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The process of transitioning from face-to-face to distance teaching and learning in post-graduate public health education for health systems development

A Guide



School of Public Health (SOPH), University of the Western Cape (UWC), South Africa Open Education Resource

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The Collaboration for Health Policy & Systems Analysis in Africa (CHEPSAA) has a website dedicated to supporting the teaching of health policy and systems research (HPSR) by discussing principles of curriculum development, highlighting good teaching practice and sharing teaching resources.

If you have any questions or need advice related to the teaching of HPSR, you can 'Ask a Specialist' via the CHEPSAA website at: http://www.hpsa-africa.org, or browse through the teaching resources on the site at: http://www.hpsa-africa.org/index.php/modules-courses.

About this Guide

The School of Public Health (SOPH) at the University of the Western Cape (UWC) hosted a two-part workshop series in May and October 2015, as part of its ongoing work with sister institutions in Africa and the global South. The overall aim of the workshops was to explore emerging opportunities for expanding access to, and delivery of, post-graduate training in public health for people working in or managing health services/systems. Various distance-based delivery modes were explored, including web-based and e-learning technologies, with a focus on workplace-based learning and creating authentic learning opportunities for students.

Workshop 1

The focus of the first workshop was on mapping the field of e- and flexible learning, exploring the concept and practice of workplace-based learning, and bringing together and taking forward some of the work conducted between some of the participating institutions. Information about the participants and contributors can be found on the initial pages of the Guide.

Workshop 2

Workshop 2 built on work done by participants between Workshop 1 and 2 to take their programme and curriculum development forward, culminating in a 'working week' for those participants who were in the process of designing curricula and courses in post-graduate public health education.

This Guide has emerged from this workshop process as both a record of what was covered, and a practical reference guide and resource for public health educators who are working on the process of transitioning from face-to-face to distance teaching and learning.

Institutions that participated in developing this Guide

UWC, SOPH has a long history of collaborating with our academic sister institutions throughout the world, and in particular in the global South, to develop curricula, materials and training projects. From 2010 to 2015 the UWC, SOPH worked closely with the following institutions:

- The Universities of Addis Ababa in Ethiopia, National University of Rwanda, and Eduardo Mondlane University in Mozambique, developing curricula and materials and training staff in their universities and Ministries of Health in human resource development for health
- The Institute of Tropical Medicine in Antwerp, Belgium, exploring new educational online technologies in public health education
- The Consortium for Health Policy and Systems Analysis in Africa (CHEPSAA) collaboration, developing open access educational materials which are available on the consortium's website.

It was therefore a logical progression to invite two colleagues from these different academic sister institutions, together with other interested institutions to a two-part workshop to explore new models and practices in post-graduate public health education.

The institutions shown on pages 4 and 5 participated in the two workshops, from which this Guide developed:





























School of Public Health, Addis Ababa University, Ethiopia

Health Policy and Systems Division, School of Public Health, University of Cape Town, South Africa

Institute of Development Studies, University of Dar es Salaam, Tanzania

Department of Community Health, Eduardo Mondlane University, Mozambique

School of Public Health, University of Ghana

Great Lakes University of Kisumu, Kenya

Department of Health Policy, Planning and Management, Makerere University, Uganda

Muhimbili University of Health and Allied Sciences, Tanzania

Department of Community Medicine, University of Nigeria, Enugu Campus

Faculty of Veterinary Science, University of Pretoria, South Africa

School of Public Health, University of Rwanda

School of Public Health, University of the Western Cape, South Africa

Centre for Health Policy, University of the Witwatersrand, South Africa

James P. Grant School of Public Health, BRAC University, Bangladesh

Institute of Public Health, Bengaluru, India

Public Health Foundation of India

Indian Institute of Public Health, Gandhinagar

Profile of participant institutions

Prior to the first workshop a questionnaire was sent out to the participating institutions to elicit information on, among other things, their post-graduate programmes, workplace-based learning interventions, modes of delivery, technological environment, and materials/curricula. Fifteen institutions responded. The table below shows some of the responses received. A more detailed analysis of the responses from the participating institutions can be found <u>here</u>:

Profiling participant institutions: what are our experiences?

THE EXPERIENCES OF PARTICIPATING ORGANISATIONS WITH REGARD TO:		
The mode of delivery of their post-graduate programmes	All institutions were either currently implementing distance/ blended learning or planning to do so in the future	
Workplace-based learning interventions	 11 institutions were currently running workplace-based learning interventions 6 were planning to scale workplace-based learning interventions 1 was planning to start workplace-based learning in the future 	
Mechanism to support retention and throughput	Ranged from face/face tuition to online discussion groups, social media, telephone, Skype, email support	
Learning Management System (LMS)	 11 institutions have an LMS: 4 - Moodle 3 - Sakai 1 - Blackboard 3 - other LMS 	
Other technology used	WordPress; google drive; google groups; mobile phones; telephone/Skype; email; social media: Facebook, Twitter	
Extent to which technology is available to students	Most students have access to mobile phones; internet; email	
Barriers to using technology	Slow internet connectivity; cost of access; and lack of access to computer with internet connection	
Writing/development distance or online learning materials	 12 institutions were developing distance or online learning materials 4 were not developing distance or online learning materials 	
Collaborative ventures with other institutions in developing materials	 10 were involved in collaborative ventures to write materials 5 offered joint degrees 	
Course approval and accreditation process	Varied process across institutions to get courses approved and accredited	
Open access materials	► 5 had open access materials	

Who is this Guide for?

This Guide is geared towards public health researchers and educators, specifically those focused on post-graduate public health education, who are developing courses and their accompanying resources for blended and distance learning. However, the process that is outlined is generic and can be used and/or adapted for other fields. We ask that you acknowledge the original source in line with the OER guidelines described on page 2 and that you share your adaptations with us in the interest of refining and developing this as a useful resource for all. Feedback about your own experiences can be emailed to the School of Public Health, University of the Western Cape at: soph-comm@uwc.ac.za.

How is this Guide organised?

This Guide outlines six main phases which we use in the process of designing and developing appropriate and accessible distance learning courses, materials and resources, from traditional print-based course guides and readings, to online options, such as online seminars, chat rooms, quizzes, podcasts, videos, and/or a blend of these:

- Phase 1: The context/field
- Phase 2: Curriculum content issues
- Phase 3: The learning and teaching process
- Phase 4: Distance learning and teaching resources
- Phase 5: Implementing a distance learning programme
- Phase 6: Assessment, monitoring and evaluation

The above process is based on the principles of sound educational practice and curriculum development, adult education and authentic learning, as well as flexible delivery. It can be applied to a range of modalities, from short-courses to online post-graduate degree programmes.

Although the process is set out as discrete phases and steps, this is simply for convenience and to provide a structured approach for planning purposes. In reality, the process is iterative, constantly building on and refining what has gone before. Use and adapt the steps so that they are appropriate for your own context, to scaffold learning, and to support both educators and students in their educational endeavours.

Pages 8 and 9 provide a visual image of the six phase we use to design and develop appropriate and accessible distance learning courses, materials and resources.

For easy use the Guide is organised into the six phases (outlined on pages 8–9). In each phase you will find:

Issues

Key issues and questions to consider.



Checklist

Practical checklists which you can use (alone or with your development team) to reflect on and apply the input to your own context, courses and materials.



Hyperlinks

Input linked to case studies, Power Point Presentations (PPP), videos,

publications and other resources appear as underlined hyperlinks which you simply need to click and follow.



rof Vivienne Bozalek & Assoc Prof Dick Ng'anc his Case study 3 discusses various types of em is that although many are available for educations ean that they always transform teaching and lee technologies and adapt them for your own c thought – provoking questions are raise as each year – how are we prepare extent are we 'meeting' the howay studer the text are hypelinked to a definition. There is also an alphabetisied glossary at the back of the Guide.

Glossary

S0 V. Bozalek, D. Ng'ambi, D: Activity: Theory, Authentic Le: OCONSARY Blended: According to Littlejoh (not a layering of one on top of th (Garrison & Kanuka, 2004), It is e-learning elements within a

Technical words or concepts that appear in

Online learning/e-lear especially the web

Case studies

Case studies have hyperlinks to power point presentations.



Quotes These are insights from our workshop participants and presenters.



NOTE

Curriculum, course and materials development is always a team effort, usually made up of people with varying skills, experience and knowledge, and taking on different roles and responsibilities. We have therefore assumed that you would be working through this Guide as part of a team. However, it is also completely possible to work through the Guide on your own.

THE SIX PHASES OF DEVELOPING

THE CONTEXT Page 10

What important contextual issues must you take into account as you make the shift from face-to-face to distance teaching and learning for a post-graduate public health course?

- external regulatory environment
- relevant public health needs and priorities
- institutional regulations
- ICT environment
- educator and student support expectations and needs
- funding and sustainability of the course or programme
- internal and external stakeholders



CURRICULUM CONTENT ISSUES Page 19

Who is your primary audience and what are their learning needs and objectives? What are your objectives, i.e. what attributes, competencies, concepts, outcomes and content do you want students to demonstrate as a result of working through your course or materials?

