

MODULE MAP AND OUTLINE SAMPLE

1.1. Module outline (1)

5.6.1. *Module: Public Administration and Organization*

This module discusses concepts relating to, public administration, taking into the constantly globalizing nature of the world in which the interests of the public and the private sectors intersect and various levels of governance.

The module first explores the general premise of the field of public administration, laying the foundation for the more demanding themes to follow. This will be followed by discussion of challenges facing public administration in democratic politics: the increasing strength of regulatory governance and the rise of independent regulators, the tension between efficiency, democracy and the rule of law, the problems of accountability in multi-level polities, the effects of globalization, and the role of the third sector. Concepts like economics of public administration and the role of bureaucracy and democracy are also highlighted. The module also discusses the origins and affects of corruption in the public services. The unit also includes a brief discussion of public administration as a research discipline through key research questions, theoretical traditions and methods of inquiry.

5.6.2. *Module Code Number: PAO901*

5.6.3. *Credits, learning hours and contact hours:*

- This is a 15 Credit module.
- 50 learning hours comprise of online classes of lectures, simulations, videos, group work in break rooms, discussions, tutorials, and student presentations.
- 100 learning hours of self-engaged studies such as doing research, teamwork, preparing for assignments, etc.

5.6.4. *Mode(s) of delivery:*

- The students will be given a set of readings marked as “Core” for each lesson in advance. The literature marked as “core reading” must be read by all course participants. Each student must, in addition, read at least one of the selected additional readings aimed to supplement the topic outcomes.
- The delivery will be based on constructive learning principles where the students will assume the role of constructing their own knowledge through the carefully organized themes or topics.

- The course is delivered on an online platform, either using Google meet or zoom where direct lecture hours are used to transact the core course content and other platforms such as CANVAS, and Google Classroom to conduct the teaching and learning activities
- Online Discussions and tutorials are organized on online platforms but synchronously and asynchronously with carefully laid assessment procedures with participation and discussion rubrics to in order to provide effective learning opportunities and assess student learning.
- The online discussions are structured around the readings which are specified in advance for every weekly topic and they are organized to ensure the students are prompted to engage in higher level of learning in terms of developing their cognitive, skills and affective domains. More weight is put on to engage students in creative thinking and problem solving through carefully arranged discussion activities and students presentation opportunities.
- The contact lecture hours will comprise of synchronous direct lecturing, seminar style presentations, video presentations with interactive opportunities, synchronous discussions, breakout groups for group discussions and brain storming, student presentations, online workshops,
- Synchronous discussions, breakout groups for group discussions and brain storming, and student presentations are used to provide students with opportunity to demonstrate depth and quality of their understanding and critical thinking. This will also and allow them to practice what they have learnt in various sessions. This will also allow them the opportunity to see the topic in discussion from multiple perspectives.
- Live online seminars by guest lecturers are arranged for some sessions in order to present alternative and current perspectives on theories and paradigms. These sessions will also focus on giving the students the opportunity to refine their own questions and search their own answers.
- The lessons will be reinforced by complimentary tutorial tasks presented on CANVAS or Google Classroom which students will be required to complete on a weekly basis.
- Many outcomes will be targeted to be achieved through the discussion forums created for group discussions and collaborations. This is aimed to provide opportunities to work as teams, and achieve group interactions. These exercises will also provide opportunity for collaborative and cooperative learning.
- Online forums are created on the CANVAS or Google classrooms r the students to discuss the key issues learnt in the lecture hours and during their own research time.
- Either Google Classroom or CANVAS is also used to provide necessary readings and other relevant information for academic purposes.

- Lessons are designed to provide the students to use simulations that will help them experience the same tools that professionals use in the field.
- The assessments are based in a way that more emphasis is placed on making students more autonomous, independent, self-motivated managers of their own learning process and time.

5.6.5. *Minimum qualification and experience of instructors/lecturers:*

Doctoral Degree in a related field, five years of teaching experience

5.6.6. *Pre-requisites: N/A*

5.6.7. *Co-requisites: N/A*

5.6.8. *Expected learning outcomes:*

- i. Explain various definitions of public administration
- ii. Assess various administrative systems and modes of governance
- iii. Explain the core theories, and concepts of public administration
- iv. Compare and contrast the various definitions and theories of public administration
- v. Identify ways that public and private organizations are similar and different.
- vi. Identify and address some issues in public governance, keeping in mind of the challenges posed by global processes
- vii. Explain the consequences of those differences for what government does and does not do.
- viii. Discuss the origin of corruption and reasons for its existence
- ix. Discuss the tools that modern public administrators use to pursue public goals, along with the pros and cons of those tools
- x. Discuss the importance of Data Driven Decision Making in Public administration
- xi. Analyse a given set of data in order to enable informed decision making in public administration
- xii. Present relevant case studies relating to public administration for a range of audiences
- xiii. Prepare a report to explain the major values that public administration has and illustrate how those affect the work of government.

