

From concept to course: Managing online module development with Microsoft 365

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Engineering

Meet the ETO: Education Technology Office, FASE



Share your experience

21 responses submitted

Where does your process typically break down when working with SMEs or collaborators?

"Collaboration & feedback "

"Buy-in"

"Response time"


"Timeline"

"Feedback"

"Time management "

< 1 of 1 >

Scan the QR or use link to join

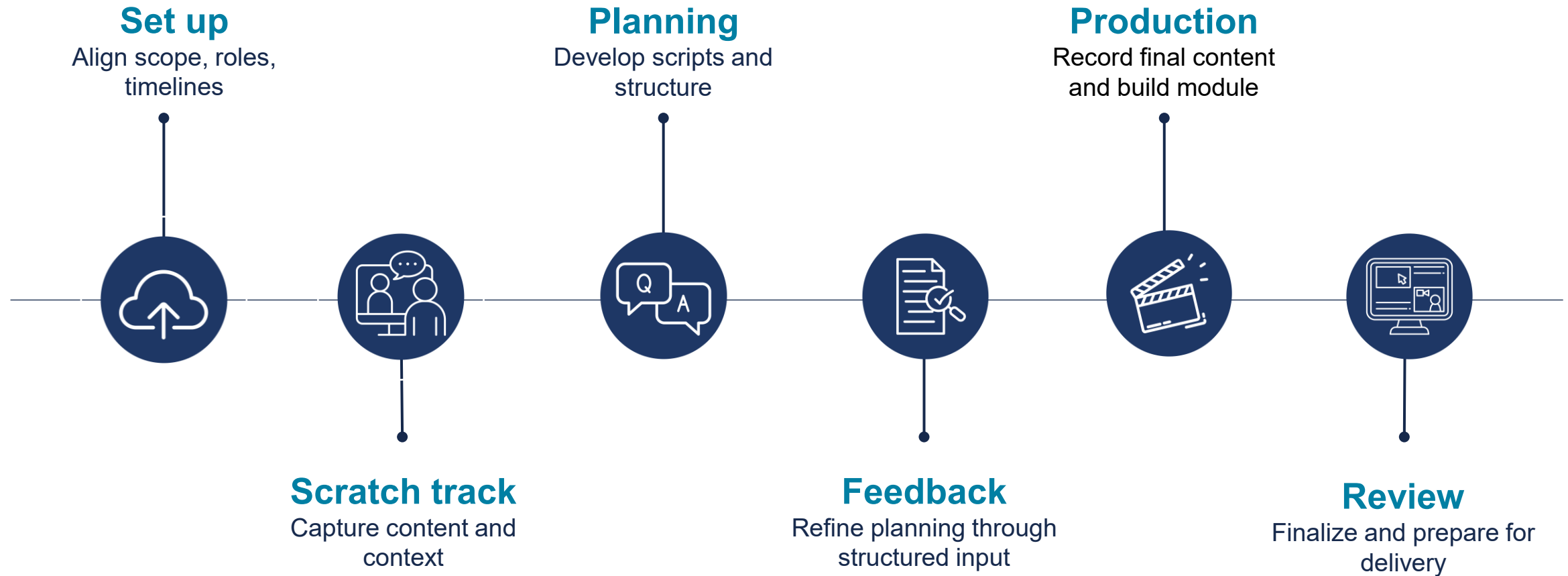


<https://forms.office.com/r/N860unPybW>

Copy link

Online module development process

A structured workflow from concept to delivery



Set up the project

Aligning people, goals, and structure



Teams: Host kick-off meeting with SMEs



Teams: Set up channel for internal communication



Planner: Set timelines + milestones



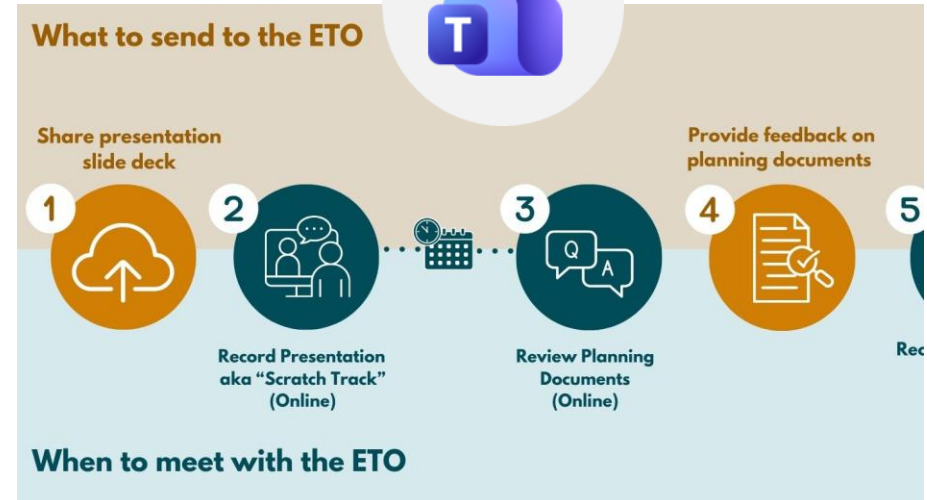
SharePoint: Centralize files + documentation








Set up the project




Task Name	Quick look	Assigned to	Start
DESIGN			4/21/2025
Module_Module Outline (5 days)	📄 📎 1 🟢 2/		6/16/2025
Module_ETO Reviews Module Outline (1 day)	📄		4/21/2025
Module_Module Design Document (10 days)	📄		1/19/2026
Module_Video Plan Document (5 days)	🟢 0/3		1/26/2026