- the primary target audience
- desired graduate attributes
- core public health competencies
- learning outcomes or objectives
- threshhold concepts
- body of knowledge or content to be covered

CHECKLIST 2 Page 22

THE LEARNING AND TEACHING PROCESS Page 24

What important learning and teaching experiences and opportunities must you take into account as you make the shift from face-to-face to distance teaching and learning for a post-graduate public health course?

- ► adult learning principles
- ▶ authentic learning
- the workplace as a learning environment



DISTANCE LEARNING RESOURCES

DISTANCE LEARNING AND TEACHING RESOURCES Page 30

Given your previous reflections, what are the implications for teaching and learning (in terms of structure and key features and devices included in materials to make them a tutorial-in-print?

- delivery platforms
- advantages and constraints of online technology
- learning and support materials
- ▶ a tutorial-in-print approach

IMPLEMENTING A DISTANCE LEARNING PROGRAMME Page 38

5

What important aspects of implementation, in particular related to student support, must you take into account as you make the shift from face-to -face to distance teaching and learning for a post-graduate public health course?

- administrative support required by students
- other types of support for distance students

ASSESSMENT, MONITORING AND EVALUATION Page 42

-

How do you want to assess whether learning has taken place? How will you assess the quality of your course?

assessment practice

 monitoring and evaluating your course

CHECKLIST 4 Page 36 CHECKLIST 5 Page 41 CHECKLIST 6 Page 43



Issues for your team to consider:

- When making the transition from face-to-face to distance teaching and learning, what contextual issues must we consider?
- What public health needs are relevant to the course we are developing?
- What must we be aware of in terms of the regulatory environment, the institutional 'hoops', the Information and Communications (ICT) context, funding and sustainability?
- Which stakeholders must we bring on board?
- Who is our target audience and what are their needs and expectations?
- Given all the above, what are the implications of this context for the proposed course/module?

As educators in the field of public health we are revisiting and re-thinking issues of access to, and delivery of, post-graduate public health education to incorporate new models and approaches. A specific focus of our initiatives is a better integration of formal class-based training with workplace-based learning, which includes modalities such as mentoring, peer learning and coaching.

Although we may have different starting points, opportunities, obstacles, pathways and endpoints, we also have a great deal in common. For example:

- We work within multiple regulations, such as within different educational frameworks, and national plans and strategies around higher education.
- We work within multiple regulatory environments, such as in higher education institutions, health and public service departments, professional bodies, and trade unions. This has implications for who are stakeholders are – who we need to have on board and how we will accomplish this – as we develop new models of teaching and learning.
- The field of public health is applied and this has implications for what and how we teach. We need to take into account the public health needs in our communities, the human resources for health needs, as well as workplace needs.
- Most of our students are mature learners, who work, and this has implications for their learning, for the mechanisms that we must put in place to support students, and to ensure retention and throughput.

LEARNING AT A DISTANCE: EXPERIENCE OF THE UWC SCHOOL OF PUBLIC HEALTH

Prof Helen Schneider, Ms Lucy Alexander, Prof Uta Lehmann, Ms Corrinne Carolissen

Case study 1 presents the over-two decades of teaching and learning experience of the SOPH, UWC, outlining the shift it made from face-to-face to a **blended learning** programme with distance text-based modules with readers. While this shift increased access to students (financially and in terms of flexible learning), it also had major implications for the overall programme design, including the student selection criteria and process, curriculum content, design of distance learning materials, student support, and the use of online interactions with students.

ESTABLISHING A NEW AREA OF SPECIALISATION IN PHARMACEUTICAL PUBLIC HEALTH

Dr Hazel Bradley

In <u>Case study 2</u> we follow the main steps in the process of establishing a specialisation in the MPH, looking at the opportunities, challenges and lessons learnt.

MAPPING THE TERRAIN: HIGHER EDUCATION AND EMERGING TECHNOLOGIES

Prof Vivienne Bozalek & Assoc Prof Dick Ng'ambi

<u>Case study 3</u> discusses various types of <u>emerging technologies</u>, cautioning us that although many are available for educational purposes, this does not necessarily mean that they always transform teaching and learning. The challenge is to appropriate the technologies and adapt them for your own context.

Many thought-provoking questions are raised, such as: Africa produces 5 million graduates each year – how are we preparing them for the future? Who is teaching them; and to what extent are we 'meeting' them? Are we in the same 'space' as our students? Are we teaching the way students (70% of whom are under 25 years) learn?

Ideas to transform classrooms include:

- Using the many opportunities offered by the mobile phone
- Creating podcasts from lectures and tying these to activities for learning
- Sharing learning resources
- Creating <u>flipped classrooms</u>.





ASE S

Recommended reading

V. Bozalek, D. Ng'ambi, D. Wood, J. Herrington, J. Hardman and A. Amory, 2015. Activity Theory, Authentic Learning and Emerging Technologies. Abingdon: Routledge.



In <u>Case study 4</u>, Michael Rowe a physiotherapy educator at UWC, looks at how universities are trying to prepare health professional students for an increasingly complex health system, while still using traditional teaching methods. He encourages us to reflect on how we can change our teaching practices to take into account the characteristics we expect of our graduates. One of the solutions might exist in new emerging technologies, but he cautions that technology alone will not solve all problems.



MOOCS (Massive Open Oline Courses) at UCT

Ms Janet Small

Case study 5 maps the course landscape, from conventional to flexible learning; and from face-to-face interactions to **MOOCs**. It discusses MOOCS in relation to the higher education course landscape, global MOOC platforms, social learning on a large scale, as well as challenges and opportunities.

On reflecting on the challenges faced by institutions when moving to distance teaching and learning:



"When we shared experiences and challenges of distance learning... almost all institutions are facing similar challenges including funding, multi-tasking of Faculty members, the lack of supportive (of some) staff and the difficulty in internet connectivity".

Workshop participant

On how helpful it was to share experiences across institutions:

"The steps to developing a distance learning programme were itemised. Challenges with human resource capacity, IT, funding, university bureaucracy and staff motivation were clearly presented...the experiences across institutions helped provide information on how many of these challenges could be tackled".

Workshop participant



GLOSSARY

Blended learning: "... an integration (not a layering of one on top of the other) of faceto-face and online learning experiences (Garrison & Kanuka, 2004). It is the combination of conventional teaching approaches and e-learning elements within a single course or programme (Littlejohn & Pegler, 2007)" (Ng'ambi, 2011:228). [back]

Emerging technologies: "Tools, technologies, innovations, and advancements utilized in diverse educational settings to serve varied education-related purposes" (Veletsianos, 2010, cited in: Brown & Gachago, (eds), 2013:7). [back]

Flipped classroom: "...an instructional strategy and a type of blended learning that reverses the traditional educational arrangement by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of the instructor" (Wikipedia, 2016). [back]

MOOCS: "Massive Open Online Courses (MOOCs) are free online courses with no entry requirements. They are designed for mass participation and assume that learners will drive their own education, studying alongside diverse fellow students who may come from anywhere in the world. They allow for features such as interactive online forums that can involve hundreds of students in peer-to-peer discussions, as well as access to video and audio lectures and course materials in online format. MOOCs are a form of self-directed distance education. It is not unusual to have groups comprising of school-aged youth alongside PhDs, working professionals and grandmothers" (Centre for Innovation in Learning and Teaching, University of Cape Town, 2015). [back]

Information and communication technologies (ICT): "A diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices) and telephony (fixed or mobile, satellite, visio/video-conferencing, etc.)" (UNESCO International Bureau of Education, 2013). [back]

CONTEXTUAL ISSUES

NOTE

There might be aspects in this checklist that you cannot answer on first sitting. Answer what you can now but return to this checklist frequently as you research and discover more information.

Remember that the phases and steps presented here are iterative, and you are meant to return to each one as you build on your knowledge and practice.

What important contextual issues must you take into account as you make the shift from face-to-face to distance learning and teaching for a post-graduate public health course?

STEP 1

Consider the external regulatory environment in which you operate

- What national plans and strategies around higher education, or related to the Ministry or Department of Health/other departments, do you need to consider?
- What issues of accreditation related to professional bodies and unions do you need to consider?
- What legal and other policies and regulations do you need to take into account to get course approval and accreditation?
- What relevant needs of the public health system require development and strengthening, specifically in relation to human resources for health?
- Sum up: What opportunities are there in your external environment that you can use? What are the threats and challenges?

STEP 2

Identify relevant public health needs and priorities

- How well does the content of your current curriculum (lectures, reading materials, assignments, etc.) reflect the public health needs and priorities within your context (e.g. in your region)?
- Are there specific aspects of your curriculum that you have identified that require revision so that it aligns more closely with the public health challenges faced by practitioners within your context?
- In what way will the transition to distance learning and teaching assist you with this alignment? In other words, what opportunities will a new method of delivery provide you with in terms of updating or re-orientating the current content and process of your teaching and tutoring?

STEP 3

Research the institutional regulations

- What process or steps must your follow to register a new course in your institution?
- Who must you liaise with?
- What is the timeline from registration to offering a course?
- Sum up: What are the opportunities in your institution for registering a new course? What are the threats and challenges?

STEP 4

Assess the Information and Communication Technologies (ICT) environment

Which policies around **ICT** in education do you need to take into account?

