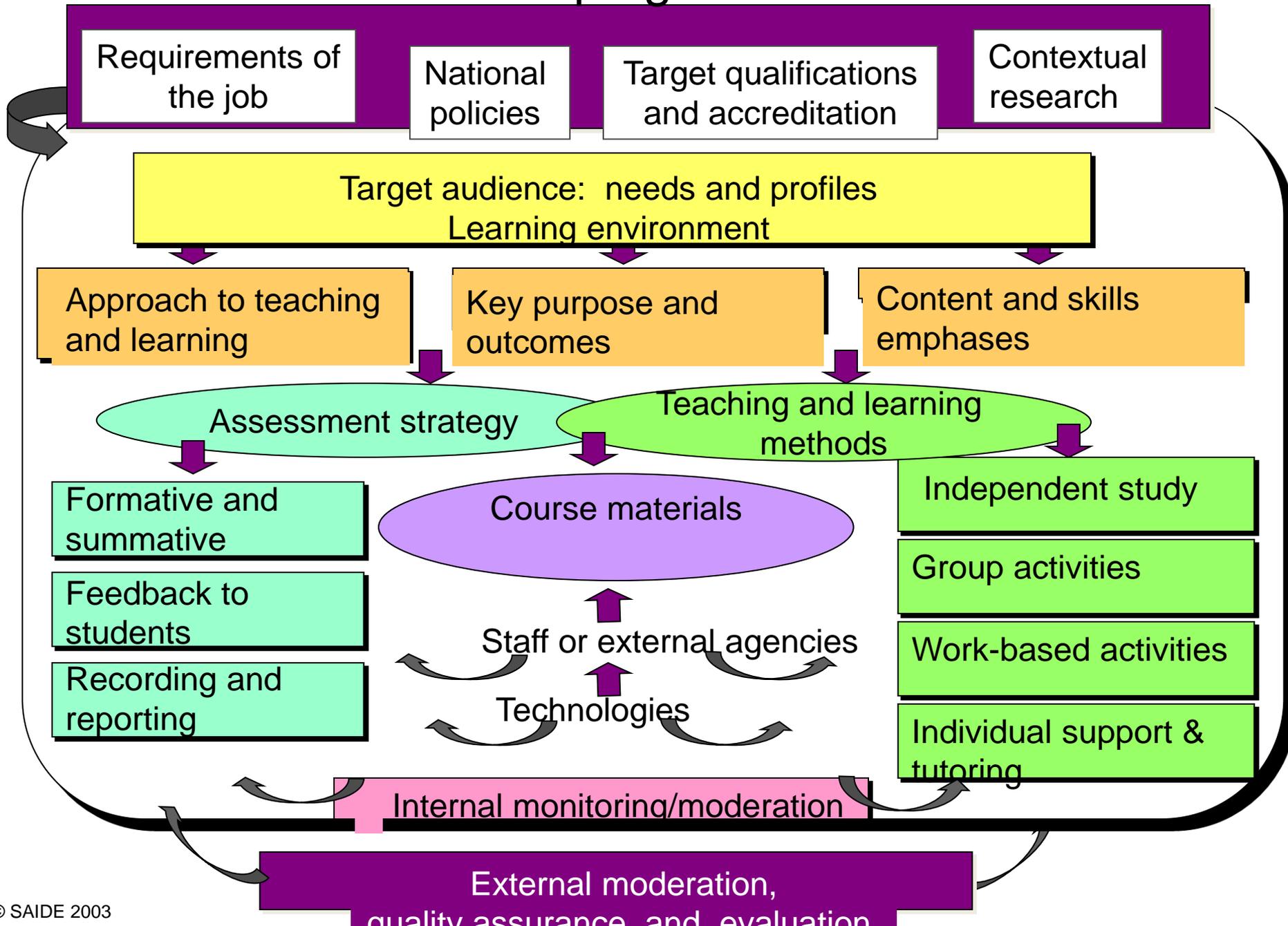# Programme Design for ODeL

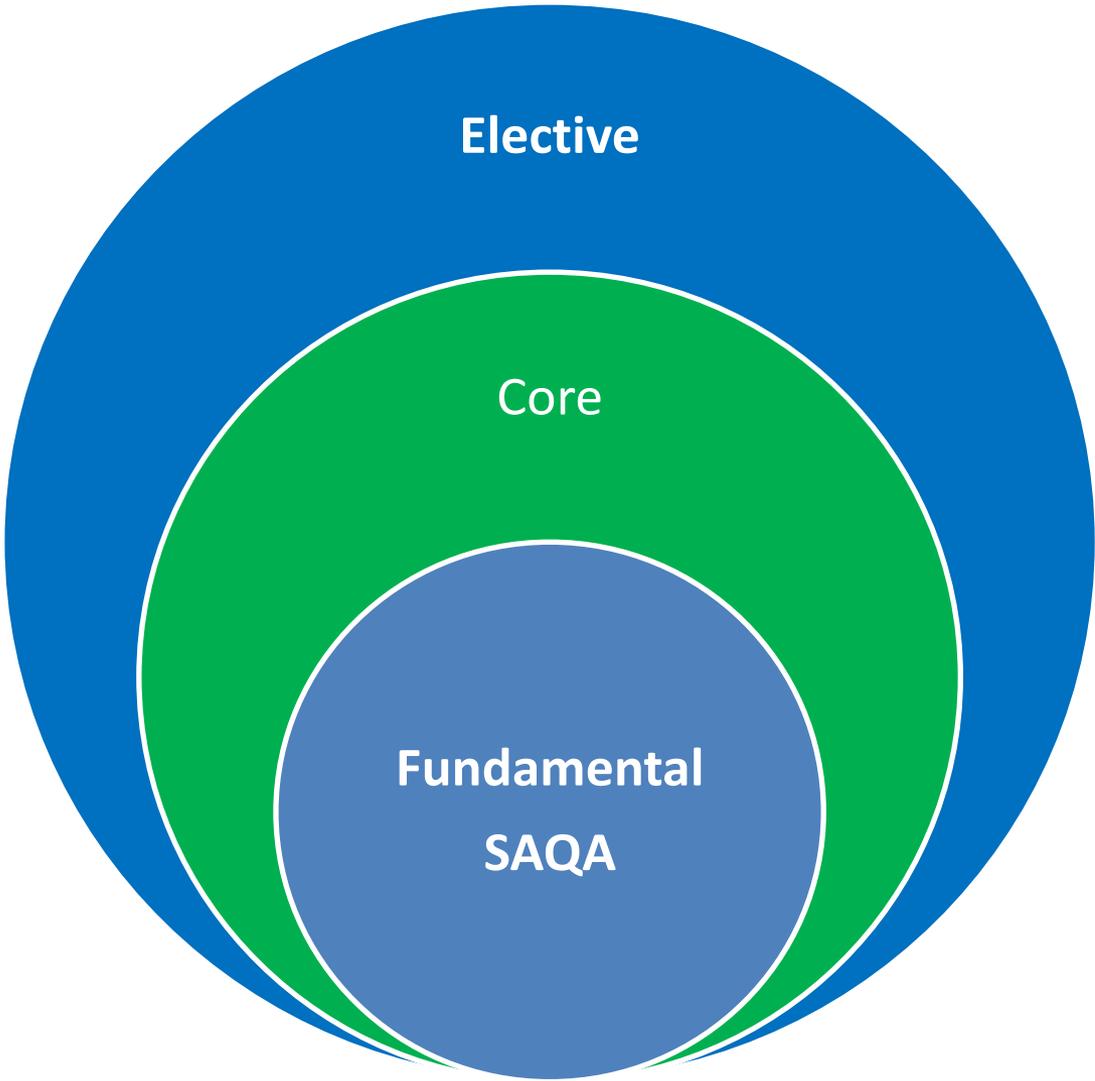October 2018

Tony Mays

Why this session?

- How would you answer the following key questions:
  - What is the purpose of your ODeL programme and what are its exit level outcomes?
  - How does each constituent module contribute to the achievement of the programme as a whole?
  - What do you assume about what students already know and can do prior to entering the programme?
  - How do you provide ongoing support throughout the learning process for a distributed student body?

