respondent shared some of the affirmations and constructive feedback to the course developers.

1.Engagement with Discussion Prompt Questions

The study found out that many shared about the results which show the clear path in the course. They really engaged in the discussion prompt questions. They got an opportunity to learn from each other in the LMS.The course was free, and it was piloted from different corners of the world.

One of the respondents Hari said, "The course was well designed, and the lessons are well constructed. Videos are filled with lots of ideas, and I would like to complement the video transcripts." Similarly, another participants James said:

> *"I really enjoyed the discussion prompt questions as we could learn from each other on the platform. Similarly estimated timing was accurate and suitable in all lessons. It took me around 3 hours to complete each one. I loved the activities and how they gave us the window for discussion and idea sharing."*

Discussions prompt questions were most liked, and they got engaged on that step in the on-demand pilot cohort. Discussion prompt questions really engage the participants in the LMS. The participants got motivated on engaging and replying the comments and answering the questions of these prompt questions. Some of the participants replied to other replies responded by the participants. This shows that the participants were very engaged not only on the discussion prompt questions but also in the replies of fellow participants. It can be revealed that the participants can be motivated to reply on the fellow participants' replies and comments so that they can learn not vertically (LMS question to participants) but also horizontally (participants to participants). Moreover, as one participant said, 'Interaction is low. I read the comments but was not compelled/motivated to comment and start a discussion. 'The participants should be motivated by showing a clear instruction within the course. Similarly, it should be accessible and understandable for everyone as another participant Maria said, "The words of question in some discussions are high... Use simple words for ordinary people.' This shows that the instruction and word choice should be varied and clear…" This shows that using simple words and clear instructions within the LMS can help the participants equip themselves with the content. And the participants want to make more engaged with the facilitators' synthesis insights in the LMS as Hari mentioned:

> *"More practical examples for each key concept or way of doing/ requiring participants to submit one practical assignment (one of the 3 documents for example) and facilitators can give comments. For facilitators to provide synthesis/summary of important points shared. Not just only the response from the facilitator as "Thank you for sharing your insights"*

It is believed that the facilitators should bring some synthesis and analytical insights within the LMS discussion prompt interaction so that the participants learn not only from the content but also from the facilitators.

2.Development of Organized Content

Creating the content with well-organized way and selection can be the best practice. The learners want to have a clear instruction and well-organized content for the engagement in the LMS. One of participants, Jack said:

> "*LMS course design is well structured, easy to access and navigate through. I enjoyed the course and learned a lot from it. The content is well organized and focused on practical situations. It has a great impact in my life, and I will share the great knowledge with others…*"

This shows that if the participants understand and feel comfortable to access the content, they engage and play the documents in the LMS. Similarly, Maya said:

> "*The course design is thoughtfully structured, allowing for a seamless progression through the material. The use of LMS enhances this experience with its user-friendly interface, making navigation through lessons intuitive and straightforward. Each lesson is well-organized, with a clear focus on practical applications, which ensures that the concepts are not only understood but can also be easily integrated into daily life. The multimedia elements, including videos and interactive activities, provide a dynamic learning environment that keeps engagement high. Additionally, the availability of resources and supplementary materials within the LMS supports a deeper exploration of the topics. Overall, the combination of comprehensive content, effective design, clear guidelines and the robust features of LMS makes for an enriching and impactful learning experience. The course design is well structured, easy to access and navigate through.*"

While developing the content on the LMS, some comprehensive features, clear guidelines and robust features of LMS can be helpful for showing the content and engaging the participants. It is also found that if there are some instrumental musical tracks in the reading passage for the purpose of concentration, the participants focus and concentrate in the learning, and it gives joy for learning as a participant Julie said:

> "*When answering some questions after some readings, there was instrumental music. I loved that. Adding instrumental music in all the steps of the lessons and journaling part with some interactive activities were great. Similarly, it is better to make a consistent video as I found some videos were about 15 minutes and some were about 5-7 minutes. I really loved the shorter ones rather than longer videos.*"

According to Julie, it can be said that the content with instrumental music is liked by the online course learners. They focus and concentrate more patiently in this distracted context. To make the participants content, using the instrumental music can be the best strategy while developing on demand courses. This also shows that most of them liked to watch the video from 5 min to 7 min as there were some other videos of 15 minutes for the course, but the participants

preferred watching short videos rather than longer ones. The videos, interactive questions, discussion questions can help the participants engage with the documents.