- What is the vision of your institution with regard to pedogogy and ICT?
- What resources are available to you for distance learning, e.g. computers, internet connection, quality of connectivity, software, learning management systems, mobile phones?
- What knowledge and skills do educators have with regard to pedogogical practices and the use of ICT? What is their attitude towards using ICT for educational purposes?
- What ICT-related courses can educators attend to acquire the necessary knowledge and skills for using ICT for teaching and learning?
- What techical support for ICT use is available to educators?
- Sum up: What ICT opportunities are there? What are the threats and challenges in relation to ICT in your context?

STEP 5 Identify what educator and student support is needed

- What support is available to you for setting up distance learning programmes, e.g. human resources, administrative support?
- What administrative support is available to support distance learning students?
- What is the role of administrative support personnel before, during, and after the course, e.g. counselling, registration, assisting with orientation of students, staying in touch with students along the way?
- How many support staff do you need for the above roles?
- What qualities should your administrative support people have?
- What is the relationship between administrative staff and academic staff?
- What is the role of academic staff before, during, and after the course, e.g. orientation of students to the distance learning programme, staying in touch with students along the way, online discussions, marking and assessment, building a community of learners who are able to learn from each other (peer engagement using various modalities)?
- Sum up: What are the opportunities for offering good educator and student support? What are the threats and challenges?

STEP 6

Consider the funding and sustainability of your course/programme

- What kind of infrastructure and resources do you need (including financial, human and ICT)?
- How can you ensure sustainability (e.g. funders/sponsors, subsidies, fees from students)?
- How will you get efficiency and cost-effectiveness? How will you ensure that you don't overreach on numbers?
- Sum up: What are the opportunities which could make your programme more sustainable? What are the threats and challenges?

STEP 7 Identify external and internal stakeholders to bring on board

- Which stakeholders external to your institution must you bring on board as you make the shift from face-to-face to distance teaching and learning, e.g. workplace, funders, governmental and non-governmental bodies, community representatives, etc.?
- How will you get external stakeholders on board?
- Which stakeholders inside your institution must you bring on board, e.g. from highest level, staff, professional interests, other faculties, departments, experts, educational specialists?
- Which of your partners must you bring on board?
- How will you get these stakeholders on board?
- What/who could help you to get them to adopt a common framework?
- Sum up: What are the opportunities that exist in relation to internal and external stakeholders? What are the challenges you are likely to face?

REFLECTIONS ON EMERGING OPPORTUNITIES IN OUR INSTITUTIONS



Ms Nikki Schaay

The task that follows in <u>Case Study 6</u> was given to participants of Workshop 1 to help them reflect on emerging opportunities in their own institutions. Follow this link for more information about rich pictures, their purpose, and how to develop one:

Rich picture reflective task

Workshop 1 participants were given these instructions:

What do you see as the emerging opportunities for your institution in relation to developing new models and approaches to post-graduate public health education?

Draw a rich picture to illustrate this. In doing this you might want to consider these issues:

- What is your starting point (where you are now) and what is your end point (where you would like to be at the end of this year, next year, or in 5 years' time – whatever is appropriate to you)?
- What is the journey you envisage having to take over the next while: what are the anticipated obstacles and hurdles along the way? What will slow things down? What will accelerate things?
- What are the institutional and/or legal frameworks that you need to consider, investigate and/or challenge along the way?
- How will you approach the design of your new endeavours (curriculum, materials, etc.) and what resources can you draw on?
- Are there particular people (stakeholders and role players) that you need to bear in mind, hold a dialogue with and/or negotiate with? What are *their* perceptions about the emerging opportunities for developing new models and approaches?
- What are the most exciting and interesting ideas you have about using these emerging opportunities?
- Are there any significant connections or linkages between all the ideas, the groups of people and the path(s) that you have drawn, that you think would be important to highlight?

On the value of creating rich pictures:



"What I found useful was the use of the rich picture to depict where we are and where we are going. This helped us to think more critically about our plans".

Workshop participant

EXAMPLES OF RICH PICTURES FROM OUR EMERGING OPPORTUNITIES WORKSHOP



Illustration: Health Policy Planning and Management Department, School of Public Health, Makerere University, Uganda.

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Illustration: Health Policy and Systems Division, School of Public Health and Family Medicine, University of Cape Town, South Africa.

CURRICULUM CONTENT ISSUES

Issues for your team to consider:

- Given our target audience and the context in which they live, work and will study, what are the implications for the following curriculum issues:
 - Graduate attributes
 - Core competancies in public health
 - Threshold concepts
 - Learning objectives/outcomes
 - \triangleright The content of the course (topics).
- Given the above, what are the implications for teaching and learning, in terms of content and skills to impart, activities and assignments, and learning and teaching methodology/process?

According to CHEPSAA (2013), "The curriculum is the basis of any learning and teaching programme: the key statement of the way it holds together over a course or programme of learning and how it should be effectively implemented."

The curriculum includes, among other things, the context and needs of the target audience, graduate attributes the institution aims to develop in students, core competencies of the profession that the course aims to develop, the learning outcomes of the course as a whole and of each module, threshold concepts integral to the body of knowledge, and the topics and activities to be covered.



The stucture of a course

The primary target audience

The target audience are the students you expect to take the course. Who your main audience is, where they work, live, study, their needs and resources, opportunities and constraints, must all be taken into account as you develop your curriculum and decide on your choice of teaching and learning methods and modalities.

Graduate attributes

"Graduate attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include but go beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents of social good in an unknown future" (Bowden, Hart, King, Trigwell & Watts, 2000, cited in: CHEPSAA, 2013).

Examples of graduate attributes include critical thinking, problem-solving skills, and communication skills.

Core competencies that should undepin your course

Zwanikken, Alexander, et al. (2014) identify the following core competencies in public health – some or all of which should underpin a course:

- Assessment and analytical competencies
- Policy development competencies
- Communication competencies
- Context sensitive competencies
- Community and inter-sectoral competencies
- Planning and management competencies
- Leadership and systems thinking competencies

Learning outcomes/objectives

Learning outcomes define what knowledge, skills, values and attitudes you want students to emerge with as a result of studying the course and are integral to what is required by the field and the community of practice. They are linked to content and assessment.

Threshhold concepts that are integral to your course

According to CHEPSAA (2013), threshold concepts are: "... akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress" (Meyer and Land, 2003).

Threshold concepts are the critical learning moments in your topic, for students. They are the core sets of ideas that students need to grasp and internalise in order to fully understand the topic. An example is when discussing the health system, the threshold concept that students need to understand is that the health system is people-centred. According to CHEPSAA (2013), "After this concept has been understood, it is almost unimaginable to function without it. It is a concept most of us cannot even remember living without."

The body of knowledge/content of the course

The body of knowledge includes the content of the course, the topics and activities, related to learning outcomes, threshold concepts, and so on.

"TIME FOR STUDIES" – THREE YEAR ACTION RESEARCH PROJECT ON FLEXIBLE LEARNING AND TEACHINGIONS

Prof Shirley Walters

<u>Case study 7</u> presents research conducted by the Division for Lifelong Learning (DLL) at UWC, which set out to answer the question: How is <u>flexible learning and</u> <u>teaching</u> understood and practised at UWC in particular, in relation to undergraduate programmes and for 'non-traditional' students? Our students (and our educators) are 'persons in the world' with multiple roles and identities which must be taken into account when designing courses. This has implications for scheduling and pacing – and hence the need for flexible learning and teaching, a student-centred approach that promotes flexibility in admission criteria (and the Recognition of Prior Learning (RPL), curriculum design, delivery (pace, place and mode of learning and assessment), and student support.

The study and its outcomes are summarised in the abbreviated <u>research report</u>: *Flexible learning and teaching at UWC: understandings, practices and implications. Abbreviated Research Report,* by the Division of Lifelong Learning (DLL), UWC, May 2015.

GLOSSARY

The structure of a course

- Course A broad qualification including all the modules, units, and study session to be studied, e.g. for an MPH.
- Module Broad content areas to be studied in a course, e.g. Management Strategies for Public Health.
- Units Sessions which make up the module, e.g. Unit 1: Management as part of health systems.
- Study Sessions Smaller sessions which make up each unit, e.g. Study Session 1: Management as part of health systems. [back]

Flexible learning and teaching: "...is about offering choices for when, where, how and at what pace learning occurs. These concepts relate to the *delivery* of learning and can be unpacked as follows:

- Pace including accelerated and decelerated programmes and degrees, learning part-time, arrangements that allow learners to 'roll on/roll off' ('stop in/stop out'), and systems for recognition of prior learning and for credit accumulation and transfer;
- Place work-based learning with employer engagement, learning at home, on campus, while travelling or in any other place, often aided by technology which can enable the flexibility of learning across geographical boundaries and at convenient times;
- Mode especially the use of learning technologies to enhance flexibility and enrich the quality of learning experience, in blended or distance learning and in synchronous and asynchronous modes of learning" (Tallantyre, 2012: 4; Gordon, 2014, cited in: SAQA & DDL, UWC, 2015:2). [back]



Recommended readings:

CHEPSAA. (2013). Principles and practice of good curriculum design. Cape Town, Consortium for Health Policy & Systems Analysis in Africa. This essential reading discusses the theory, principles and processes of curriculum design and development.

