MIANZ INTERNATIONAL COLLEGE
INSPIRING EXCELLENCE

Document Name	Online Programme Mapping Guide		
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Introduction

Developing an online programmes and module requires integration of technology, and pedagogical practices in a way that is that facilitates learning.

At MIC, in collaboration with the Academic Technology Hub, and the Curriculum development Committees, we offer a range of services for our faculties in this regard. We have specific training modules for:

1. Module development,
2. Module mapping
3. Instructional design and understanding Learning Management System

Our aim is to provide a high-quality learning environment for the students with an optimal learning experience.

Some Myths Decoded

1. An e-learning Module is not of a lower Quality than its parallel face to face module
    - Modality in which a module is offered does not affect the quality of the module. Just a face-to-face module depends on the pedagogical principles, the preparations, the assessment mechanisms, and the attitude of the lecturer and the students, so does the e-learning module.
    - The success of the e-learning module deliver depends on the technology, the technological principles, the pedagogy, readiness and the attitude of the lecturer the students.
    - It is necessary to decide the best modality that will fit the content to be covered.
    - Ultimately what decides the quality of a module delivery is the instructional principles and the lecturer competencies and not the modality of instruction.
2. An e-learning module is easier to pass than its corresponding Face to face module
    - Both modalities of programmes go through the same process of programme, module, and topics alignment and outcomes mapping, hence modality has no effect on the difficulty level.
    - Ultimately it depends on the delivery of the content and assessments. At MIC we hold to the same level of assessments and delivery, thus, we ensure there is absolutely no difference in either form of delivery.
3. A good e-learning module must replicate its parallel face to face module.

- o We do not attempt to replicate the face-to-face programme. The tools and techniques used for online delivery is different from that of face-to-face programmes. Hence the two modalities will be different in their approach.
- o However, regardless of the way and approach, the outcomes achieved will be the same.

4. E-learning modality deprives the students form practical experience.
   - o It is a misrepresentation to expect that face-to-face programmes will provide the practical experience. The practical experience relates to actually about providing the platform to practice what is being delivered as the lesson or the lecture.
   - o While a face-to-face programme delivery can be totally monotonous relying on only lecturers, an e-learning module can be designed to mandate the students to be physically present for practical sessions.
   - o Hence the opportunity to gain hands-on experience is not an element related to modality, but rather depends on how the learning experience is structured.
   - o A fully e-learning module can have a mandatory practical session or sessions to complete the modular requirements.

Laying the Online Programme Development Foundation

There are three basic steps that you must follow when developing your online

1. Planning the Programme
2. Developing the Programme
3. Evaluating the Programme

1. Planning the Programme

Planning is an essential process for new programme development. At this point, building a framework is necessary. As such deciding on the following will help you stay on good course.

A. Identifying the goals and outcomes for your Programme
B. Identifying range of modules that will help you achieve your programme objectives and goals.
C. Identifying admission requirements
D. Identifying the assessment models and techniques
E. Identifying the modality for your modules
F. Identifying instructional models and resources

Identifying the goals and objectives for your Programme

The need for a new programme may arise for many reasons.

   i. A faculty may want to enrich the academic and skills basket of the faculty.
   ii. Student Support may wish to introduce a new programme to cater for student requests.

iii. The management may want to increase the MICs contribution to national goals development.

When the need for a new programme is identified, the interested members shall approach the Senior Dean and the Registrar. Also, the interested personnel shall approach the academic technology members of the **Academic Technology Department**, and the **MIC Curriculum Development Department** for support. An approval for the programme development is required form the **Executive Committee**.

The following issues must be addressed in the **Proposal for the New Programme Development**.
  i. How does the goals and objectives fit in with the institution's Mission and Strategic Plan?
  ii. How does offering this particular programme online fit with the goals of department, or the college?
  iii. How does the goals cater for the demand from the labour market and appropriately qualified potential students, and opportunities for graduates?
  iv. What does the department hope to accomplish?
  v. Is this an existing programme, a new programme, or a modification of an existing programme?
  vi. Who will be the target group(s) for prospective students?