Module_ETO Reviews Planning Documents (2 days)	📄 🟢 3/3		2/4/2026
Module_SME Reviews Planning (10 days)	📄 🟢 3/3		2/6/2026
Module_Planning Document Revisions (3 days)	🟢 0/2		2/20/2026
DEVELOP			2/23/2026
Module_Video Pre-Production (1 day)	🟢 2/2		2/25/2026
Module_Video Recording (1 day)	📄 🟢 5/8		2/26/2026
Module_Video Production (10 days)	📄 🟢 9/9		2/27/2026
Module_Video Captions & Transcript (2 days)	📄 🟢 3/3		3/11/2026
Module_Module Building (5 days)	📄 📎 1 🟢 0/		3/12/2026
Module_Graphic Production (Video) (10 days)	🟢 0/3		2/23/2026



-  1. Scratch Track Recording
 -  2. SME Resources
 -  3. Module Design Document
 -  4. Video Planning Documents
- 

Record the scratch track

Capture content and context

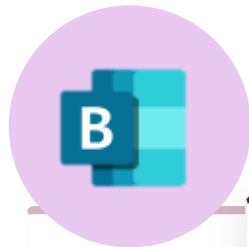
 **Bookings:** Schedule session with instructor

 **Teams:** Meet and record the session

 **Loop:** Capture internal notes and follow-up questions



Record the scratch track



SERVICE

Scratch Track

A Scratch Track is
2 hours



Scratch Track Recording

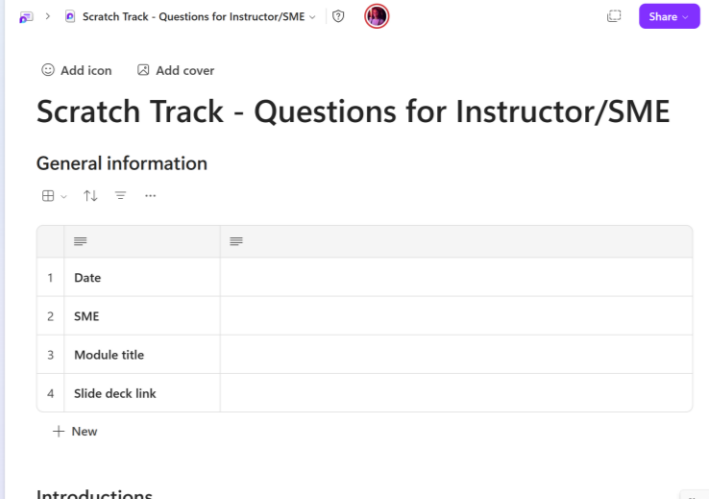
A Scratch Track is an online recording of your presentation via MS Teams. It is used primarily as a reference for the ETO and not for final video production.