Zwanikken, P, Alexander, L. et al. (2014). Validation of public health competencies and impact variables for low- and middle-income countries. *BMC Public Health* 2014, 14:55.



CURRICULUM CONTENT ISSUES

NOTE

There might be aspects in this checklist that you cannot answer on first sitting. Answer what you can *now* but return to this checklist frequently as you research and discover more information.

Who is your primary audience and what are their learning needs and objectives? What are your objectives/what attributes, competencies, concepts, outcomes and content, do you want students to demonstrate as a result of working through your course or materials?

To help you identify and profile your primary audience, think of one 'typical' or average student ('prototype') in your student cohort.

STEP 1

Profile your primary target audience

Demographics:

Who are your students, e.g. adults below/over 25 years; working; female/male; urban/rural?

Needs:

- What are your student's needs/objectives?
- Why do they want to take your course? What is their motivation?

Opportunities and constraints:

- What opportunities are open to students, e.g. funding?
- What are the constraints and the challenges they are likely to face, e.g. geographical, physical, time, maintaining pace, financial, access to computers, computer literacy, academic literacy, internet connectivity, working, isolation, etc.?

Entry requirements and selection critieria:

- What are your entry requirements, e.g. do you have a process of RPL or open access to all; access/success?
- What selection processes will you use, e.g. rigorous process assessing where student's are academically, or in terms of relevant experience, online registration, assignment, motivation letter, questionnaire, work profile, future intentions, etc.?

Assumptions:

What are the main assumptions you are making about students' starting points in relation to your course?

- What do students already know about the content?
- What skills do they already have in relation to the content?
- What practical experience do they have which is relevant to the content?
- What relevant values, principles and attitudes are you assuming students have?
- What are their experiences of the learning process; and/or chosen teaching and learning modality?
- What is their current workplace situation? What data, personnel and other resources do they have access to?

STEP 2

Identify graduate attributes

- Which main graduate attributes do you want students to develop?
- What are the cross-cutting values and principles which underpin your curriculum and which must underpin your course?
- How will you build these into the course/module?

STEP 3 Identify core public health competencies

- Which core public health competencies are relevant to the course/module?
- How will you build these into the course/module?

STEP 4 Determine learning outcomes/objectives

- What do you want students to know, do, think, feel, value, as a result of studying the course or module?
- How will you link each learning outcome to your body of knowledge and to assessment?

STEP 5

Explore threshhold concepts

What are the essential ideas and concepts that students need to understand and internalise in order to proceed with content?

STEP 6 Describe the body of knowledge/content of the course

- How will you allocate time across the content?
- How will you sequence the content and structure progression across the course?
- What type of activities will you match to the topics?



Issues for your team to consider:

- How do adult students learn?
- How can we provide a supportive learning environment for students?
- What are the principles of authentic learning?
- What is workplace-based learning?
- Given all of the above, what are the implications for teaching and learning?

We know that our primary target audience are mature adults who are 'persons in the world' – they work, have families to look after, and have other responsibilities. They may have studied many years ago and are coming back into a formal learning environment after a gap in time. They may be new to studying at a distance. What does this all mean for how they learn best?

How do adults learn?

Malcolm Knowles (1980: 43), an adult education theorist, popularised the use of the concept of andragogy, which he defined as, "the art and science of helping adults learn" in his book, *The Modern Practice of Adult Education: From Pedagogy to Andragogy*.

The first column in the table which follows outlines the main principles of adult learning identified by Knowles. The second column suggests some of the implications these principles have for adult learning and teaching.

Principles of adult learning	Implications for teaching and learning
Self-concept: As people mature, they become less dependent on others, and more internally motivated and self-directed. They are able to take responsibility for their own learning.	 The learning content must be relevant to the needs and expectations of students. If possible, allow students to make choices and direct their own learning, e.g. set their own learning goals or provide a choice of tasks.
Experience: Adults bring life experiences and knowledge to learning experiences.	 Include opportunities for students to reflect on their prior knowledge and experiences, and compare it with what they are learning. Draw on relevant life and work experience as a learning resource. Work from the concrete to the abstract; from the personal to the analytical; from the familiar to the unfamiliar; from the known to the unknown. Adults are a rich resource for one another – encourage peer discussion and learning. Different experiences ensure diversity in a group.
Relevance: Adults need to know why they need to learn something (what the goals or outcomes are).	 Adults return to formal learning generally because of some need, e.g. need to know, need to improve qualifications. Encourage students to set their own goals (related to their needs) and to check their progress against them. Provide opportunities for them to identify their learning needs and the gaps in their knowledge. Adults need to know from the outset (and be constantly reminded) what is expected of them and what they should be able to know, do, value, by the end of the learning experience. Be transparent, e.g. outline the learning outcomes and expectations, provide assessment tools such as rubrics.
Readiness to learn: Adults are interested in learning about subjects that have immediate relevance to their jobs or personal lives.	 Learning must have relevance to life and/or work tasks. Organise learning and assessment around real-life/authentic tasks that are practical and relevant to their daily work/life.
Orientation to learning: Adults are interested in learning knowledge and skills for their immediate application. They become more problem-centred than subject-centred.	 The curriculum and support resources needs to be participatory, process-focused, requiring problem-solving and application, and based on authentic, relevant learning. Acknowledge that adults construct knowledge and change their own perceptions, views and beliefs. Provide opportunities for them to reflect and express their views on their knowledge construction, learning process and outcomes.
Motivation to learn: Adults are more motivated by internal than external incentives.	 Use self- and peer evaluation, and other relevant assessment methods to help adults reflect on what they are learning, and to reinforce internal motivation. Give maximum opportunity to put new knowledge and skill into practice. Provide feedback timeously.

See Barbara Hutton's presentation on adult learning.



DESIGN PRINCIPLES FOR DEVELOPING BLENDED LEARNING ENVIRONMENTS

Dr Michael Rowe

Michael Rowe's presentation in <u>Case study 8</u> includes a framework for designing courses, modules, tasks and activities based on the principles of <u>authentic learning</u> – a pedagogical model based on the following nine key elements that can be used to design authentic learning environments. Notice how the model integrates the principles of adult education:

- 1. Provide authentic contexts that reflect the way the knowledge will be used in real life.
- 2. Provide authentic tasks and activities.
- 3. Provide access to expert performances and the modelling of processes.
- 4. Provide multiple roles and perspectives.
- 5. Support collaborative construction of knowledge.
- 6. Promote reflection to enable abstractions to be formed.
- 7. Promote articulation to enable tacit knowledge to be made explicit.
- 8. Provide coaching and scaffolding by the teacher at critical times.
- 9. Provide for authentic assessment of learning within the tasks.

About transformative learning and teaching:

"Yc ska

"You don't skate to where the puck is; you skate toward where the puck is going to be." Michael Rowe

GLOSSARY

Authentic learning: "This is best described as a pedagogical model. It is not a learning theory in its own right. Rather, it is an approach that can be adopted by teachers to design effective and engaging learning environments for their students to enable them to learn. Unlike other instructional design approaches such as the systems approach (Gagné, Briggs, & Wager, 1992: 403–404), or the generic ADDIE approach (Branch, 2009), authentic learning does not seek to teach concepts and skills in a formal setting. Instead, it focuses on aligning the conditions and enablers for learning, where the task governs the activities that students perform, the teacher's role is a supportive one, and the outcome is a genuine and worthwhile product. It is the students who decide upon the most effective pathways to learning, as they engage collaboratively in the creation of genuine, worthwhile and meaningful artefacts" (Herrington, 2015: 61). [back]

WORKPLACE BASED LEARNING IN HEALTH SYSTEMS TRAINING



Dr Gina Teddy

Workplace-based learning is an example of authentic learning, where the workplace or the field is the classroom and the centre of learning. In <u>Case study 9</u>, Gina Teddy adds to our understanding of how the health system in which learners practice, becomes the learning context. This can happen in a number of ways, such as:

- Learners remain in the workplace and use it as the learning context.
- Learners leave the workplace to study and then bring their learning back into the workplace and apply what they have learned.
- Learners go into the field to do on-the-job training with the aim of improving the job that people are doing.
- In-service (on-the-job) training, either at the workplace or at the university, but focused on authentic learning.
- Graduates are placed in different workplaces to practice and implement theory learned in the classroom.

THE LEARNING AND TEACHING PROCESS

NOTE

There might be aspects in this checklist that you cannot answer on first sitting. Answer what you can *now* but return to this checklist frequently as you research and discover more information.

What important learning and teaching experiences and opportunities must you take into account as you make the shift from face-to-face to distance teaching and learning for a post-graduate public health course?

STEP 1

Consider adult learning principles

- How will you include opportunities for students to reflect on their prior knowledge and experiences and to compare it with what they are learning?
- How will you encourage students to move beyond what they know?
- How can you design the course and modules around the needs of adult students?
- Are there any opportunities to allow students to make choices and direct their own learning?
- How will you encourage students to set their own personal goals and check their progress against them?
- Can you include opportunities in which students can choose how they complete tasks?
- How can you provide students with maximum opportunity to put new knowledge and skill into practice?