Similarly, the participants would like to go slow in the learning pace as they really want to get in-depth learning insights. Sundari said:

> "I recommend that every session is locked in some period to allow everyone to pace equally. This will allow room for in-depth discussions and people will avoid the temptation of rushing to finish. The zoom review meetings would also be made mandatory for learners to encourage everyone to finish whatever session in time, and enhance fellowship"

3.Diversity is Beauty

While developing and piloting on demand courses, it is better to make it inclusive by integrating diversity. Diversity helps to reach many participants around the world. The people can join from any place, any day, any time in the on-demand courses. The preparation with diversity on the content creation can be better for the course developers. One of the participants, Madan said:

> The concept and content are good, but the application and the word used may not be the appropriate ones for some context. For instance, it is said that American culture is rooted in individualism. African culture is rooted in Communautaire, I felt that some vocabularies were a little hard in the initial stage but got used to that later. I propose, Anthropological elements come in, since it seems the first target of the book wasn't non-westerners and the author may have used his cultural background to influence his words and examples. Now that you are launching courses globally, there may be a need for cultural contextualization of examples and applications."

This really sheds light to bring the cultural variations in the content. As a research and course developer, The researcher was developing a course with American Text context and the participants were from various countries. It reflects that designers need to be aware of cultural varieties as well. Similarly, another participant Paula mentioned:

> "I really did not get any content which is suitable in South Asian Context. I would like to suggest more inclusiveness in the course. I also found the images which are a continent focused, and this is also important to upload the images with diverse cultural and regional perspectives…"

Here as Paula suggested to make not only the content but also the images and pictures or videos to make it more inclusive in the on-demand courses. Therefore, it can be revealed that the diversity is beauty in the on-demand pilot course development and sharing.

Similarly, one of the participants respond as:

> "I am so impressed to see the learners from different parts of the world. I see diversity, inclusiveness and verities of the gifts of the online course learners, and I am blessed to read the replies from different learners which really motivated me and inspired me."

This quote demonstrates that the participants' inclusiveness in the LMS is also important. The inclusiveness in learning is one of the key strategies for the imitations. This shows that online

LMS can also create a diversity and inclusiveness among the learners who can join from different corners of the world. On the other hand, the digital division appears today in many corners of the world but creating free access courses which can be implied on both mobile or computer or if possible, creating an app can bring such diverse learners from different parts of the world.

4. Bonus Materials

The participants preferred the extra bonus materials in the course development. They do not want to depend only on the content of the book or some videos. They want to take some video transcripts, other reference resources, case studies and testimonies of the people which have impacted others. One of the pilot participant Binod said:

> *"The extra resources for study. Reading material can be more precise. I think we can add more fun activities like short videos of yours or people with different views on how this course impacts others in the community. I think we should add more fun activities related to content. We can add short videos. Just to inspire others."*

This shows that it is better to use the extra fun activities so that they can inspire each other. They want to see some extra bonus materials so that they can learn and share with others about the course impact too. Similarly, another participant Haily said:

> "*A downloadable/printable summary of the content is needed if possible. I would like to save and read for the future. If possible, add a step in the LMS, downloadable books and contents and some related reference books for further exploration.*"

The materials should be in the extra notes as well as the participants want to download and save for the future. Similarly reference materials which support the content of the LMS can be helpful for the learners. As per the LMS there are different navigation ideas and techniques which can be equipped with some tutorial videos or with the consultation with the concerned LMS authority for the course development.

