Student Book

Master of Education in Instructional Technology (M. Ed.)

1. Welcome and introduction

1.1 The Arab Open University- A Brief History

In 1996 the chairman of the Arab Gulf Programme for United Nations Development Organisations (AGFUND), HRH Prince Talal Bin Abel Aziz, laid the foundations of the Arab Open University by adopting and promoting the concept as a pan-Arab project. Soon afterwards, a working group was established under the chairmanship of HRH Prince Talal to create a development plan; and thereafter, a leading international consulting firm (Arthur Andersen) was contracted to produce a comprehensive Feasibility Study.

Subsequently, the concept of an Arab Open University (AOU) was formally presented to a UNESCO regional conference in March 1998 in Beirut, and at a UNESCO international conference in Paris in October 1998. Five Arab states - Bahrain, Egypt, Jordan, Kuwait and Lebanon - offered to host the AOU Headquarters. The decision was then made in December 2000, for the AOU Headquarters and a branch to be located in Kuwait. Soon, five other branches were opened, in Bahrain, Egypt, Jordan, Lebanon and Saudi Arabia. A seventh branch opened in the Sultanate of Oman in 2008. An eight branch was opened in the Sudan in 2013. A ninth branch was opened in Palestine in 2018. The University commenced teaching in October 2002 and the University graduated its first 536 students at a ceremony on March 5th 2007.

1.2 University Mission and Goals

The Arab Open University uses a particular model of open learning and aims through this medium to serve local and regional communities by providing high quality, flexible educational opportunities which meet the needs of individual students such as you and also satisfy local market requirements.

The AOU's objectives are congruent with its mission. These include the following:

- offering opportunities for quality higher education to a large and diverse population of students
- developing as a centre of excellence for open and distance education
- providing a forum for continuing education across the region to meet the needs of individuals and society
- providing opportunities for professional training in response to market demands
- providing special opportunities in higher education to disadvantaged groups of potential students (for example, females and those residing in remote areas)
- promoting research and scholarly activities areas of special concern to Arab society.
- promoting humanistic and Islamic values and ethics.

1.3 Eight good reasons to study at the AOU:

The Arab Open University is a unique university, in partnership with UK Open University, it offers:

- a well-designed blend of all forms of learning: through distance, E-learning and traditional classroom lectures / tutorials
- an internationally recognised degree through validation by the UK Open University
- high quality programmes of study carefully selected and designed to meet needs of the local and international market
- only 67% attendance requirement compared with traditional modes of education, which helps students with work and family commitments and those with disabilities.
- programmes designed to accommodate working students and those commuting from remote areas
- high quality interactive educational materials
- mobility: all AOU branches (Bahrain, Egypt, Jordan, Kuwait, Lebanon, Saudi Arabia, Oman, Sudan and Palestine) offer mobility through opportunities for credit transfer
- instruction in the medium of the English language enhances your English language skills and ensures better employment opportunities upon graduation

1.4 The AOU and the UK Open University

The Arab Open University is affiliated with UK Open University, The following are provided by the UK Open University:

- supervision of materials, programmes and degrees
- quality assurance
- final degree certificate from UK Open University and Arab Open University.

The AOU received institutional accreditation and validation of programmes in English Language and Literature, Business Studies, and Computing and Information Technology, from the UK Open University in December 2003. Since then, masters programmes in English Literature, MBA and in Computing have been validated.

1.5 The Faculty of Education Studies (FES)

FES is one of the AOU four faculties, the other faculties being Business Studies, Computer and IT Studies and Language Studies. According to the mission and objectives of AOU in serving local and regional communities by providing flexible high quality education opportunity which meet the needs of the Arab society, FES aims at preparing and training high quality teachers, administrators and supporting staff for different stages of the education profession. Moreover, FES participates in promoting research and scholarly activities in areas of special concern to education in the Arab society.

1.5.1A System of Coordinated Open Learning

The AOU's open learning and teaching model is based on high quality learning materials. Below is a brief description of the model:

- Blended learning combining self study and a compulsory face –to-face tuition component comprising 67% of student study hours.
- Students are allocated to an individual subject tutor in the ratio of 25:1.
- Learning is facilitated through a university wide electronic Learning Management System (LMS) based on the open source software Moodle.
- All Branches are equipped with multimedia and computing laboratories to support students who do not have access to personal computer.