STEP 2 Reflect on opportunities to incorporate authentic learning

- How can you provide an authentic context (physical or virtual environment) to reflect the way knowledge will be used in real life?
- How can you provide authentic tasks and activities that include:
 - Clear and transparent purposes and outcomes, with real world relevance
 - Production rather than reproduction of knowledge
 - Complex and ill-defined tasks, i.e. broad enough for students to make decisions about the completion of the task
 - Completion of tasks over a longer period of time (to encourage time and effort to develop)
 - Clear instructions and processes to follow, including who will be involved and how
 - > Feedback for students to assess whether they are learning successfully.

- Can you give students access to expert performance and the modelling of processes, including:
 - Access to the way an expert would think and act
 - Access to other students with various levels of expertise
 - Deportunities for the sharing of narratives and stories (building up of expertise)
 - Many expert views
- Can you provide multiple roles and perspectives; and allow different and multiple perspectives to be examined from different points of views?
- How will you encourage collaboration, joint problem solving and social support (e.g. arranging students into teams or pairs, encouraged via technology; tasks addressed to groups and not to individuals)?
- How will you promote articulation to enable tacit knowledge to be made explicit (opportunities for students to speak and write their growing understanding)?
- How will you promote reflection to enable the formation of abstractions (opportunity to think about, reflect and discuss choices, e.g. online)?
- Can you provide coaching and scaffolding at critical times?
- How will you ensure that there is authentic assessment of learning within the tasks (e.g. integrated within task rather than separate testing; assess a polished product that has taken significant time and effort to develop in collaboration with others)?
- Sum up: What are the opportunities for authentic learning? What challenges are you likely to face?

STEP 3

Consider how you can use the workplace as a learning environment

- Is workplace-based learning relevant to your programme?
- In what form will you incorporate it?
- What will the key characteristics be (e.g. informal learning, based on interrelationships; participatory and flexible; importance of context)?
- Whose responsibility is it university or workplace/partnership?
- How will you get organisational buy-in and support?
- What resources do you need (e.g. financial, human, learning materials, other quality resources, time, moral support)?
- How will you provide ongoing and structured support to learners in the workplace (e.g. coaching, mentoring)?
- How will you follow up?
- How do you ensure that learning is actually happening in the workplace in a distance learning programme? What human resources do you need to put in place to monitor this?
- Sum up: What are the opportunities for workplace-based learning? What challenges are you likely to face?



Issues for your team to consider:

- What delivery platforms can we choose from, and what are their related teaching and learning tools?
- What do supportive and quality <u>distance learning</u> materials look like?
- What process can we use to develop distance materials (method, team, source of content, resources)?
- Given all the above, what are the implications for teaching and learning (in terms of structure and key features and devices included in materials to make them a tutorial-in-print?)

Given how adults learn (as discussed in the previous phase), we will now consider how we can provide a supportive learning environment for them, focusing on the distance education learner. Although there are a number of issues which you will need to take into consideration as you move into distance education, in this phase we will focus on just two issues – your choice of delivery platform and the design of your teaching and learning materials.

Choice of delivery platform

The delivery platform refers to the mode or method of delivery you will use to convey your content and/or support your students. This can range from traditional face-to-face to fully online delivery; or blended learning, using a combination of both face-to-face and e-learning elements for different purposes, for example:

- Lectures are face-to-face, notes are posted to a webpage
- You use a Learning Management System for assessment
- You use social media and chatrooms for communication purposes.

The spectrum of delivery platforms



Issues for your team to consider:

Within the various modes of delivery there are further decisions to be made, for example:

- How can you make use of technology as a tool to enhance teaching and learning (think of the categories of content, communication, assessment)?
- Which tools will you use; for what purposes?
- What will be face-to-face and what will be online?

Advantages and constraints of online technology

It is important to consider both the advantages and constraints of moving online and relying on technology. What follows are some of the views of our workshop participants.

On what online technology gives us:

- ▷ Flexibility of time
- ▷ Increases the student audience
- ▷ Flexibility in terms of space, geography
- Makes workplace-based learning more available
- ▷ A level of anonymity confidence to interact
- ▷ Layers
- > Ability to give students more immediate feedback and input, 'just in time response'
- Creates a non-judgemental space
- ▷ Iterative activities to be shared with peers and developed in a more authentic way

Workshop participants

On how we can anticipate and plan for the constraints and challenges of online technology:

- Prepare students in advance about where you are taking them.
- > Online technology needs structure and planning.
- Eliminate any problems on the provider's side.
- Check that the platform is easy to use and available to all students.
- Be careful about unreliable internet connectivity.
- Keep checking with students keep communication open.
- Understand the limitations of the technology.
- \triangleright Have IT support and provide lessons about the tools.
- Provide very clear instructions on usage with screenshots and screencasts; or a "How to..." Guide/
- orientation sessions.
 Ensure that your online facilitators have the necessary skills to conduct sessions.

Workshop participants





On the potential and possibilities afforded by online learning:

"I was enlightened about the possibilities of virtual learning. I read about online or e-learning but I thought it would be of a poor quality or an ineffective way of teaching. I used to believe that people who studied online or through distance education courses would (get) a low standard (of education) and not be effective in their work. But now I understand that it is possible to provide good quality and effective teaching and learning through an e-learning platform."

Workshop participant

"I have now got a good understanding of options/ alternatives for teaching. In the case of a large class or a large demand it is possible to use e-learning or use the internet to be an additional mode of providing materials or following up tutoring to students. Though there might be some more practical challenges...I learnt that it would be possible to find ways to use technology as an alternative even though we cannot fully depend on it right now as the only teaching and learning mechanism"

Workshop participant

"I have learnt a lot about distance education (and) especially the different types where I could completely use ICT tools and resources to transmit, store, share and exchange information or just introduce blended learning where I could have both face-to-face and distance learning. I have also learned about the challenges and how to overcome some. For example, I believe now I can reduce costs by collaborating with other institutions...I have also learned that I could begin with having two units introduced by distance learning and evaluate its success, then scale up the others."

Workshop participant

On the future of online learning:



"It is no longer possible to stick to the traditional methods – e-learning is the future! Same is true for our children who are overwhelmingly using cell phones and e-technology. Use technology for teaching and learning!"

Workshop participant

Learning and support materials

Whichever delivery platform you choose, you will need to provide supportive, distance learning materials, underpinned by the principles of adult education and distance learning. Learning and support materials may include:

- Text-based resources, e.g. handbooks, guides, PDFs, course material, readings
- Multimedia resource, e.g. DVDs/ flashdrives, videos, podcasts
- Electronic resources from using the internet as a repository of content to "open and networked educational environments…platforms for engaging students and teachers as fully empowered agents of their own learning" (Jenny Mackness, 2014, quoted by Rowe, 2014 in his presentation, Using the web to empower agents of change).
- Online forums/discussion groups, forums, synchronised sessions (Skype, Webex), asynchronised sessions (Google groups), Google drive, mobile phones, telephone, email, social media, blogs, Whatsup, podcasts, youtube, etc.

Issues for your team to consider:

- How will you fund the materials development?
- How will you schedule the materials development?
- Who will be involved (development team content experts, educational specialists, IT specialists)?
- Can you collaborate with another institution and adapt their materials?
- Can you draw on existing materials, e.g. your own, open source, others?
- Sum up: What are your opportunities in terms of designing and developing distance learning materials? What are your challenges?

A tutorial approach

Distance learning material of any kind (from printed hard copy to online resources), should be thought of and designed as a <u>tutorial-in-print</u>, representing the lecturer/tutor by providing input, setting tasks/activities, and providing feedback in some form (e.g. self-, peer or tutor-marked). It moves from being primarily content-centred to being more learner-centred in that the primary focus is on facilitating a rich interaction with the student.

Material for distance learning requires a systematic approach to materials development and design which includes:

- Well-sequenced material which has a logical progression in level and in type of cognitive skills (see **Bloom's taxonomy** on next page). The sequence should be clear for students to 'see' and should follow the same structure across modules (this is one reason for the use of a template across units and courses, especially if there are multiple authors)
- Authentic learning tasks and activities which facilitate interactivity and assist students with application and transfer or learning
- Use of multi-media and online modalities, where appropriate
- Use of <u>access devices</u> for accessibilily and to enhance students' learning experience
- Use of a multi-disciplinary materials development team, e.g. content specialists/experts; educational specialists; IT experts; and a lead author to give direction.

Students have a better chance of success if the materials are well-structured so that students have a clear sense of the aim, outcomes and expectations; how they will progress through the materials to achieve these; where they currently are in the materials, where they have been, and where they are going; and they have a sense of how they are personally progressing (via tasks and immediate feedback).

BLOOMS TAXONOMY



(Source: Alford, G., Herbert, P., & Frangenheim, E. (2006). Bloom's Taxonomy Overview. *Innovative Teachers Companion*, 176 – 224. ITC Publications.)