Duration: 2 hours

Video Record

Use this option to
2 hours

Video Recording: Virtual



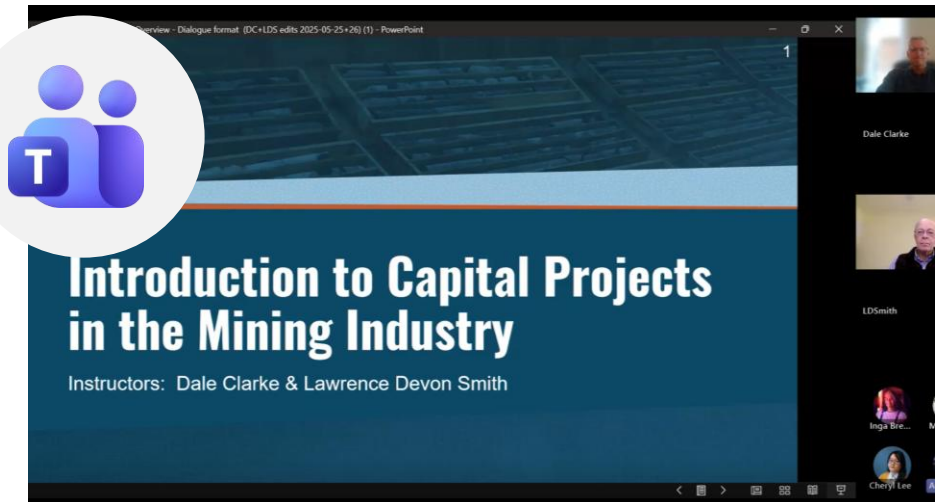
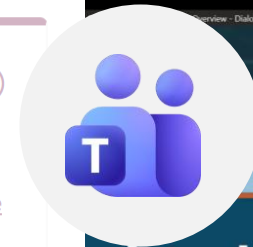
Scratch Track - Questions for Instructor/SME

General information

1	Date	
2	SME	
3	Module title	
4	Slide deck link	

+ New

Introduction



Introduction to Capital Projects
in the Mining Industry

Instructors: Dale Clarke & Lawrence Devon Smith

Prepare and review planning documents

Develop scripts and structure



Word: Develop module design and video plan (2 separate documents)



Teams: Meet with team to review and revise planning documents



Teams: Meet with SME to discuss the planning documents



Forms: Collect instructor bio and headshot



Prepare and review planning documents




Introduction to Capital Projects in the Mining Industry
 Reference: [C&D-01-r17a C&D Overview - Dialogue format \(DC+LDS edits 2025-05-25+26+30\).pptx](#) (with revised Slide 14)

Module outline

Module Home Page					
Lesson #	Lesson title	Learning objectives	Source material/ Slide references	Video	Notes for instructor
00	Module description	Introduce the purpose, scope, and organization of the module.			

Introduction

Lesson #	Lesson title	Learning objectives	Source material/ Slide references	Video	Notes for instructor
01	How to interact with this module	1. Introduce the module structure and flow. 2. Set expectations for content, activities, and time commitment. 3. Highlight accessibility and copyright considerations.			Content and order are standard for all modules.
02	Meet the module instructors	1. Create a connection with learners. 2. Highlight instructor expertise. 3. Establish relevance of	Slide 2 (for different perspectives)		Items to address in the video: 1. Name and general industry title/position. 2. Brief overview of work experience (where you started; what you've been up to in the last 3-5

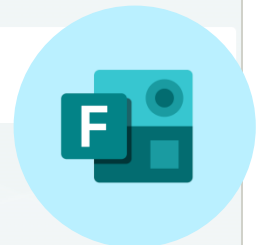


	understand what's covered in the lecture.	video that they were not able to do before?	the lecture? (Include time estimate if possible)	
01	[Title]	Viewers will	Key points to cover: 1) [text] 2) [text] 3) [text] Remember this: [text]	Slides ##
02	[Title]	Viewers will ...	Key points to cover: 1) [text] 2) [text] 3) [text] Remember this: [text]	Slides ##
03	[Title]	Viewers will	Key points to cover: 1) [text] 2) [text]	Slides ##