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Process 1

- Nadeosa 2005 (www.nadeosa.org.za)

- Curriculum design

- Course design

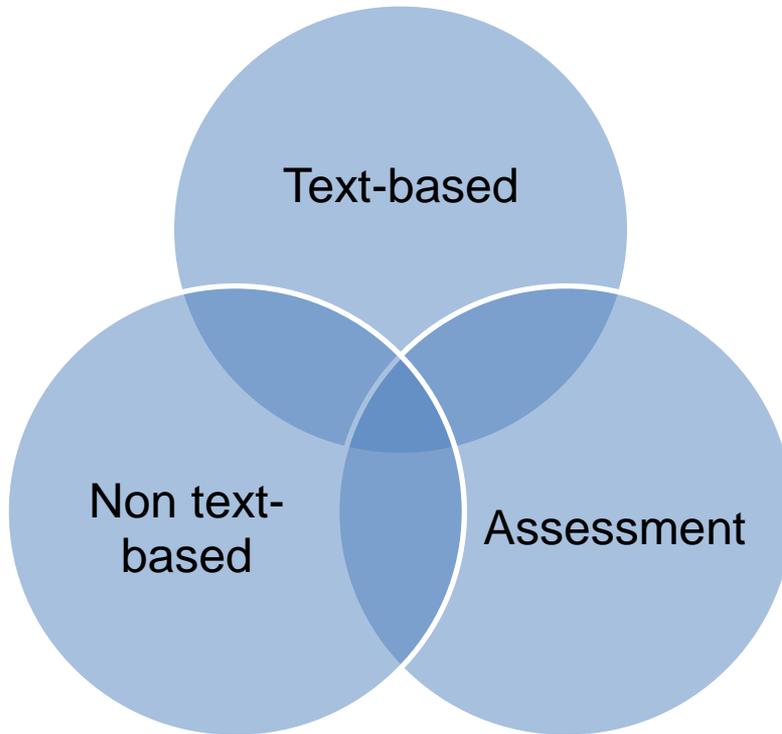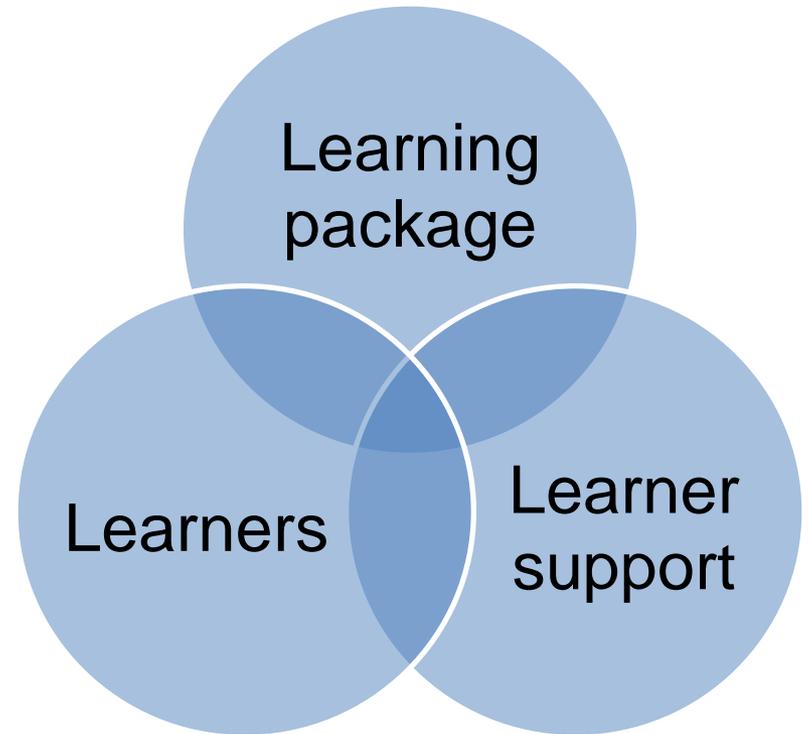- Materials development

- Assessment

- Learner support

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Developing a course

Requirements of the job — **National policies** — **Target qualifications and accreditation** — **Contextual research**