) GLOSSARY

Distance learning: "Learning where the instructor and the students are in physically separate locations. Can be either synchronous or asynchronous. Can include correspondence, video or satellite broadcasts, or e-learning. Usually implies higher education level" (University of Illinois at Chicago, 2015). [back]

Tutorial-in-print: "The tutorial approach is characterised by the writer presenting some form of input (e.g. text, diagram, case study) and then setting an activity on it...The activity seeks to help the learner understand the material being taught. A complete unit consists of a succession of input-activity sequences. In this way the material mimics the teacher who gives some input and then asks a question or sets a task in the classroom" (Commonwealth of Learning, 2005: 17). [back]

Access devices/embedded devices: Devices that help students access material, i.e. find their way into the text and find their way through the text, e.g. a statement of learning outcomes or objectives, advance organisers which introduce a topic and help students locate themselves in the text (titles, headings, sub-headings, numbering systems, links), activities, feedback to activities, case studies and examples, summaries/ key points, and so on. [back]

Storyboarding: "... means visually representing a process that you can later build" (Salmon, 2016: 11). [back]

DEVELOPING AND IMPLEMENTING AN ONLINE RATIONAL MEDICINES USE MODULE



Dr Hazel Bradley, Ms Nondumiso Ncube & Ms Ziyanda Mwanda

<u>Case study 10</u> describes the process of planning and creating a new online module for the SOPH, UWC, from conceptualisation to implementation. The process of <u>storyboarding</u> is included as an example of how to plan study sessions, content and activities; as well as the process of creating an online site using various online features, such as discussion forums, blogs, and chatrooms.

Recommended readings

Commonwealth of Learning. (2005). Creating learning materials for open and distance learning: a handbook for authors & instructional designers. Vancouver: Commonwealth of Learning.

Salmon, G. (2016). Carpe Diem Work Book. http://www.gillysalmon.com/carpe-diem.html [Accessed 13 October 2016].

Salmon, G. and Wright, P. (2014). Transforming Future Teaching through 'Carpe Diem' Learning Design. *Journal of Education Sciences*. 4 (1), 52-63.doi: doi:10.3390/educsci4010052

THE PITFALLS IN E-LEARNING

Mr Diljith Kannan, Institute of Public Health, Bengaluru, India



In late 2015, following the two 'Emerging Opportunities' workshops, many of the participants felt that it would be important to remain connected so as to continue to learn from one another about their e-learning experiences. One of the first online discussions we scheduled focused on the experiences of one of the participating organisations, the Institute of Public Health (IPH) in Bengaluru, India, as they transitioned from face-face to e-learning.

The IPH team innovatively created a video for the group's online discussion. In this video, drawn from their e-learning experiences over the past 10 years, they share some of the challenges they faced when starting an e-learning programme and also provide some insights about how we might avoid similar pitfalls in the future.

You will find the video here: <u>https://www.youtube.com/watch?v=JIQHP_mc-</u> 0k&feature=em-upload_owner

These are their take home messages:

- 1. Start with a small part of your course (like a study session or a unit) and then go on to working with the whole course.
- 2. Don't get too stuck in the course design stage. Rather move on to the development of a small part of your course.
- 3. Don't involve too many content experts at the start. Rather work with a small team.
- 4. Stick to the tools everyone is familiar with and can use like PowerPoint.
- 5. Involve the IT expert at the beginning so that you can bridge the gap between technoloogy and the knowledge of the subject experts.

DEVELOPING DISTANCE LEARNING MATERIALS

NOTE

There might be aspects in this checklist that you cannot answer on first sitting. Answer what *you* can now but return to this checklist frequently as you research and discover more information.

Keep the curriculum content issues, target audience and learning and teaching process, in mind. Select a face-to-face presentation or lecture that you give to students. Use this as an example of work that you will convert into distance learning materials to form a tutorial-in-print.

STEP 1

Consider how to structure the materials (at the module/unit/study session level)

- How will you structure and sequence the materials so that they reflect a logical progression in level and type of thinking and learning skills (see Bloom's taxonomy: knowledge; comprehension; application; analysis; synthesis; evaluation; creation)?
- How will you use the learning outcomes to sequence the topics in a logical way?
- Have you adapted or designed your own template to use for materials development?

NOTE

For Step 1 you might want to consider using a storyboard to plan and structure your materials. For instructions on how to do this, visit Gilly Salmon's website and you will find a range of resources on her team-based approach to learning design: http://www.gillysalmon.com/carpe-diem.html.

STEP 2

Think about how to use access devices

How will you use the following access devices to assist distance learning students access your materials?

- Headings and sub-headings (to give a sense of how the material is organised/ structured, to reflect the desired learning outcome/s; and to break the material into smaller, more manageable chunks of learning)
- Explanatory titles, contents list, concept map, learning outcomes, prerequisites, suggested time to allow for different sections, planning for an assignment, etc.

- Introductions/overviews; links with other units/sessions; numbering systems; activities; feedback
- Verbal signposts and links between sections
- Explanation of topics in such a way that learners can relate the content to what they already know
- ▷ Examples and case studies
- Encouraging students to make whatever effort is needed to come to grips with the topic
- Summaries; key points; self-assessments; reflections on learning.



IMPLEMENTING A DISTANCE LEARNING PROGRAMME

Issues for your team to consider:

- What contributes to students' success?
- What type of student support should be in place?

There are a range of tasks and processes that should be followed when implementing a distance learning programme, from the time you advertise your programme and communicate with potential applicants, to the time they graduate from your programme. The main principle is to try to make the process as seamless and unproblematic as possible for everyone. The table below reflects some of the tasks that need to be done. You might want to discuss with your colleagues if there are any other tasks that ought to be included in this list – and who in the distance learning team ought to take responsibility for each one of them.

Tasks	Who
Academic programme planning and management	
Materials development (completed/updated/maintained)	
Online site and resources (developed/updated/maintained)	
Setting, adapting and scheduling assignments	
Managing application tasks, communicating with applicants and managing the selection process	
Dispatching learning material and resources to students	
Facilitating communication with students (notices, deadlines, resources, assignments)	
Responding to requests from students (queries, information, extensions)	
Counselling students (from their selection of modules to a range of personal issues)	
Managing assignments and marks	
Monitoring student progress	
Liaising with internal and external examiners and moderators	

On the constraints of online learning:

"If you crack a joke, you laugh on your own!" Workshop participant

On the importance of student support and the availability of staff to provide this:



"One of the key lessons that I learned is the equal importance of all the aspects required for facilitating distance learning progammes (e.g. teaching in distance learning mode, IT support, an admin. division which interacts with students on a regular basis)"

Workshop participant

"One of the key realisations we made was that the administrative members of the team should not feel as if they are appendages, but rather feel that they are legitimately very essential members of the team."

Workshop participant



On the different types of resources required to support a distance learning programme:

"Creating a coherent blended programme requires a lot of resources, the appropriate use of technology, as well as team work amongst faculty members and stakeholders"

Workshop participant



THINKING ABOUT THE PRACTICALITIES OF STUDENT SUPPORT: THE EXPERIENCES OF THE SOPH, UWC



Ms Nikki Schaay

<u>Case study 12</u> reflects on the unique skills, qualities and/or characteristics that student administrators and academic staff ought to have so as to be able to provide distance education students with the necessary support they require.

On the value of being provided with support as a distance education student:

"Distance learning is not easy. It's quite challenging...because you don't have a regular schedule or classes to attend so you need to be really disciplined and really committed to [studying this way] otherwise you will just set yourself up for failure...but doing the programme at the SOPH UWC...you guys make it easier for us by all the support systems that you put in place...the student admin support staff and the module convenors are always contactable via email or a telephone call and I never feel isolated...You also have the [online discussion] groups...and this year I am very impressed with iKamva [the learning management system]...because now I no longer need to take my books with me wherever I go. So all the learning materials and readings are accessible online and from wherever I might find myself...and that is really good."



Post-Graduate Diploma Student, 2nd year of studies, SOPH, UWC



"The admin. support has been quite amazing...over the three years of studying I have developed a relationship with the admin team and I can contact them whenever I need them...and if you are stuck anywhere there are different lecturers to go to...So what the SOPH has put in place is actually so that you have people that are really available to assist you and support you and if they can't at that moment, at some point they will get back to you...so that has been a great help."

Post-Graduate Diploma Student, SOPH, UWC

"My current job is very stressful and I have to say there were many times I picked up the phone and said I won't be able to make an assignment deadline. So I mean I felt very comfortable to do that because I knew that there would be an understanding that with a full-time job together with completeing your Masters, that it really isn't easy, but I would always have the understanding of the staff – and to get an extension."

MPH Student, 3rd year of studies, SOPH, UWC



STUDENT SUPPORT

NOTE

There might be aspects in this checklist that you cannot answer on first sitting. Answer what you can *now* but return to this checklist frequently as you research and discover more information.

What important aspects of implementation, in particular related to student support, must you take into account as you make the shift from face-to-face to distance teaching and learning for a post-graduate public health course?

STEP 1

Consider administrative student support

- Apart from the teaching and learning materials and the academic engagement with students, what other types of support do you think will contribute to a distance learning student succesfully completing your course?
- What admin support will you provide for your students?
- What role, if any, would your admin support team play in fostering a relationship between students and academic staff?
- What qualities are important to look for in your admin support team members?
- How many admin support staff members will you need?
- Can your current staff complement offer this admin support, or do you require additional team members to do this?

