



University of Technology, Jamaica

Continuing Education, Open and Distance Learning

Creating Educational Opportunities for Diverse Learners



PROPOSAL
for
ONLINE-BLENDED
MODULES/UNITS

The University of Technology, Jamaica

Office of Continuing Education Open & Distance Learning (CEODL)
Creating Educational Opportunities for Diverse Learners

ONLINE-BLENDED ACTIVITY PROPOSAL FORM

SECTION 1

1.1. Faculty School/Dept

1.2. Proposed Online Module Title

No. of Units in Module No. of Units to be adapted

Title of Units to be Adapted

.....

1.3. Related Course of Study

1.4. Credit Module: No. of credits Module code

Or

Non-Credit Module: No. of CEUs Level (Intro/Intermed/Advanced)

1.5. Dates (Start/End):

1.6. Proposed duration (No. of weeks/hours f2f vs. online):

1.7. Target Number of Students:

1.8. Name and Title of Main Presenter/Instructor/Facilitator:

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1.9. Name of Co-Presenter(s)

1.10. Contact Details of Main Instructor:

E-mail: Telephone No:..... Fax No:.....

Kindly submit one hard copy and one electronic copy of the existing syllabus outline for the proposed module

SECTION 2

In order to assist you to complete this Proposal, details on each area are provided in the Guidelines that follows.

Reason/Need

- 2.1. Give reasons for adopting an online learning format.

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.....

Delivery Options

- 2.2. Which of the following approaches will you use in adapting your module/unit?

| | | | | | |
|--------------------------|--------------|--------------------------|--------------------|--------------------------|--------|
| <input type="checkbox"/> | Web Assisted | <input type="checkbox"/> | Web Enhanced | <input type="checkbox"/> | Hybrid |
| <input type="checkbox"/> | Blended | <input type="checkbox"/> | Exclusively Online | | |

Quality Considerations

- 2.3. Describe how student assessment will be conducted?

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- 2.4. Indicate the steps to be taken to evaluate this activity (from the perspectives of students and Faculty)

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Access to Resources

Describe the situation regarding access to and availability of resources based on details provided in the Guidelines.

- 2.5. Instructional Support Resources

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- 2.6. Learner Support Resources

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Copyright & Intellectual Property

2.7. Will you use materials that you have developed for this module/unit?

Yes No

2.8. Will you use materials developed by other authors?

Yes No

If yes, have you obtained permission for using these materials?

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Readiness for Online Learning

Comment on each of the following:

2.9. Information & Communication Technology (ICT) competency level required of students for the Module/Unit?

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2.10. Software/hardware requirements

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2.11. Provision for persons with disabilities

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2.12. Technical support

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2.13. Back-up plans for technical delays

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Background of Instructor/Presenter/Facilitator

2.14. Exposure to UTech/Moodle orientation resources

Yes No

2.15. Online experience as an Instructor

No 1-2 years over 3 years

Additional comments:

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Submitted by: _____ Date _____

Verified by: _____ Date _____
CEODL-Faculty Liaison

Dean's Approval _____ Date _____

Approved by CEODL:

In consultation with OCDE _____ Date _____

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PROPOSAL FOR ONLINE-BLENDED MODULES/UNITS

Guidelines

Introduction

The Proposal is a written statement of intent, which includes a rationale for the proposed online learning mode. It should be developed under the guidance of the CEODL-Faculty Liaison, with a small working group within the Faculty, as approved by the Dean. Section 2 of the proposal should address the areas outlined below.

Areas for Completion

Reason/Need for Adopting Online Learning Format

- 2.1 In identifying reasons and needs, relate the objectives of the proposed online module/unit to the goals of the broader Course of Study; identify any pedagogical value of the online delivery mode and relate the Proposal to any other priorities of the Faculty. You may also comment on the potential of the module/unit to increase the access of students to learning resources, and on the possible convenience of the mode of delivery to both Faculty and students.

Delivery Options

- 2.2 To identify the level of adaptation to online learning that you propose for the module/unit, be guided by the following definitions:
 - 2.2.1 Modules which extensively use UTech's Learning Management System(LMS) – Moodle - (50-70% of sessions), supported by face-to-face (f2f) sessions, and which integrate online assessment with face-to face sessions, are identified as **Hybrid Online Modules**.
 - 2.2.2 Modules which integrate the use of the LMS (30-50% of sessions) with f2f sessions, promote interaction online and makes the selection of assessment modalities reflect the actual balance between online and f2f sessions, are identified as **Blended Modules**.
 - 2.2.3 Modules which promote use of online tools and online interaction with the Instructor, explore the use of the LMS (10-20% of sessions) to supplement (f2f) sessions and may include online components as part of formal assessment, are identified as **Web Enhanced Modules**
 - 2.2.4 Modules which use the LMS primarily to distribute content and to supplement f2f sessions, and do not recognise online components in assessment, are identified as **Web Assisted Modules**.