5. Regular Communications and updates

The pilot participants asked the researcher some questions about the clear communications as they are the fundamentals for the course development. One of the participants named Bikram Said:

> *"The clear communication and instructions are important as I could not notice the meeting and I got confused in the meeting time zone and if possible, put GMT time zone so that we can convert on our own way. It seems that timezone sometimes make confused to us. It is better to make us updated about the upcoming meetings and events"*

This statement shows that the regular notifications should be sent to the participants from the LMS with clarity. The participants want regular and clear notifications to stay on the track. Similarly, the participants want to see the flawless moderation or facilitation skill from the online facilitators in the zoom meetings and while replying on the comments on the LMS as another participant, Pratish said:

> *"The zoom breakout rooms are very short, especially if one person dominates the time sharing. However, I will add that moderators did an excellent job navigating the*

challenges of the zoom calls with large groups of people. And I want to see constructive replies on the LMS too while getting replies from the facilitators."

This shows that moderators need high skills on moderation or online facilitation skills. Many moderators can reach the participants in the course who are involved so that they can get support from them as well. One of the best practices can be developing a storyboard or a schedule which helps to moderate smoothly.

Similarly, another participant responded as:

"I see the course moderators who are from different time zones. I could reach anytime to them, and they responded from one common email, and it shows that the prompt email reply for technical issues. I am impressed. This is really a good teamwork among the moderators."

This shows that there should be global moderators who can be reached anytime, and the participants can call and ask for help. It shows that if somebody is at midnight another one is at midday and nobody is left behind. Not only for the diversity but for the prompt and better communication, it is so good to lead the course from diverse background moderators.

Discussion

Online Course Development Tips

Tips for online learning are important for both facilitators and learners. The learners need good language skills, good internet access, ability to use the LMSs like the Canvas, Google Classroom, Pathwright etc., and devotion time about some hours per day to complete the activities on the LMS. Similarly active participation of the students like being open and friendly, asking and actively engaged with the other fellows and facilitators, making a to-do list for the activities and giving priority for the tasks. One of the best strategies for online learners is practice. There are some ways to complete the assignments like engaging in the discussion, creating and collaborating on the documents, taking online quizzes or tests, communications with the facilitator and view and creating the videos which help to accomplish and a good online learner who are taking on demand courses. Curriculum developers need to be updated today on what they do and how they do as well. Maintaining academic integrity in the course development is important and asking the participants to maintain the same is very crucial.

It is better to put the academic integrity statement in the welcome section so that the participants can be familiar with what they can do and what they should not do. Showing a clear path to the participant is always a skill for a developer. Similarly, prompting strategies from AI for example prompting on ChatGPT can be helpful for exploration and for specifying the course content development. Open AI can be a very useful and helpful tool but depending too much on this may be harmful. If a designer prompts well in the generating AI tools for the course content creation, it helps to assimilate the ideas creatively and productively. Some of the prompting techniques the researcher used in his pilot cohort as follows: "Can you create an outline plan for the 4 weeks course on English as a Foreign Language? "It gives an outline and again it can be prompted as, "Can you just provide the outline for the adult learners? "Can you

create the objectives and overview for lesson 1? "Such prompts can help to draft the outline and develop the content on the LMS. It will help to give a framework for course development on the LMS. Therefore, prompting strategies can be helpful and useful for the course designers. If we develop the content using these tech resources as per the content and context, it will be helpful for the learners to engage the participants in the LMS.

 AI is changing everything, and it will help us explore many things that can bring joy in our work if we can handle it well. AI has become a boon for many workers around the world especially who are content writers, and they can be more benefitted. Instructional design is also one of the emerging professions around the globe. People can switch or shift their profession from teaching or training to designing courses.