STEP 2 Consider other support you need to put in place

- What type of ICT technical support should be in place to support your programme?
- Can your current team provide this technical support, or do you require additional staff members, or to outsource this technical function?
- What type of educational support should be in place to support your programme?
- Can your current team provide this educational support, or do you require additional staff members, or to outsource this function?
- How will you orientate students to the distance teaching and learning programme?
- How will you stay in touch with students along the way?
- How will you build a community of learners who are able to learn from each other, using various modalities?



ASSESSMENT, MONITORING AND EVALUATION

Issues for your team to consider:

- How do you want to assess whether, and what, learning has taken place?
- How will you monitor and assess the quality of your course?

The purpose of assessment is to establish whether the learning outcomes have been met. There should be a clear and consistent relationship between learning outcomes, structure of content, in-text tasks and activities, and formative and summative assessment tasks.

Ideally you should use authentic assessment. This means presenting students with complex learning tasks which represent the real world and enable personal knowledge creation.

According to CHEPSAA (2013), all assessment tasks should suit the purpose and the topic, be based on real-life (authentic) tasks as far as possible, and be consistent with the learning/ teaching approach. The following principles of assessment are mentioned in relation to assessment tasks:

- Validity Do the assessment tasks assess what is intended, in line with expected learning outcomes?
- Reliability Can the tasks be consistent and generalisable to other contexts?
- Feasibility Are the tasks 'do-able' in terms of the resources and skills available?
- Fairness Do the tasks give students a fair chance?
- Transparency Are the expectations made clear to students up-front?

Recommended reading:

CHEPSAA. (2013). *Principles and practice of good curriculum design*. Cape Town: Consortium for Health Policy & Systems Analysis in Africa.

ASSESSMENT, MONITORING AND EVALUATION

NOTE

There might be aspects in this checklist that you cannot answer on first sitting. Answer what you can *now* but return to this checklist frequently as you research and discover more information.

How do you want to assess whether learning has taken place? How will you assess the quality of your course?

STEP 1

Consider assessment practice

- How do you want to assess your students?
- How will you assess whether learning has taken place? Issues to consider:
 - Principles of assessment
 - Institutional regulations
 - Types and methods of assessment
 - Weighting, level and volume of assessment.

STEP 2 Decide on how to monitor and evaluate your course

- How will you know if your course is relevant and of a good quality? Issues to consider:
 - Procedures for quality assurance (e.g. means of receiving student feedback, and having an external/peer review the module)
 - Period for updating the module content and readings.
- How will you 'check in' with your students?
- How will you keep academics and lecturers accountable?
- How will you monitor and evaluate success or otherwise?

Background

In May 2015, in preparation for the first 'Emerging Opportunities' workshop, the SOPH, UWC compiled a glossary of some of the more commonly used educational terms that participants were likely to come across during the course of the event.

This glossary was never intended to be a definitive compilation of education-related terminology, but was rather conceived as a simple resource that participants could use during the workshop and then adapt and update in the future as part of their own process of curriculum design and development.

Term	Description
Access devices (or embedded devices)	Devices that help students access material, i.e. find their way into the text and find their way through the text, for example, a statement of learning outcomes or objectives, advance organisers which introduce a topic and help students locate themselves in the text (titles, headings, sub-headings, numbering systems, links), activities, feedback to activities, case studies and examples, summaries/key points, hyperlinks, and so on.
Asynchronous learning	"a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. This means you do the work when it's convenient for you. Most online courses are asynchronous in nature, though instructors may include synchronous components, such as weekly meetings, and require attendance or participation. Interaction between instructors and students that occurs independent of time or location" (Queens University of Charlotte, 2014). Source: Queens University of Charlotte. (2014). <i>A Glossary of Online Education Terminology.</i> Queens University of Charlotte & Wiley Publishing. <u>http://online.queens.edu/about-queens/online-education-glossary.</u> Accessed 20 October 2016.
Authentic learning	"This is best described as a pedagogical model. It is not a learning theory in its own right. Rather, it is an approach that can be adopted by teachers to design effective and engaging learning environments for their students to enable them to learn. Unlike other instructional design approaches such as the systems approach (Gagné, Briggs, & Wager, 1992), or the generic ADDIE approach (Branch, 2009), authentic learning does not seek to teach concepts and skills in a formal setting. Instead, it focuses on aligning the conditions and enablers for learning, where the task governs the activities that students perform, the teacher's role is a supportive one, and the outcome is a genuine and worthwhile product. It is the students who decide upon the most effective pathways to learning, as they engage collaboratively in the creation of genuine, worthwhile and meaningful artefacts" (Herrington, J. (2015). Ch. 5 – Introduction to Authentic Learning. In: Bozalek, V., Ng'ambi, D., Wood, D., Herrington, J., Hardman, J, and Amory, A. (eds.) (2015). <i>Activity Theory, Authentic Learning and Emerging Technologies. Towards a transformative higher education pedagogy.</i> Abingdon: Routledge. 61-67.
Blended learning (also referred to as a hybrid course)	 " an integration (not a layering of one on top of the other) of face-to-face and online learning experiences (Garrison & Kanuka, 2004). It is the combination of conventional teaching approaches and e-learning elements within a single course or programme (Littlejohn & Pegler, 2007)" (Ng'ambi, 2011:228). Source: Ng'ambi, D. (2011). Ch. 13 – Short Message Services for Supporting Student Learning: A Blended Approach. In: Kitchenham, A. (ed.) (2011). <i>Blended Learning across Disciplines: Models for Implementation</i>. Hershey: Information Science Reference. 228-244. "Structured opportunities to learn which use more than one teaching or training method, inside or outside the classroom, through which at least part of the content is delivered online. This definition includes different learning or instructional methods (lecture, discussion, guided practice, reading, games, case study, simulation), different delivery methods (face-to-face or computer mediated), different scheduling (synchronous or asynchronous) and different levels of guidance (individual, instructor or expert led, or group/social learning). More commonly, blended learning refers to a combination of face-to-face teaching and technologies (Adapted from: Seel, 2012). It involves changing traditional schooling methods and organization by taking advantage of the new technologies" (UNESCO-IBE, 2013:8). Source: UNESCO International Bureau of Education (UNESCO-IBE, 2013:8). Source: UNESCO International Bureau of Education (UNESCO-IBE, 2013:8).
	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf. Accessed 20 October 2016.

Term	Description
	"Blended learning is realised in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction" (Krause, 2007, as cited by Bath & Bourke, 2010: 1).
	"You can 'blend' time (e.g., face-to-face vs. recorded lectures), place (small group tutorial on-campus vs. online discussion forum; traditional field trip vs. 'virtual' field trip using web sites and online chat with industry personnel), people (podcast of guest lecturers, or virtual classroom to include both on-campus and off-campus students), resources and activities (textbook vs. online readings; in-class vs. online quiz)" (Bath & Bourke, 2010:4).
	Source: Bath, D. & Bourke, J. (2010). <i>Getting Started with Blended Learning</i> . Queensland: Griffith Institute for Higher Education. <u>http://www.griffith.edu.au/</u>
	Note : Figure 1 on page 4 of the above publication neatly illustrates how one can integrate blended learning into a course.
Distance learning	"Learning where the instructor and the students are in physically separate locations. Can be either synchronous or asynchronous. Can include correspondence, video or satellite broadcasts, or e-learning. Usually implies the higher education level" (University of Illinois at Chicago, 2015).
	Source: University of Illinois at Chicago (UIC), School of Continuing Studies. Introduction to Online & Blended Learning. Definitions & Resources. University of Illinois at Chicago. <u>http://exedweb.cc.uic.edu/blended/online%20glossary%20of%20terms%20102208.pdf</u> . Accessed 20 October 2016.
Distance education	"Educational situation in which the instructor and students are separated from the main campus by time, location or both. Education or training courses are delivered to remote locations via synchronous or asynchronous instruction, including written correspondence, text, graphics, audio and videotape, CD-ROM, online learning, audio and video-conferencing, interactive TV and facsimile. Distance learning does not preclude the use of the traditional classroom. The definition of distance learning is broader than, and includes, the definition of e-learning" (University of Illinois at Chicago, 2015).
	Resources. University of Illinois at Chicago. <u>http://exedweb.cc.uic.edu/blended/online%20glossary%20of%20terms%20102208.pdf</u> . Accessed 20 October 2016.
e-learning (also referred to as online learning)	"All forms of electronically supported teaching and learning, especially the web-based and computer based acquisition of, and engagement with, knowledge and skills. It may take place in or out of the classroom. It is often an essential component of distant education and may involve virtual learning environments" (UNESCO-IBE, 2013:25).
	Source: UNESCO International Bureau of Education (UNESCO-IBE). (2013). <i>IBE Glossary of curriculum-related terminology</i> . UNESCO-IBE. <u>http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf</u> . Accessed 20 October 2016.
	"Refers to education via the Internet. Online learning can be synchronous, highly interactive, or self-paced. Online learning can include traditional classroom sessions and virtually any other delivery method. What distinguishes online learning from blended, print, and face-to-face is the proportion of time, typically 80% or more, in online learning" (Hogan, 2011: 98).
	Source: Hogan, R. (2011). Ch. 5 – Blended Learning Examples in Education and Chemistry. In: Kitchenham, A. (ed.) (2011). Blended Learning across Disciplines: Models for Implementation. Hershey: Information Science Reference: 74-98.
Emerging technologies (in education)	"Tools, technologies, innovations, and advancements utilized in diverse educational settings to serve varied education-related purposes" (Veletsianos, 2010, cited in: Brown & Gachago, (eds), 2013:7).
	Source: Brown, C. & D. Gachago, D. (eds). (2013). <i>Emerging technologies in Higher Education – a Guide for South African Higher Education Practitioners</i> . Cape Town: University of Cape Town & Cape Peninsula University of Technology. <u>http://emergingicts.blogspot.com/p/guide.html</u> . Accessed 20 October 2016.
	Note: The above publication has a good description and set of case studies about some of the popular emerging tools and technologies used in higher education (such as blogs, digital storytelling, discussion forms, portfolios, SlideShare, etc.).
Face-to-face instruction	"Term used to describe the traditional classroom environment where the students and the instructor meet synchronously in the same room; also referred to as 'on-ground' or 'on campus' instruction" (University of Illinois at Chicago, 2015).
	Source: University of Illinois at Chicago (UIC), School of Continuing Studies. <i>Introduction to Online & Blended Learning. Definitions & Resources.</i> University of Illinois at Chicago. <u>http://exedweb.cc.uic.edu/blended/online%20glossary%20of%20terms%20102208.pdf</u> . Accessed 20 October 2016.

