



## How to Develop an Engaging and Interactive Online Module that has positive Outcome for Students?

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### Abstract

Designing an engaging and effective asynchronous online learning experience remains a significant challenge for higher education institutions seeking to support diverse student populations while maintaining academic rigour and positive learning outcomes. This paper examines the development and delivery of a fully asynchronous postgraduate enterprise and entrepreneurship module designed for working professionals in the UK and internationally, studying in a flexible online environment. The module was underpinned by the Community of Inquiry framework (Garrison et al., 1999), which informed the integration of social, cognitive, and teaching presence, alongside principles of constructive alignment to ensure coherence between learning outcomes, learning activities, and assessment. Drawing on a reflective case study approach, the paper outlines the application of six design principles: flexibility, coherency, consistency, bite-sized learning, presence, and orientation in the development of the module. The findings indicate that a carefully structured online learning environment can enhance student engagement, critical reflection, and the application of enterprise and entrepreneurship theory to professional contexts. Students demonstrated the ability to identify opportunities, evaluate theoretical frameworks, and apply learning to real-world challenges through practice-based assessments. Positive feedback from external quality reviewers, external examiners, and students further highlighted the quality of the learning experience, the authenticity of assessment, and the effectiveness of personalised feedback. The paper contributes practical insights into online curriculum design and suggests that intentionally designed asynchronous modules can promote deep learning, student success, and the development of employability-related graduate attributes in contemporary higher education contexts.

### Keywords

Online learning, curriculum design, Community of Inquiry, student engagement, practice-based assessment.

### References

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