- Assessment of students is via continuous assessment and contributing in class activities, preparation of TMAs and presentation of essays and term papers (60%) as well as a formal end –of–semester examination (40%)). However, the allocation of marks may be changed according to the nature and component of certain courses.
- Tutors provide comprehensive teaching comments on students TMAs and working papers to assist you in developing your understanding of the subject content and also to develop your written communication skills.

1.5.2 Tutorial Sessions

Tutorial sessions are designed to provide a forum of interaction between the tutors and students on one hand, and between the students themselves, on the other.

Tutorial sessions are held, on average, for two hours a week for course carrying the weight of 15 credit points. They are run by qualified and well –trained tutors. The sessions are intended to be run as discussion forums covering the main topics for the study week identified in course calendar. Tutors utilize these sessions in innovative ways that help you interact and learn more efficiently and effectively.

As a student you are expected to take responsibility for your own learning by studying the course materials to the schedule provided in the course calendar. Attendance of scheduled tutorial sessions is viewed to be mandatory by the AOU.

1.5.3 Office Hours

Tutors teaching credit courses maintain scheduled weekly office hours which are intended to provide a more informal environment for academic support. Please take advantage of these sessions to get assistance with your study problems as and when necessary.

2. Academic calendar (including term and assessment dates)

Arab Open University Academic Calendar – Approved

Seventeenth Academic Year 2022/2023

First Semester 2022-2023			
Weeks	**Week Start**	**Event Date**	**Events**
		03-Sep-2022	Beginning of (17th) Academic Year 2018-2019
			Faculty on duty
			Continuing and new students registration
			Faculty Training / Induction
			Students Orientation
Week 1	17-Sep-2022	17 Sep -> 22 Sep	Start of tutorial sessions
			Add / drop period (1 week)
			Transfer between Branches
Week 2	24-Sep-22		TMA available for students- Detailed TMA Submission dates are available on LMS
		21-Sep-2022	**University Council**
Week 3	1-Oct-22		
Week 4	8-Oct-22		
Week 5	15-Oct-22		
Week 6	22-Oct-22		
Week 7	29-Oct-22	31-Oct-2022	Central Quality Assurance Committee
Week 8	5-Nov-22	12 Nov -> 17 Nov	MTA
Week 9	12-Nov-22		
Week 10	19-Nov-22	23-Nov.2022 (1-3-5) Dec,2022	BOT (Board of Trustees)
Week 11	26-Nov-22		TMA cut-off submission dates
Week 12	3-Dec-22	29 Nov -> 1 Dec	Makeup on MTA
Week 13	10-Dec-22	15-Dec-2022	Last date to submit CA grades in SIS
Week 14	17-Dec-22	18-Dec-2022	Last Date to Submit Samples of TMA and MTA to HQ
Week 15	24-Dec-22		
			Week (15) End of Semester

week 16	05-Jan-19	3 Jan -> 17 Jan	Final Exams period (10 days)
		21-Jan-2019	Last Date to Submit Final Grades in SIS
		23-Jan-2019	Online + NEE Modules Exam Board
		24-Jan-2019	EDU Exam Board / Posting Grades
		(29-30) Jan 2019	OU Modules Exam Board / Posting Grades
		31 Jan - 02 Feb	AOU Local Program Exam Board