Target audience: needs and profiles
Learning environment

Approach to teaching and learning — **Key purpose and outcomes** — **Content and skills emphases**

Assessment strategy — **Teaching and learning methods**

Formative and summative

Feedback to students

Recording and reporting

Course materials

Staff or external agencies

Technologies

Independent study

Group activities

Work-based activities

Individual support & tutoring

Internal monitoring/moderation

External moderation, quality assurance, and evaluation

Thinking holistically

Elements of learning package

Elements of course
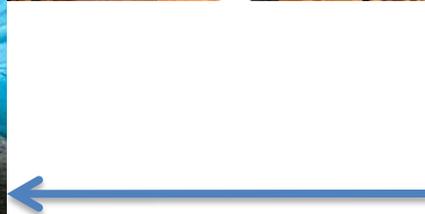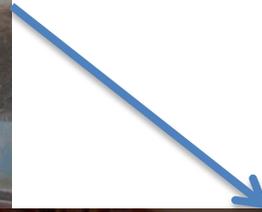
Text-based

Non text-based

Assessment

Learning package

Learners

Learner support

Working differently

Any questions/comments?

A question of prioritising?

- … in the context of open and distance education, teaching (i.e. the production of learning materials) tends to take precedence over learning and student support … by planning learner support as an integral part of a teaching and learning programme, rather than an afterthought which can be excised when times get difficult, institutions can demonstrate a recognition of the link between income generation and learner support. Mills (2003: 102- 104)

Nadeosa …

- *Learners are provided with a range of opportunities for real two-way communication through the use of various forms of technology for tutoring at a distance, contact tutoring, assignment tutoring, mentoring where appropriate, counselling (both remote and face-to-face), and the stimulation of peer support structures. The need of learners for physical facilities and study resources and participation in decision-making is also taken into account.*

- *Welch & Reed, Eds. 2005*

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Learner support options

	Same place	Different place
Same time	e.g. contact session f2f, compulsory residential school (implications of non-attendance?)	e.g. decentralised video-, skype- or tele-conferencing; synchronous online discussion fora/ virtual conferences
Different time	e.g. physical resource centre (access to PCs, videos of above … think about hours of operation)	e.g. etutoring; teaching practice; asynchronous discussion fora and social media

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Marketing and communication

Student enquires

Student applies

Student readiness is assessed

Student receives pre-registration orientation and counselling

Graduation

Remedial action for students who have failed but may write supplementary examination

THE LEARNING JOURNEY

Student registers:
Receives:
Study package
Information about support

Summative assessment takes place

Student learns :
Individual learning
Facilitated learning
Social learning
Learning through formative assessment
Workplace learning

Student is prepared for learning:
Introduction to College
Literacies training and development

Unisa 2007:
Student Walk

From DE to ODL to ODeL

- The core assumptions of distance education (i.e. access, independence, economies of scale) need to be re-examined in the context of online learning theory and practice (i.e. collaboration, community, quality assurance). A concerted effort is required if we are to achieve a comprehensive theory that encompasses distance and online learning. Much greater emphasis must be focused on transactional and collaborative theories of learning mediated by information and communication technology.

- It is time that time that distance educators think through the changes and possibilities of both flexible access and collaborative learning experiences.

- Garrison & Cleveland-Innes, 2010, pp 256, 257

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Distance education needs to be conceived as a sophisticated collection of methods for the provision of structured learning in situations, increasingly the norm, where learners are unable, or do not wish, primarily to attend fixed classes at a centralised venue and in the physical presence of the teacher …

We can all too easily lose sight of the importance of human agency in thinking about ICTs …

A general principle seems to emerge here, that **people** are more important than **place** to the core of learning centre functions …

Moll 2003: 2, 4, 12

Focus on building communities of learning and practice rather than on physical infrastructure

Quality rationale behind the CHE criteria

Start with big overarching planning issues :

- Programme planning & design issues

- Student recruitment & admission

- Staffing

- Teaching & Learning

- Assessment

- Infrastructure, resources & facilities

- Programme administration

- Readiness for postgraduate programmes

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Important design questions

- Is programme in line with mission?

- Is there need for the programme?

- If there is, what intellectual value does it add to students?