1. Full name for first mention in the module *

Please provide your full name as you would like it to appear **the first time you are introduced in the online module** (e.g., *Dr. Jane Doe, Professor John Smith, or Jane Doe, PEng.*). This should reflect your preferred **formal** form of address. We typically use full name and any titles that come before or after the name.

Enter your answer



2. Preferred name for subsequent mentions in the module *

Please indicate how you would like to be referred to **in subsequent mentions within the module** (e.g., *Dr. Johnson, Emily, or Professor Smith*). This should reflect your preferred **informal** form of address. We typically use first name, so please let us know your preference.

Enter your answer

Provide feedback

Refine planning through structured input



Word: Review and refine planning documents (comments + track changes)



Word: Finalize video scripts and module content with SME input



Teams: Confirm readiness for production with ETO team



Initiate production

Record final video content and build online module



Planner: Track production progress



Word: Finalize video scripts for instructor



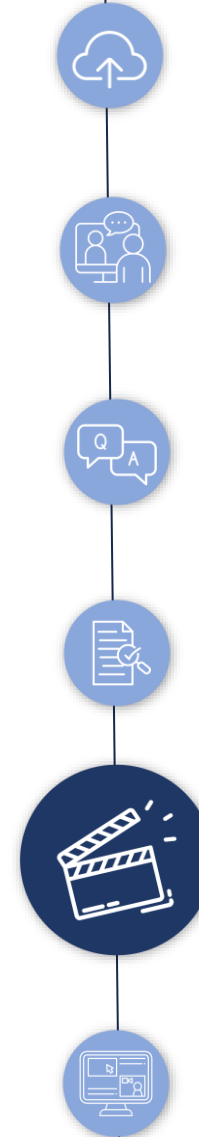
Excel: Prepare video and graphic tracker for internal use



Bookings: Schedule instructor for studio session



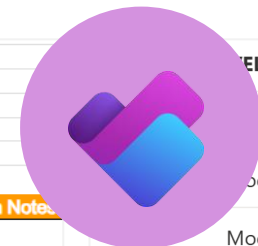
Teams: Conduct virtual recordings



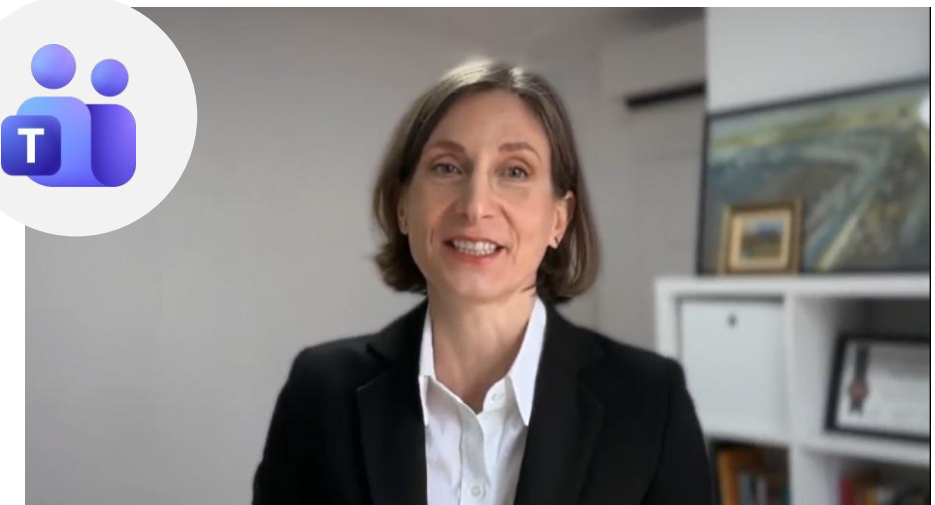
Initiate Production



	Shot Type	Summary	Timing	Type	Host Script	Production Notes
01_A_	Open Title Graphic					
01_B_	Lower third with SME	Introduction		Outline		
01_C_	Full Screen Text / Question	Super - Question				
01_D_	SME on camera	SME response		Outline		
01_E_	Full Screen Text / Question	Super - Question				
01_F_	SME on camera	SME response and conclusion		Outline		