5.6.9. *Curricula content:*

	Module Name: <i>Introduction to Public Administration</i>	Pedagogy	Total hours	Contact hours
	Unit / Summary of Content			
	<ul style="list-style-type: none"> • The Topic title should be short, yet descriptive and specific to content being explored. • State the topics’s intended measurable learning outcomes. TLOs must describe student performance in specific, observable terms. • Use appropriate action verbs fitting the descriptor level. In parentheses, include the module’s Expected learning outcomes (ELOs) that align to each TLO. 	<p>LEARNING ACTIVITIES:</p> <ul style="list-style-type: none"> • List all learning activities that promote achievement of the stated topic learning outcomes and align with assessments • Learning Activities may also be listed in the assessment column if they are graded. In parentheses, include the MLOs that are being met wit each activity <p>ASSESMENTS AND RUBRICS</p> <ul style="list-style-type: none"> • Specify all assessments that will be used to measure the stated topic learning outcomes. List the name of rubric (if applicable) that provides descriptive and specific evaluation criteria for the assessment. • Also, list the TLO(s) that align with each assessment. If assessment does not count towards the student’s grade they should be marked “Not graded” in place of the rubric name <p>INSTRUCTIONAL MATERIALS:</p> <p>List all instructional materials and technology/media used during the topic that promote achievement of the stated module learning outcome. This may include readings, web resources, videos, podcasts, audio, etc.</p>		

		In parentheses, include the TLO(s) that align to the materials. If a learning material does not have an aligned TLO mark it as Supplemental or Optional.		
1	<p>Topic 1: Public administration as a subject and as a field</p> <p>ELOs [i, ii]</p> <p>1.1 Define public administration from a number of perspectives including, political, legal, managerial, occupational, and cultural. (ELO i)</p> <p>1.2 Discuss the various administrative systems in the Maldives (ELO ii)</p> <p>1.3 Explain how public governance varies in different administrative systems (ELO i, ii)</p>	<p>LEARNING ACTIVITIES:</p> <p>Lecture: Live Lecture supported with presentation slides</p> <p>Discussion: Administrative systems in Maldives and interpreting public administration definitions TLOs 1.1, 1.2, 1.3</p> <p>ASSESSMENTS AND RUBRICS</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Discussion Rubric - Not Graded (TLO 1.1 tot 1.3) • Quizz on LMS - Graded (TLO 1.3) <p>INSTRUCTIONAL MATERIALS:</p> <p>Read: Week 1 Lecture TLOs 1.1 to 1.3</p> <p>Reading 1: Defining public Administration – Chapter 1, Introducing Public Administration 9th ed. TLOs 1.1, 1.2</p> <p>Reading 2: A Short History of Public Administration – Supplemental</p> <p>Video 1: Administrative bodies in the Maldives TLOs 1.3</p>	18	6
3				
4				

	Total hours		150	50

5.6.10. Specific assessment methods and grading criteria:

Assessments

This module has the following assessment scheme

#	Assessment Description	% Weight
1	Class Participation	5
2	Class participation and Discussions	15
3	Quiz	15
4	Written Assesment and Presentation	15
5	Final Examination	50

Grading criteria

Mark	Grade	Description
85-100	High Distinction (HD)	Outstanding and excellent performance
75-84	Distinction (DI)	Performance is excellent but not outstanding
65-74	Credit (CR)	Acceptable high performance
50-64	Pass (PA)	Satisfactory performance
0-49	Fail (FL)	Fail

Assessment Details

Class Attendance

This is an important element for students to score. Students must obtain a minimum of 80% attendance for the module in order to be eligible for the final examination. Please refer to the attendance policy.

The students will be assigned marks based on the stipulated contact hours as the base value. The class attendance contributes to 5% of the Module Assessment.

Mere logging in will not qualify you to have attended the class. The lecturer will use all or at least some of the following techniques to assess your attendance. If a student fails to respond in any of such attendance checking activities, the lecturer may mark the student absent for the class.

1. Manual Attendance: The lecturer may call out your name for the attendance marking purposes at any time he or she sees appropriate.
2. Google form for marking attendance: The lecturer may provide separate google form for each class he or she takes. The student will be required to login through the college email id provided and mark the attendance for one self. This will record the date and time automatically. The lecturer may also ask the student to mark it at the end and the beginning of the class.