- How does it articulate with other programmes?

- What recruitment strategies are going to be used?

- How do we ensure appropriate staff will be in place?

Quality rationale behind the CHE criteria

- What teaching strategy will be used?

- How do we know students have learnt?

- What infrastructure & resources are needed?

- How best will the programme activities be managed?

- How do we select postgraduate students (access)?

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Proposed programme outline headings

- Name of institution
- Type of qualification
- Level (including min/max credits)
- Designator e.g. Education
- Qualifiers e.g. Leadership
- Abbreviation
- CESM Field and sub-field
- **Rationale: why is it needed?**
- **Purpose: what does it do?**
- **Exit level outcomes and associated assessment criteria**
- Critical cross field outcomes
- **Curriculum/content outline**
- Rules of combination
- Minimum admission requirements
- Assumed prior learning
- RPL
- **Teaching and learning support strategies**
- **Assessment strategy: formative, summative, integrated**
- Moderation and review processes
- Criteria for appointment of assessors
- Progression/articulation
- International comparability

Activity Trans-disciplinary Buzz Groups: 10 mins

What are the key issues that need to be addressed in the planning of an ODeL programme?

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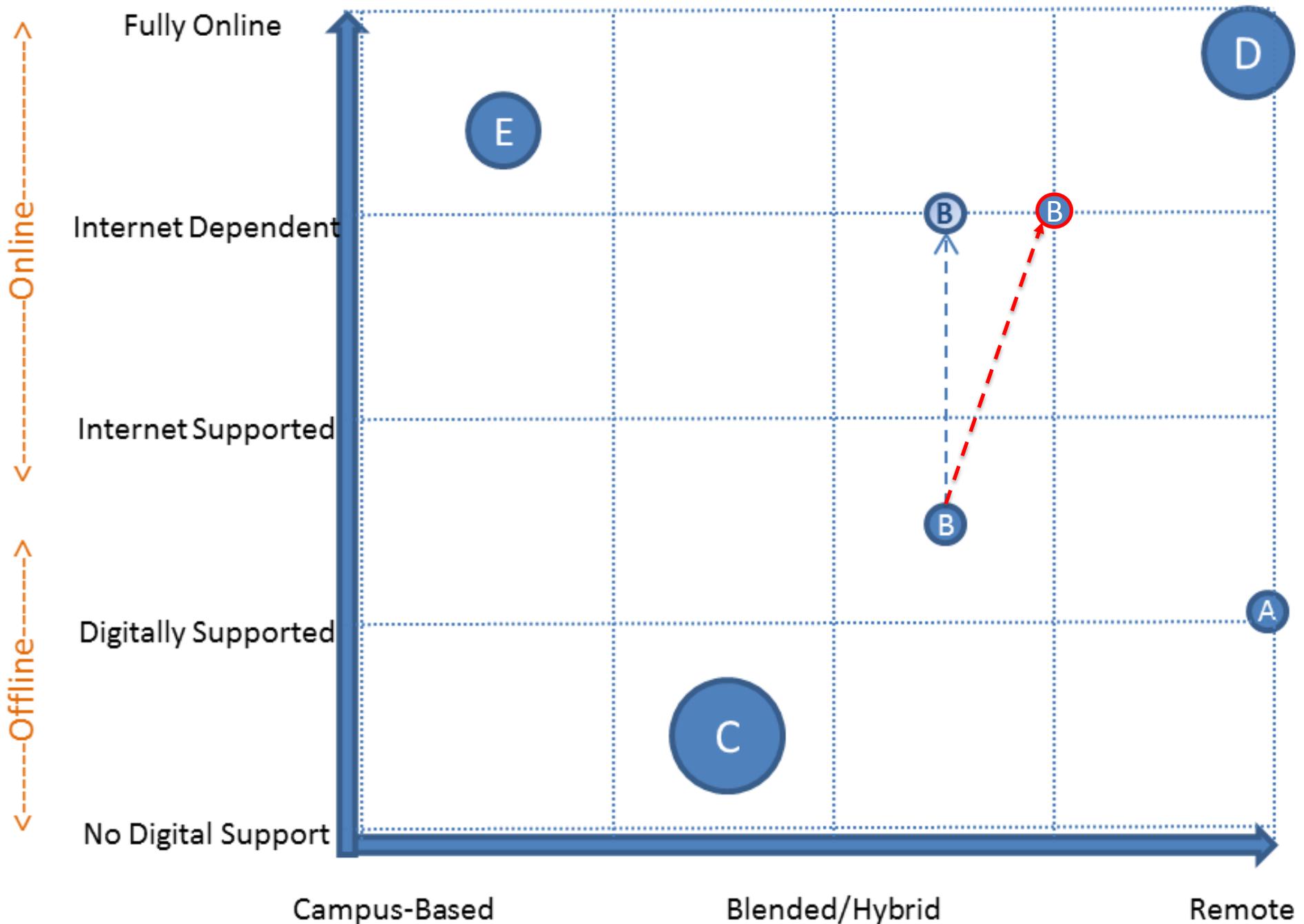
Activity Institutional Groups: 10 mins