DEVELOP		
<input checked="" type="checkbox"/>	Module_Video Pre-Production (1 day)	2/2
<input checked="" type="checkbox"/>	Module_Video Recording (1 day)	5/8
<input checked="" type="checkbox"/>	Module_Video Production (10 days)	9/9
<input type="checkbox"/>	Module_Video Captions & Transcript (2 days)	3/3
<input type="checkbox"/>	Module_Module Building (5 days)	1 0/0
<input type="checkbox"/>	Module_Graphic Production (Video) (10 days)	0/3
<input type="checkbox"/>	Module_Graphic Production (Module) (10 days)	6/6
<input type="checkbox"/>	Module_ETO Reviews Module Draft	0/7



Review

Finalize and prepare for delivery



Clipchamp: Internal review of videos



Forms: Collect student feedback

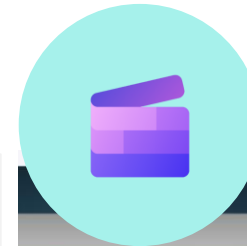
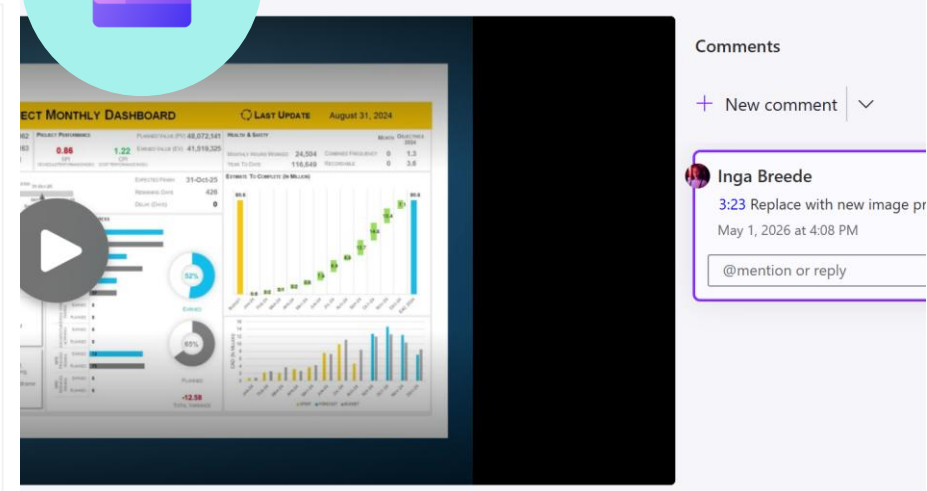


Review



Indicate your level of agreement with each of these statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
The module objectives were clearly stated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was consistent with the stated objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was logically organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concepts were clearly explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevant examples were used to illustrate concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge checks were relevant to the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge checks were presented at adequate intervals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The difficulty level of knowledge checks was appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module activities were relevant to the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media elements (e.g., video, images, figures) enhanced the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PROJECT MONTHLY DASHBOARD | Last Update: August 31, 2024

Comments

+ New comment | v

Inga Breede
3:23 Replace with new image pr
May 1, 2026 at 4:08 PM

@mention or reply



Introduction to Capital Projects in the Mining Industry

START

Apply the framework to your own context

Download the 1-page workflow

- Use this as a reference for your reflection



<https://uoft.me/ConceptToCourse>

Reflect [2 min]

- Where does your process break down, and which stage does that align with?
- Which stage is least defined in your workflow?
- Where could better tool integration improve your process?
- What is one small change you could try?

Share [5 min]

- Turn to someone near you
- Share your challenge
- Share one small change you might try

Thank you

Any questions? Please contact:

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