3. Video Call to all Participants: The lecturer may decide to make all students to turn on their videos at random times or ask random students to turn on the video, say while answering a question.
4. Questions to random students during class: The lecturer may decide to ask questions randomly simply for the purpose of checking the students presence.
5. Timed assignments: The lecturer may give a timed assignment that is very short and simple to be submitted with a given limited time during the class hours as a tutorial.
6. Short Quiz/ Poll: the teacher may send out a short quiz to be done immediately after the class and give a short time period for submission.
7. Discussions during or after the class: The lecturer may put a discussion question at the beginning or towards the end of the class as a means of engagement.
8. Analytics provided by the LMS or the video conferencing tool. For the purpose of checking on attendance, the lecturer may also decide to use the analytics from the particular education platform which may provide information such as login time, engagement time and logout time.

Class Participation and Discussion

Class Participation is different from Class Attendance: While attendance tracks the student’s presence in the class, participation goes on to assess the engagement and involvement of the student in active learning during the lesson coverage. This is essential to be assessed to ensure the expected TOLs are achieved by the students.

The class participation and Discussion contribute to 20% of the Module Assessment.

The lecturer may use the following online discussion rubric for assessment of online participation.

Assessment criteria	4	3	2	1	Points
Minimum of one original post per week in discussion groups	Always presents creative or reflective statements or ideas, based on the topic prompting further discussion. The postings reflect a deep understanding of the reading	Often presents creative or reflective statements or ideas, based on the topic prompting further discussion. The postings reflect a good understanding of the reading	Occasionally presents creative or reflective statements or ideas, based on the topic prompting further discussion. The postings reflect a good understanding of the reading	Does not make effort to participate in the e-learning community and does not help prompt further discussion	

	materials provided during the class	materials shared in class.	materials shared in class.		
More than 2 responses referring to course materials	Always pulls out important and relevant concepts from the reading materials provided showing competency in grasping the outcomes expected of the topic	Often pulls out important and relevant concepts from the reading materials provided showing competency in grasping the outcomes expected of the topic	Occasionally pulls out important and relevant concepts from the reading materials provided showing competency in grasping the outcomes expected of the topic	Does not make effort to present any evidence of true engagement with the reading materials provided	
More than 2 responses to another learner in online discussion	Always the responses show reflection and critical review of the posts and replies of the other learners.	Often the responses show reflection and critical review of the posts and replies of the other learners.	Occasionally the responses show reflection and critical review of the posts and replies of the other learners.	The responses lack any evidence of truly addressing the posts or replies of other learners	
At least one post of reference material beyond course reading and engagement in critical analysis	Always the discussion integrate outside resources or relevant research. Reference materials and links posted are very relevant to a	Often the discussion integrate outside resources or relevant research. Reference materials and links posted are very often relevant to a	Occasionally the discussions based reference materials referenced or links posted are very relevant to a wider	The posted discussion points and materials shared have no relevance at all to the topic discussed.	

	<p>wider understanding of the topic.</p> <p>Displays an excellent understanding of the required readings and beyond including correct use of terminology. Well edited quotes are cited appropriately. No more than 15% of a posting is direct quotation.</p>	<p>wider understanding of the topic.</p> <p>The discussion postings display good understanding of the readings referenced.</p>	<p>understanding of the topic .</p> <p>There is evidence of some integration of the reference materials posted with topic discussed in class.</p>		
Delivery of Post	<p>Consistently uses grammatically correct posts with rare misspellings</p>	<p>Few grammatical or spelling errors are noted in posts</p>	<p>Errors in spelling and grammar evidenced in several posts</p>	<p>Utilizes poor spelling and grammar in most posts; posts appear "hasty"</p>	
Online protocols (set by the lecturer)	<p>Obviously aware of online protocols and rules and addressed themselves appropriately</p>	<p>Occasionally slipped in Observing online protocols</p>	<p>Met with the online protocols only rarely</p>	<p>Serious misuse of the medium and failure to meet protocols</p>	

Quizzes

Quizzes form part of your assessment worth 30%, and they are open for a pre-informed duration. Thus to ensure any issues with your computer and online assessments, it is very important that you take the “practice Quiz” from the computer you will be using to take your graded quizzes. It is your responsibility to ensure your computer meets the minimum hardware requirements.

Also you must note that the quizzes and examinations in this module are not compatible with mobile devices, or tablets hence you must have a desktop computer available for use.

You must contact the Academic Technology Services should you need any assistance, while you have enough time to rectify any issues.

The Practice Quiz is only meant testing your computer and browser, and its results are not graded.

In this module, you will have 3 Quizzes

ASSESMENT	DATES OPEN	WEIGHT
Quiz 1	Wednesday, October 12 @21:00 – 22:00	5 %
Quiz 2	Wednesday, November 16 @21:00 – 22:00	5 %
Quiz 3	Wednesday, December 7 @21:00 – 22:00	5 %
TOTAL		15 %

The exact topics that will be tested in quizzes will be provided to you during the first week of your module start date.

