

INSTRUCTIONS

Reference should be made to the 'Distance & E-Learning Policy' when completing this form.

This form should be completed by academics planning to:

- a. convert an existing face-to-face study-unit or a blended study-unit to a fully online study-unit. There is a requirement to follow the University procedures for 'major amendments to study-units' and submit this form to APQRU along with the [Study-unit Approval Form](#).
- b. introduce a new study-unit that will be delivered fully online. This form must be submitted to APQRU along with the [Study-unit Approval Form](#).

This checklist is intended:

- to provide academics with a series of prompts and areas to consider when planning the development of an online study-unit.
- to provide the Programme Validation Committee and Distance & E-Learning Committee with details of areas to explore when considering proposals for online study-units.

1. Identify the study-unit and its ECTS value.

OPD5002 – Designing, Developing and Evaluating Online Study-Units. 2 ECTS.

2. Indicate an estimate number of students that will be enrolled on the study-unit.

30.

3. What is the pedagogical rationale for delivering the study-unit online?

In recent years, the demand for distance learning opportunities at UM has increased. The number of blended and online study-units offered by academic departments is increasing to meet this demand. In May 2018, Senate approved the 'Distance and E-Learning Policy' to guide the provision of programmes of studies delivered through the online modality. The policy states that UM shall organise technical and pedagogical training to support the effective practice of academics in online distance delivery.

The proposed study-unit 'Designing, Delivering and Evaluating Online Study-units' has been developed in response to the training commitment indicated in the policy. The study-unit has

been delivered twice (May-Jun 2018; Feb-Apr 2019) and the feedback received from academics was positive.

The study-unit provides students with the knowledge and skills required to design, deliver and evaluate blended (selected in-class sessions replaced with online teaching) and fully online study-units.

The students will have the opportunity to develop their understanding of effective online teaching practices and the relationship of these practices to the use of different technologies. The students will also be encouraged to progressively design and reflect upon their own online learning, assessment or resource for use in their study-units.

The study-unit also addresses practical issues in developing online study-units, some of which involve technology such as: discussion boards, open educational resources, tools to monitor online student activities and video-recording applications.

4. What model/s for online content are being proposed in the study-unit?

Explain how the learning technologies will be utilised to deliver the learning resources within the programme.

The learning resources used throughout the study-unit will be delivered through the VLE. These resources include: online resources (online articles, e-journal articles, videos in video sharing sites etc.), notes compiled by the facilitators and facilitator-recorded videos.

5. What model/s for communication and collaboration are being proposed in the study-unit?

Explain how the learning technologies will be utilised to support communication and collaboration during the programme.

The study-unit requires extensive use of the discussion board facilities in the VLE. The Class Announcements forum will be used to send weekly notifications related to the administrative procedures – including activities required for the upcoming week. The Q&A forum will be used by the facilitators and the students to address questions about the study-unit and technology issues. Every topic will have a dedicated forum where students post their work and provide/receive feedback. The facilitators will also post in the topic discussions boards to sustain the teaching presence throughout the study-unit.

6. What model/s of formative and summative assessment are being proposed in the study-unit?

Explain how the formative and summative assessment will be delivered during the study-unit. Outline the processes that will be implemented for providing feedback to students.

The study-unit requires students to engage in regular individual and collaborative online activities to reflect on their learning and the development of their understanding of online teaching and learning. The students will create a plan to introduce and evaluate an online session, which they will need to critically review and justify. Feedback will be provided by peers and the facilitators. It is estimated that by the end of the study-unit each student would have written in excess of 2,000 words in the online discussion boards. There will not be any summative assessment. The students will be awarded a Pass/Fail grade at the end of this professional development study-unit.

7. What digital literacies, technical skills and technology infrastructure (hardware, software, Internet connectivity) should the students have to engage fully with the study-unit?

The study-unit requires some basic knowledge of computer technology including:

- *Searching the World Wide Web*
- *Send, receive, and manage email*
- *Create and organize files & folders on their computer;*
- *Create and save MS Word documents;*
- *Basic skills in using the UM VLE*

This study-unit does not provide initial training in the use of the UM VLE. Such training is provided by IT Services.

A laptop with standard office application software, browser, and an Internet connection will be required throughout the course.

8. Will the study-unit make use of learning technologies beyond the centrally supported technologies (by UM IT Services)?

All distance learning study-units are required to make use of the UM VLE. If the study-unit requires the use of learning technologies that are not supported by the University, provide full details of how these will be supported and how technical issues will be mitigated.

The study-unit will be delivered through the UM VLE. The lecture recording software supported by UM will also be used.

9. Do licensing arrangements exist which will enable distance learning students to utilise all of the proposed learning technologies?

Ensure appropriate licenses in place for all software, content and tools used in the study-unit.

The study-unit will make use of UM supported technologies – no additional licences are required.

10. Provide details about the online teaching and/or learning experiences of the lecturer delivering the online topics/modules.

Has the lecturer taught online in the past? Has the lecturer followed any online courses in the past? Include UM VLE screen shots of existing study-unit/s delivered by the lecturer that are supported by the UM VLE.

Prof Colla MacDonald and Mr James Cilia have delivered online courses in the past. Enclosed please find a document that shows how the content of the study-unit (delivered between February & April 2019) was organised in the VLE.

11. Provide details about professional development courses/workshops that the lecturer has undertaken related to online teaching and learning. Does the lecturer require any training/support in the design and delivery of online learning?

Refer to question 10 above. Prof. Colla MacDonald and Mr James Cilia follow the current trends and research in the field of online teaching and learning.

12. Provide details of additional lecturers and/or support staff engaged for F2F and blended components.

An IT Specialist will support the facilitators to assist the development of technical skills of the students.