Quality Considerations

- 2.3 Comment on how the proposed assessment procedures will minimize cheating and plagiarism. Indicate the steps to be taken to maintain the focus on higher order skills consistent with the learning outcomes of the existing f2f module/unit. You should demonstrate that every effort will be made to maintain equivalence in the standards between online and f2f sessions.
- 2.4 In outlining steps to evaluate the Course from the perspective of students and instructors, please make reference to the *Student/Instructor Evaluation Form for Online Delivery*, which will be made available to you for incorporating into your evaluation plan. Work out carefully the steps you will take to evaluate the quality of learner interaction with the Instructor, content of the module/unit, other peer learners and with the technology itself.

Access to Resources

When describing instructional support resources, describe the following:

2.5 Instructional Support Resources

- 2.5.1 Access of instructors to computers on campus and off campus. Are these resources adequate?
- 2.5.2 Access of instructors to printing facilities. Where are these facilities located? Are they adequate?
- 2.5.3 Availability and adequacy of multi-media technical support within Faculty and
- 2.5.4 Availability and adequacy of general support of peer mentors/partners within Faculty.

2.6 Learner Support Resources

- 2.6.1 Access of students to computers on campus and off campus. Are these resources adequate?
- 2.6.2 Access of learners to the Internet and to the LMS;
- 2.6.3 Access of student to printing facilities. Where are these facilities located? Are they adequate?
- 2.6.4 Availability and adequacy of online library resources, including databases;
- 2.6.5 Plans for handling communication between instructors and online learners;
- 2.6.6 Plans for learner orientation to the online environment, through f2f session or online Guide.

Copyright and Intellectual Property

- 2.7 Indicate whether you have already developed to develop resources for the online elements of the module/unit.
- 2.8 If the resources of other authors are being used, please ensure that you have obtained permission to incorporate any of the following material in digital format – textbook chapters, handouts, PowerPoint presentations, lesson outlines, examination questions, music, pictures and graphs. If you have done so, kindly provide documentary evidence of authorization, including the date when permission was given.

Readiness for Online Learning

- 2.9 When you are determining the online readiness of students, review the following skills:

| Online Readiness Skills | | |
|---|--|--|
| <ul style="list-style-type: none">▪ Use of keyboard and mouse▪ Create, save and print files▪ Log on to your Internet Service Provider and move between different web sites (URLs)▪ Resolve common error messages on the internet | <ul style="list-style-type: none">▪ Use of web browser tools to navigate, print and bookmark web pages▪ Conduct internet searches, use of search engines, download files and install new browser software▪ Create a web page | <ul style="list-style-type: none">▪ Log in and out of an email account, send and receive email, and attach and download files▪ Participate in chat rooms and post messages in a forum▪ Troubleshooting skills to reboot computer and fix printer errors. |

- 2.10 Get help from the Learning Support Technologies Unit (LTSU) in specifying the software and hardware requirements for accessing the LMS.

Distance Learning - Technology Requirements

Distance Learners in the certificate programme are required to have individual access to personal computers with the following strongly recommended specifications:

- Computer Hardware:
CPU=2.40 GHz, RAM = 512MB, HDD = at least 40 GB, DVD/ROM/CDRW, USB Ports, network card, speakers and graphics card
 - Computer Software:
Operating systems (Microsoft 2000 minimum), Productivity software such as Microsoft Office suite (including Word, Excel and PowerPoint), Media Player (e.g. Windows Media Player, Flash Player or Quick Time)
 - Technology Communication Access:
Internet connectivity, telephone/fax machine
- 2.11 Please note that UTech does not have a policy or resources that provide full support to distance learners with disabilities. Every effort should be made to meet the needs of learners with disabilities on a case-by-case basis.
- 2.12 This is the time to itemize the special technical assistance that you will require of LTSU, the Library, CEODL and any other UTech department. Indicate when you will need this technical support.
- 2.13 Remember to make contingency plans to address any technology challenges, delays and breakdown that may occur during implementation of online courses. Again LTSU and CEODL will provide assistance is specifying these plans.

Background of Instructor

- 2.14 Indicate whether you have participated in the *UTech-CEODL Online Moodle Orientation Session*. If you are familiar with this system but have not participated in a structured Orientation Session, please state this.
- 2.15 Give some indication, in number of years, of your experience as an instructor or facilitator of online courses.

For further information please contact Mrs. Everett Allen, Instructional Design Specialist, CEODL at ext 3136 e-mail: eeallen@utech.edu.jm