If the Exco approves the development of the programme, and agrees the programme should be offered online, the department should begin planning. The following are some guidelines that the department may follow in the programme development process.
  i. Visualize the students: who will most likely enrol and the issues they may present, e.g., transfer credit, ability to get some coursework online or by other means from other institutions, possible deficiencies in coursework or other qualifications, variations in background/experience, etc.
  ii. Plan the complete sequence of the curriculum semester by semester
    1. Determine the correct or best sequence of courses. Depending on decisions about delivery method, you may decide to make either minor or major modifications to an existing curriculum. A department may also develop a new programme specifically for online delivery
    2. Decide whether to offer one track only or to offer options such as electives.
    3. Think about enrolment

    a. Maximums and minimums for admission to the programme and for enrolment in courses.

    b. Whether you might start one cohort, finish the programme for them, and then start a new cohort OR whether you might develop a rolling curriculum and admit new students each fall or at any point. You may want to start small and build, based on enrolments.

iii. Plan, at a broad level, the delivery methods for the programme and for individual modules

    1. Instructors without broad experience in online education often underestimate what can be taught well or even better online than on ground. Personnel in Virtual Campus and the Curriculum development Committee can help identify what student learning outcomes can and cannot be achieved through online instruction, alternative methods and activities, and alternative approaches to assessment.

    2. For many programmes, we are finding that we are using hybrid delivery systems, that is, from module to module and within individual modules:

        a. Online

            i. Various types of multimedia (Mediated presentations, Video streaming, Voice)

            ii. Basic communication (Email, Synchronous and asynchronous voice, Discussion forums, Chats

            iii. Wide variety of current and emerging technology applications

            iv. Theoretical aspects covered via e-learning tools and practical aspects in planned face-to-face settings such as laboratories, field and workshops

        b. Synchronous instruction for remote groups with a stable site such as workplace or Campus

        c. On ground periodic sessions for hands-on instruction at convenient, non-traditional times, e.g., evening, weekend, etc. Example: Students in the Bachelor of Multimedia come to MIC for one weekend to learn a hands-on skill that must be carefully taught, supervised, and assessed for skill competency.

iv. Identify who will develop and teach each module.

    1. Developers/Instructors may be regular faculty or adjunct faculty. To the extent possible, the programme should be planned around a table

group of instructors who will take ownership and provide continuity for the programme.

2. Graduate assistants and others may help faculty members develop and teach online modules. However, instructors cannot and should not avoid learning the essential skills for developing, managing, and delivering their online courses.
3. It is best for the person who develops an online course to be the person who teaches it, at least for the first time it is offered.
4. Academic Technology Hub will assess faculty members' skills in technology, provide basic training, and provide one-on-one support during online module design and development.

Identifying range of modules that will help you achieve your programme objectives and goals.

This may be considered as one of the most crucial elements of planning your programme and this has direct bearing on the Development of your new programme as well. It is this practice that will help you align the goals and objectives of the programme through a range of modules. It is also this practice that will help identify the set of modules that will ensure the goals and objectives of the programme are achieved. We call this practice as Programme Mapping. The programme map help us illustrate the alignment between programme objectives, module's expected learning outcomes and the assessments.

What is a Programme Map?

A Programme Map is the skeletal structure of your programme. The Programme map identifies each of the programme objectives, module outcomes and the assessments that will be used to ensure the students attain the competencies expected.

You may find the Module Mapping Guide helpful in developing standard learning outcomes. It may be helpful if you read that document, if you feel you need more information before you continue with this document. Essentially the principles used for developing objectives for the programme or the expected learning outcomes for the module are the same. A distinctive feature will be that of the scope. The programme objectives are wider and will take a long time to be achieved, while the module outcomes will be narrower and hence will take a lessor time to achieve. In this note you must note that we also have topic learning outcomes which are still narrower than the module learning outcomes.

Why Develop a Programme Map?

There are number of reasons why should engage in a detailed Programme Development exercise.

1. It helps to identify the most appropriate modules that can be incorporated into your over-all programme: Unless this exercise is done properly you will never be able to decide what are the core modules that you will need to include and what are the possible electives that can be offered.

2. It helps to provide a roadmap for the management of the development of the programme: The programme map will provide the skeletal structure for your programme. The programme map helps to identify what modular outcomes are to be written focusing on the programme objectives. The modular outcomes that you right will help you identify the best suited ranges of modules to be incorporated in the programme.