- Develop an overview of a programme you are familiar with for target students which demonstrates that the whole is greater than the sum of its parts.

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Anticipate student questions

- Why enrol for this diploma?

- How will the diploma help you?

- How much time will you need?

- What will we do?

- How will you be assessed?

- How will you be supported?

- What does the programme timeline look like?

Professional portfolio of practice

3. Elective

1 x 40h

3 assignments plus reflection

- Take 1 of
- ECCE/PES; or
- JSE; or
- TVET; or
- ANFE

2. Core

4 x 40h

12 assignments + reflection

- Learning and teaching methods
- Learning resources
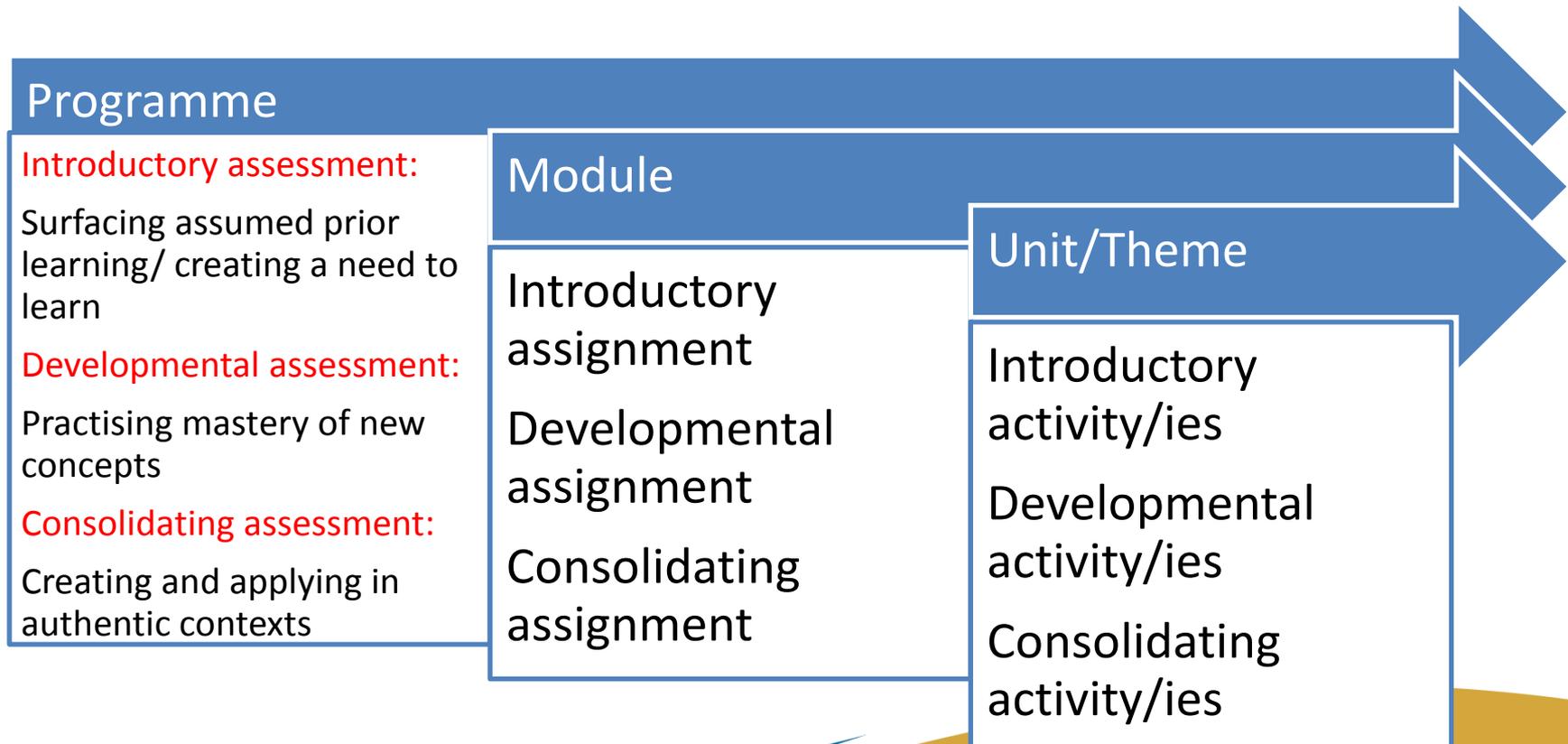- Educational technology
- Special educational needs