Term	Description
Flexible learning	" is about offering choices for when, where, how and at what pace learning occurs. These concepts relate to the delivery of learning and can be unpacked as follows:
	Pace – including accelerated and decelerated programmes and degrees, learning part time, arrangements that allow learners to 'roll on/roll off' ('stop in/stop out'), and systems for recognition of prior learning and for credit accumulation and transfer;
	Place – work-based learning with employer engagement, learning at home, on campus, while travelling or in any other place, often aided by technology which can enable the flexibility of learning across geographical boundaries and at convenient times;
	Mode – especially the use of learning technologies to enhance flexibility and enrich the quality of learning experience, in blended or distance learning and in synchronous and asynchronous modes of learning (Tallantyre, 2012: 4; Gordon, 2014)" (SAQA & DLL, UWC; 2015).
	Source : South African Qualifications Authority (SAQA) & Division of Lifelong Learning, University of the Western Cape (DLL, UWC). (May 2015). <i>Flexible learning and teaching at UWC: understandings, practices and implications.</i> Abbreviated research report. Bellville: DLL, UWC.
Flipped classroom	"an instructional strategy and a type of blended learning that reverses the traditional educational arrangement by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of the instructor" (Wikipedia, 2016). Source: Wikipedia. (19 October 2016). <i>Flipped Classroom.</i> Wikimedia Foundation. <u>https://en.wikipedia.org/wiki/Flipped_classroom</u> . Accessed 20 October 2016.
Information and Communication Technologies (ICT)	"A diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices) and telephony (fixed or mobile, satellite, visio/video-conferencing, etc.)" (UNESCO-IBE, 2013:31).
	Source: UNESCO International Bureau of Education (UNESCO-IBE). (2013). <i>IBE Glossary of curriculum-related terminology</i> . UNESCO-IBE. http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf . Accessed 20 October 2016.
Lifelong learning	"All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons (Source: CEDEFOP, 2011)" (UNESCO-IBE, 2013:39).
	Source: UNESCO International Bureau of Education (UNESCO-IBE). (2013). <i>IBE Glossary of curriculum-related terminology</i> . UNESCO-IBE. <u>http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf</u> . Accessed 20 October 2016.
Learning Management System (LMS)	"An information system delivered via web-based software that supports the management, administration and online delivery of courses and learning content. Examples include Moodle & Sakai (both of which are open source) and Blackboard" (Bath & Bourke, 2010:74).
	Source: Bath, D & Bourke, J. (2010). <i>Getting Started with Blended Learning.</i> Queensland: Griffith Institute for Higher Education. <u>http://www.griffith.edu.au/</u>
Mobile learning	"The use of mobile devices such as personal digital assistants (e.g. a handheld device with communicative and computational capabilities that can function as a personal organizer, web browser, fax sender, and cellular phone) or cellular phones in learning activities anywhere and anytime, bringing information and knowledge to situations and places where learning activities take place (Source: Seel, 2012)" (UNESCO-IBE, 2013:42).
	Source: UNESCO International Bureau of Education (UNESCO-IBE). (2013). <i>IBE Glossary of curriculum-related terminology</i> . UNESCO-IBE. <u>http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf</u> . Accessed 20 October 2016.
Massive Open Online Course (MOOC)	"free online courses with no entry requirements. They are designed for mass participation and assume that learners will drive their own education, studying alongside diverse fellow students who may come from anywhere in the world. They allow for features such as interactive online forums that can involve hundreds of students in peer-to-peer discussions, as well as access to video and audio lectures and course materials in online format. MOOCs are a form of self-directed distance education. It is not unusual to have groups comprising of school aged youth alongside PhDs, working professionals and grandmothers."
	http://www.cilt.uct.ac.za/cilt/moocs-project-uct. Accessed 20 October 2016.

Term	Description
Online education	"Credit-granting courses or non-credit instruction delivered primarily via the Internet in which students and the instructor are in separate locations. Online education may be delivered synchronously or asynchronously" (University of Illinois at Chicago, 2015).
	Source: University of Illinois at Chicago (UIC), School of Continuing Studies. Introduction to Online & Blended Learning. Definitions & Resources. University of Illinois at Chicago. <u>http://exedweb.cc.uic.edu/blended/online%20glossary%20of%20terms%20102208.pdf</u> . Accessed 20 October 2016.
Pedagogy	"The art and science of teaching, as a professional practice and as a field of academic study. It encompasses not only the practical application of teaching but also curriculum issues and the body of theory relating to how and why learning takes place. Because it derives from a Greek expression referring to the education of the young, pedagogy is sometimes taken to be specifically about the education of children and young people. The more recently coined term 'andragogy' is used in relation to the education of adults (Adapted from: Wallace 2009)" (UNESCO-IBE, 2013:46).
	<u>http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf</u> . Accessed 20 October 2016.
Storyboarding	"Storyboarding means visually representing a process that you can later build" (Salmon, 2016:11).
	Source: Salmon, G. (2016). Carpe Diem Work Book. http://www.gillysalmon.com/carpe-diem.html. Accessed 20 October 2016.
Synchronous	"Real-time interaction that occurs independent of location" (University of Illinois at Chicago, 2015).
learning	Source: University of Illinois at Chicago (UIC), School of Continuing Studies. <i>Introduction to Online & Blended Learning. Definitions & Resources.</i> University of Illinois at Chicago. <u>http://exedweb.cc.uic.edu/blended/online%20glossary%20of%20terms%20102208.pdf</u> . Accessed 20 October 2016.
Technology- enhanced learning	"The use of information and communication technologies as mediating devices supporting student learning that can include elements of assessment, tutoring, and instruction. It involves a wide set of applications and processes, such as web-based learning, computer-based learning, virtual classrooms and learning environments, and digital collaboration. It includes the delivery of content through a wide range of electronic media (e.g. internet, intranet/extranet, audio- and videotape, satellite broadcast, interactive television, etc.) and access to resources that inform learners of new ideas, which they can then reflect upon and integrate into their existing knowledge. Computers can be used to promote collaborative learning approaches where learners are encouraged to negotiate shared meaning and to work as teams rather than
	competitively towards a common goal. Social media and social software applications such as web logs (blogs) and wikis offer new opportunities for communicating, accessing knowledge, creating content and collaborating online. The appropriate use of technologies, when embedded into curriculum design, is expected to support the development of innovative teaching practices and to enhance and enrich learning experiences. Also referred to as 'e learning' (or electronic learning) and 'digital learning' (Adapted from: Seel 2012)" (UNESCO-IBE, 2013: 56).
	Source: UNESCO International Bureau of Education (UNESCO-IBE). (2013). <i>IBE Glossary of curriculum-related terminology</i> . UNESCO-IBE. http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf. Accessed 20 October 2016.
Tutorial-in-print	"The tutorial approach is characterised by the writer presenting some form of input (e.g. text, diagram, case study) and then setting an activity on itThe activity seeks to help the learner understand the material being taught. A complete unit consists of a succession of input-activity sequences. In this way the material mimics the teacher who gives some input and then asks a question or sets a task in the classroom" (Commonwealth of Learning, 2005: 17).
	instructional designers. Commonwealth of Learning. Accessed 20 October 2016.
Virtual classroom	"a real time, online classroom environment that allows individuals to use audio and video to present content such as a PowerPoint presentation to a live audience. Other features include interactive questioning (polls, quizzes, and surveys), small group "breakout rooms", sharing applications and documents, and an e-whiteboard" (Bath & Bourke, 2010:20). Source: Bath, D & Bourke, J. (2010). <i>Getting Started with Blended Learning.</i> Queensland: Griffith Institute for Higher Education. <u>http://www.griffith.edu.au/data/assets/pdffile/0004/267178/Getting_started_with_blended_learning_guide.pdf</u> . Accessed 20 October
	2016.