3. Often loosely collected sets of modules may either not help cover the range of programme objectives, the expected standard of modules fitting the required level descriptors, or may be even divergent from the actual programme goals. Developing the programme map will help identify such gaps. Conversely the modular outcomes may hint for revision of the programme objectives themselves.

4. A properly developed programme map will help guide assign the right number of credits for your modules and the topics. After all, the depth of coverage and consequently the time needed to master the competencies will largely depend on the importance that you assign to the programme goals.

How Do We Develop a Programme Map?

At MIC we opt a popular approach called Backward Design. Backward Design is a learning experience plan, where the development of programme begins with end product; that is what the students should know or have achieved by the end of the programme. The same applies when developing the individual modules as well.

By this approach we divide the programme development into three steps:

1. Identifying the expected outcomes: What should the students know or be able to do by the time they complete the programme?

2. Establishing the learning indicators and the sources of evidence: What are the indicators that we can observe to establish that the students have achieved what they were expected to achieve and what will be the products or evidences that can be accepted as evidence of learning?

3. Planning the learning experience. What modules, topics, reading materials should the students be engaging with in order to achieve the expected competencies and demonstrate them?

Proper use of programme mapping using the backward design will help ensure there is good alignment between goals, and objectives of the programme and outcomes of the modules.

Step 1: Identifying the objectives of the programme:

The Learning Objectives of the Programme is the base of your whole programme and that supporting modules you include to form your programme. When developing the learning objectives for the programme, and the expected learning outcomes for the modules, it will be helpful if you initially make a proper distinction between the two sets; the learning objectives, and the learning outcomes.

The learning objectives of the programme: These are the broader expectations that you create for the students to achieve.

The Expected learning outcomes are the more focused and narrower expectations that you create for the purpose of achieving learning objectives of the programme.

For each learning objective you shall create a set of expected learning outcomes. The expected set of learning outcomes will help you

  i. Identify a module name
  ii. Identify the time needed to dedicate for the achievement of the learning objective
  iii. The credits that you will need to assign for the module (the set of expected learning outcomes)

You will find more detailed explanation on developing a module in the module mapping guide.

An Example:

Suppose your team has decided to develop a programme for Bachelor of Teaching Primary. For this programme, through research, brain storming, identifying the competencies a teacher should have, taking into account the expected teacher competencies that the teacher licensing body will demand, such as catering for the teacher standards, and probably by considering other aspects as well, you may be have decided that one of the programme objectives will be: By the end of the programme:

The students will design and develop their own classroom management plans based on theory and good practices.
Now, as you will see, this is a broad objective that will take quite some time for the students to develop the competencies needed to achieve this objective.

The next task will be to identify what modular level expected learning outcomes can breakdown this broader objective, so that the students can ultimately develop the skills and competencies required.
Here are some expected learning outcomes that you may find will cover the required basic skills and competencies.

    i. Define classroom management
   ii. Compare and contrast various theories of classroom management
  iii. Identify the components of a classroom management plan
  iv. Compare and contrast styles of classroom management
   v. Critique an instructor's classroom management strategy

Here is a template that you may use for Module mapping Purpose.

#	Programme Objectives	Expected learning Outcomes	Suggested Module Name
1	Design and develop their own classroom management plans based on theory and good practices.	i. Define classroom management ii. Compare and contrast various theories of classroom management iii. Identify the components of a classroom management plan iv. Compare and contrast styles of classroom management v. Critique an instructor's classroom management strategy	Classroom Management and Practice
2			
3			
4			

Step 2: Deciding on your Assessments:
Once your expected learning outcomes have been finalized, you are now ready to establish how the students will prove their progress. This is where

you have to be very careful in identifying your assessment schemes and methods. For more details on this section, please read the Module Mapping Guide.

Step 3: Identifying the Instructional Materials:
You may have developed a very concise set of objectives and outcomes. In order to ensure that the students are provided the write input, choosing the right instructional materials are necessary and this will basically complete the programme map. For more details on this section, please read the Module Mapping Guide.

Finally, it is important to know that the and the Module Development Guide is complimentary to Programme Development Guide.

There are 2 possible points at which you may start your academic developmental work.

a. You may already have an approved programme outline and you are required to develop the online modular plans. In this case you may not have the need to read this Programme Development Guide. The Module development Guide will provide all that you need.

b. You may be initiating the development of a whole new programme, in which case, you will have to read through the both documents; the programme development guide and the module development guide.