1. Foundational

1 x 20h

reflection

- Why CPD?
- Overview of programme

Outcomes and activity-based design

Programme

Introductory assessment:

Surfacing assumed prior learning/ creating a need to learn

Developmental assessment:

Practising mastery of new concepts

Consolidating assessment:

Creating and applying in authentic contexts

Module

Introductory assignment

Developmental assignment

Consolidating assignment

Unit/Theme

Introductory activity/ies

Developmental activity/ies

Consolidating activity/ies

Implementation model

Orientation

1-hour orientation for all college lecturers.

Printed copies of programme outline and Orientation module

2-weeks to work through Orientation module

3-hour debrief and registration (including choice of elective) and receipt of digital materials on flashdrive and printed materials for core modules (electives to follow)

Agreement on start date of 20-week/2-semester programme

Implementation model (UFH)
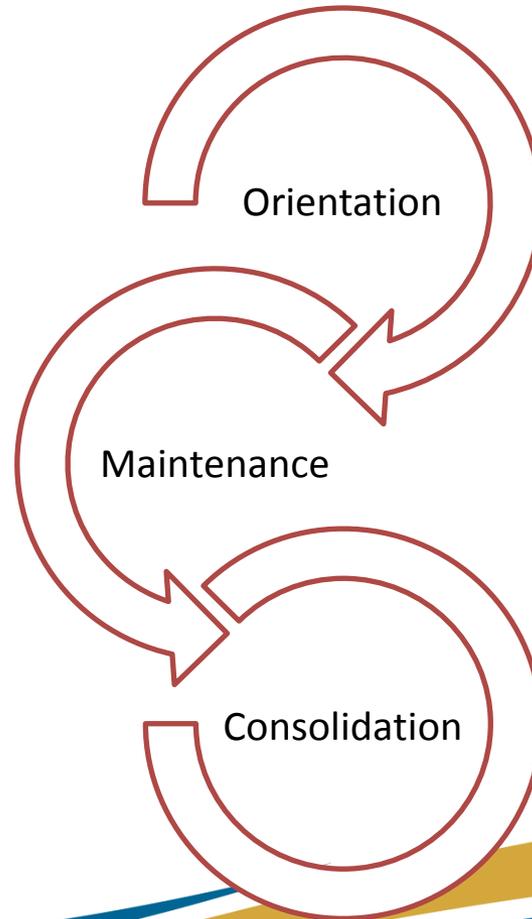
Contact sessions

Weekly (3h) or fortnightly (6h)