All Quizzes will be multiple choice and they are closed book examinations. The Quizzes must be taken in controlled examination setting and any student caught violating this rule or cheating on a Quiz will automatically fail that Quiz. Each Quiz will be open only for one hour and in the stipulated time and hence it will be necessary to prepare yourself well in advance so that you will have maximum allowed time for examination. The questions will be set such that you will have roughly 2 minutes to answer each question.

If for any reason you are not able to take the quiz, you must communicate your lecturer in advance, in case you are not able to dedicate time for the quiz or in case if you have an emergency situation or any other situation, that limits your from attending the quiz, you must inform the lecturer immediately, via mail and text message.

Written Assignment and Presentation

The written assignment is an integral part of your assessment. You are required to complete the assignment for you to be eligible for the final examination. The marks are divided as follows.

Written Assignment	10 %
Presentation of the assignment	5 %

Depending on the intake season, your lecturer may give you a group assignment or an individual assignment. The marking rubric will vary depending on the type and nature of the assignment.

The lecturer will give you the assignment question and the rubrics during the first week of the module start date.

The following general rubric will give you an idea of how your work will be assessed.

Rubric for the Written Assignment [the marks may vary depending on your assignment. However, the total weight of the assignment that contributes to the final grade will be as mentioned above]

	(20-14 points)	(13-10 points)	(9-5 points)	(4-1 point)
Addressing the key question of the assignment <i>Max: 4 points</i>	Clearly & effectively responds to assignment. Perfect understanding of the best practices referred. Jargons used and proper and appropriate referencing.	Response to assignment generally adequate & thorough. Good understanding of the best practices referred. Jargons used and adequate referencing.	Minimally responds to the assignment. Limited understanding of the best practices referred. Jargons used and minimal referencing.	Does not respond well to assignment. Lack understanding of the best practices (if referred). Jargons (if used) used and minimal referencing (if presented)
Valid Arguments, analysis of the question <i>Max: 8 points</i>	Main idea clear & topic is limited. Very accurate analysis and evaluation of the literature reviewed, including the final recommendations and their justification	Main idea clear & topic is limited. Satisfactory analysis and evaluation of literature reviewed, including the final recommendations and their justification	Main idea clear or implicit & topic is partially limited. Limited but acceptable analysis and evaluation of the literature reviewed, including the final recommendations and their justification	Main idea unclear & topic only partially limited. Lacks analysis and evaluation of literature reviewed

Analysis, evaluations, and supporting evidence with best practice examples <i>Max: 4 points</i>	Assignment supported by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations etc.,	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.
Language Use <i>Max: 2 points</i>	Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.	There may be a few minor or major errors in sentence construction, usage, grammar, or mechanics.	There are some common errors (major and minor) in sentence construction and mechanics but the writer generally demonstrates a correct sense of syntax.	There are numerous minor errors and some major errors. Sentence construction is below mastery and may display a pattern of errors in usage and mechanics.
Referencing <i>Max: 2 points</i>	Source material is incorporated logically & insightfully. Sources are documented accurately.	Source material incorporated logically. Sources documented accurately.	Source material incorporated adequately & usually documented accurately.	Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.

Presentation of the Assignment

The student is expected to do a presentation of the written assignment. The student must limit the presentation to 10 to 15 minutes, and a question and answer session of 10 to 15 minutes from the peers and evaluating supervisor

Rubric for the presentation of the assignment

(5 %)

1-Introduction	(2 Marks)
2-Content	(8 Marks)
3-Critical Analysis / Discussion / Suggestion / Expertise	(10 Marks)
4-Communication skill & Body language	(5 Marks)

5-Creativity

(3 Marks)

6-Time Management

Final Examination

The final examination carries 50% of your aggregate total.

The final examination paper will be set for 100 marks and you will be given 3 hours plus 10 minutes reading time.

The following describes the general structure of your final examination paper. During the first week of your module start date, the lecturer will give you a sample examination paper.

Even though the course is online, the students are expected to the examination face to face at one of the MIC Examination centers. Please refer to the Examination registration protocols or approach students services if you need any assistance in examination registration. The details will also be given to you during the orientation period. Alternatively you can also find all the relevant information regarding all policies and protocols from www.micollege.edu.mv

However you may apply for online examination option. This is a limited option and you will be granted permission if you meet all the requirements for the online examination facility. Currently application for online examination is only through mail with all the supporting documents mandated in the Examination Policy. You may mail to examinations@micollege.edu.mv

General Structure of the paper.

Section A.

This section carries short answer questions or multiple choice questions worth 20 marks. All questions are mandatory

Section B.

This section carries 35 marks. In this section you will find questions that are structured and consisting of multiple parts. You will be required to write short descriptive answers. You are required to attempt all questions.

Section C

This section carries 45 marks. You will be given 5 questions out of which you will have to attempt 3 questions.

Each question will carry 15 marks. This will be generally essay type questions.

5.6.11. List of Reference:

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- D. Waldo (1948), *The Administrative State*
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