Regular Communication

Similarly, the participants want to have regular communications with notifications so that they stay on the track. One of the best strategies the researcher applied for better communication was the WhatsApp group. It helps to share and update in a better and easier way to the participants**.** The most important thing in moderation on the LMS is creating another channel for quick responses or updates. For example, he applied to the WhatsApp group for the learners, and they really engage in the WhatsApp so that they can be updated on where the next meeting is and what is going on. On demand courses means not just tell the content through the LMS but also show the path to the participants with clear communication and updates. They really want to know what is going on, what is ahead and what is accomplished. The regular reminders can really help for the participant to stay on track. Similarly, the reminders can be set automatically if the LMS has such access and that will be helpful. Creating two groups for the facilitators one to be prepared for some live events and discuss on the engaging to the participants and for the participants to update and notify about the course can be helpful for the effective and engaging moderation.

Leading the Live Events

While replying in the participants' comments, it is very good to put at least three online meetings like orientation, recapping the halfway and at the end as a graduation and celebration or recapping for the whole course. This is the most effective strategy to align and to teach to the participants in the on-demand courses. On demand courses may not require everyday live events but live events can be launched to catch up and show the course content and to engage the participants on the LMS occassioinaly such as once a week or once a fortnight.

Show not just Tell the Contents

Showing the contents with personalizing within the LMS could be one of the best strategies for the course development. Some of the instructions can be displayed to the participants within the LMS course content. For example,

1. (Name of the participant), create an authentic post with your answer to this question. Then read the posts of others in the forum. Reply to at least one post from another participant. Click on the following question to start. Then click "complete step" below and move to the next step.

2. (Name of the participant), review the following three insights and then journal your answer to the three-part question below before moving on to the next step.

3. Dive into the video content, or if you prefer reading, explore the video transcript. Afterwards, complete the activities below.

4. Now take a moment and share one or two things you have learned in this second lesson and any questions still burning within you.

5. (Name of the participant), Did you complete all required activities in Lesson #2?

Option 1: Yes

Option 2: No

Discussion: Reflection A friendly reminder for discussion forum.

These examples demonstrate that the instructions should be clear and active. The use of direct or active words or verbs bring clarity in the LMS instructions.

Regular Communication

Communication with instructions to log in and engage in the LMS to the participants is another important strategy in the pilot course development. Google calendar invite can be the best tool for this management so that the learners can be updated about the live events, and regular recaps of the content with the course facilitators. It could be the best strategy for both participants and facilitators. Google invites can help remind them on their own timelines and it will be really the easiest way for the reminders and support. Similarly, another strategy for communication can be MailChimp. It will help to reach all the registered people with a clear instruction and communication. A clear instruction may support the participants to align with the courses and the participants follow the instructions and it will be the effective way to lead all the participants. Regular communication and multichannel communication work much better in the global context. Because some have easy access to WhatsApp, some prefer emails too. These two channels can support the participants very effectively and efficiently.

Tech Resources

Some of the tech resources can be helpful for the instructional designers so that the learners can take the courses easily. These following tech resources might be helpful as per the context for example Padlet for reflection sharing, Google forms for the survey and registration, iMovie, TextFree App (Apple Store or Google Play), Quizlet, Rubistar, Chat Discussion Forums, Tagxedo, Word Cloud WhatsApp etc. There are many other resources which can be useful for the course designers.

Conclusion

On demand asynchronous pilot course development is not an easy way. It brings joy and excitement if one knows about the steps on creating, drafting, developing and piloting a journey. The pilot cohort can help to polish the entire course. The final survey with some open and closed ended questions can be shared to the participants and their feedback can be addressed which really assists to craft the course in a better and advanced way. The pilot participants are both the pilots and passengers of the course. The typos, structures, overall outlines can be addressed by the course developer or instructional designer. Course

development is also a journey of researching, exploring and bringing new dimensions and impacting efficiently and effectively in the learning adventure. This research study will be very beneficial for the instructional designers, curriculum developers, course moderators, online course facilitators, institutional leaders who are planning to launch the on-demand courses. Designing courses, mainly on-demand courses, is not easy but it is very flexible. Just telling the content is not important but also showing the content is crucial like as going to the park where to enter and where to exit.

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