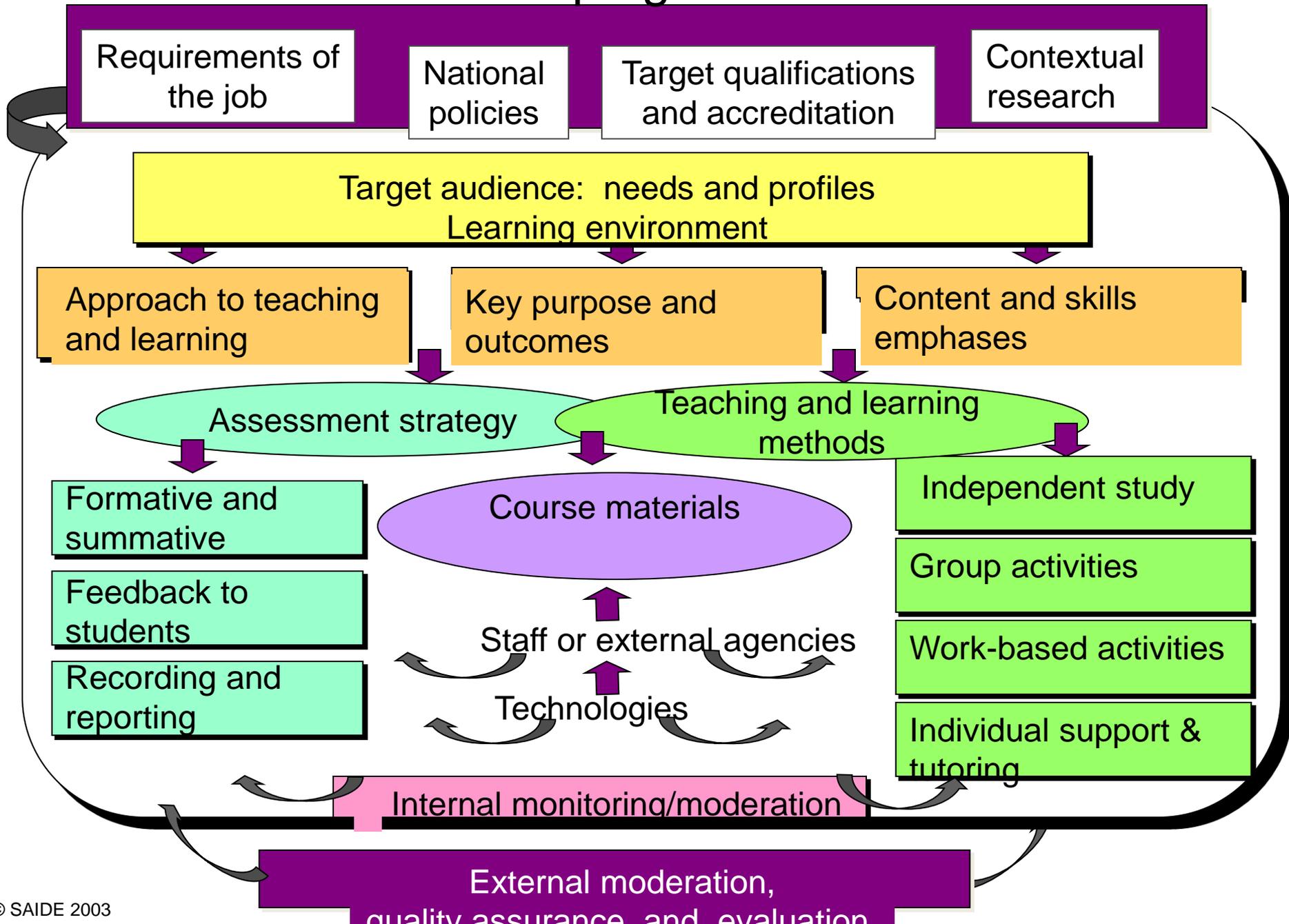Orientation (including prior learning and experience and assessment)

Maintenance (including modelling and assessment feedback)

Consolidation (including portfolio)

Assessment and support interlinked

Orientation

Maintenance

Consolidation

Developing a course

Requirements of the job | **National policies** | **Target qualifications and accreditation** | **Contextual research**

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Work-based activities

Individual support & tutoring

Internal monitoring/moderation

External moderation, quality assurance, and evaluation

Useful resources

- http://www.saide.org.za/design-guide/
- http://www.oerafrica.org/resource/higher-certificate-programme-educators-deaf-and-persons-hearing-loss-curriculum-framework

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