Arab Open University Academic Calendar – Approved

Seventeenth Academic Year 2022/2023

Second Semester 2022-2023			
Weeks	**Week Start**	**Event Date**	**Events**
		11-Feb-2023	Beginning of (17th) Academic Year 2018-2019
			Faculty on duty
			Continuing and new students registration
			Faculty Training / Induction
			Students Orientation
Week 1	11-Feb-2023	11 Feb -> 16 Feb	Start of tutorial sessions
			Add / drop period (1 week)
			Transfer between Branches
Week 2	18-Feb-23		TMA available for students- Detailed TMA Submission dates are available on LMS
		15-Mar-2023	**University Council**
Week 3	25-Feb-23		
Week 4	4-Mar-23		
Week 5	11-Mar-23		
Week 6	18-Mar-23		
Week 7	25-Mar-23		
Week 8	1-Apr-23	1 Apr -> 6 Apr	MTA
Week 9	8-Apr-23	17-May-2023	Central Quality Assurance Committee
Week 10	15-Apr-23	(27-28-29) Apr,2023	TMA cut-off submission dates
Week 11	22-Apr-23		
Week 12	29-Apr-23	11 Apr -> 13 Apr	Makeup on MTA
Week 13	6-May-23	11-May-2023	Last date to submit CA grades in SIS
Week 14	13-May-23	15-May-2023	Last Date to Submit Samples of TMA and MTA to HQ
Week 15	20-May-23		
			Week (15) End of Semester
week 16	27-May-23	24 May -> 7 Jun	Final Exams period (10 days)
		11-Jun-2023	Last Date to Submit Final Grades in SIS
		13-Jun-2023	Online + NEE Modules Exam Board

		14-Jun-2023	EDU Exam Board / Posting Grades
		(20-21-22) Jun 2023	OU Modules Exam Board / Posting Grades
		20-21-22 Jun – 2023	AOU Local Program Exam Board

Summer Semester 2022-2023			
Weeks	**Week Start**	**Event Date**	**Events**
Week 1	1-July-23		Beginning of Summer sessions
			Week (1) Start of tutorial sessions
		1 Jul -> 3 Jul	Add/drop period (3 days)
Week 2	8-Jul-23		TMA available for students- Detailed TMA Submission dates are available on LMS
Week 3	15-Jul-23		
Week 4	22-Jul-23	6 Jul -> 11 Jul	MTA
Week 5	29-Jul-23	16-17-18 Jul	Makeup on MTA
Week 6	5-Aug-23	20 Jul -> 25 Jul	Last week to submit TMA
		17-Aug-2023	Last Date to submit Samples of TMA and MTA to HQ
Week 7	12-Aug-23		Week (7) end of summer session
		14-Aug-2023	Last date to submit CA grades in SIS
Week 8	19-Aug-23	19 Aug -> 24 Aug	Final Exams period
		14-Aug-2023	Last Date to Submit Final Grades to SIS
		30-Aug-2023	Online + NEE + EDU + Local Courses- Exam Board
		11-Sep-2023	OU Branch's visit
		(12-13-14) Sep 2023	OU Modules Exam Board / Posting OU Grades

3. List of programme director and academic staff, their contact details and availability

arrangements

Staff Name	Brief description of role (e.g. programme leader, module tutor)	FT/PT?
Prof. Mohammed Tawalbeh	Programme Leader/ Dean (Kuwait and Jordan)	FT
Prof. Hamed Alwidi	Module Tutor (Jordan)	FT
Dr. Nader Shemy	Programme Coordinator (Oman) and Module Tutor	FT
Dr. Majdi Mashaleh	Programme Coordinator (Jordan) and Module Tutor	FT
Dr. Mofeed Abu Mosa	Module Tutor (Jordan)	FT
Dr. Walid Aboraya	Module Tutor (Oman)	FT
	Total FTE (full-time equivalent) =	10

4. List of support staff (technical and administrative)

Please contact the General Programme Coordinator for a list of support staff at each Branch.

5. Name, position and institution of the external examiner(s) involved in the programme

Mourad Diouri-Teaching Fellow in Arabic/e-learning Officer/ Staff Developer
Islamic & Middle Eastern Studies Department (IMES), University of Edinburgh
19 George Square, Edinburgh, EH8 9LD, UK

6. Introduction to the programme

The M.Ed. Programme in Instructional Technology is a full-time postgraduate programme of study Comprising either taught courses only, or taught courses and a dissertation. The M.Ed. in Instructional Technology aims to:

- contribute towards the achievement of the missions and objectives of the AOU, that is the dissemination of knowledge and contribution to human development in the Arab States.
- meet the high demand in many of the Arab States for qualified well- trained teachers who employ modern technology and teaching strategies
- enhance the quality of teacher preparation and teacher training in general, thereby contributing to the socio-economic development and improvement of education in Arab States
- respond to employment market demands for personnel with skills and qualifications in Instructional Technology in for example, business, mass media, and multimedia production

The programme is distinctive in several respects:

- it provides students with a flexible open learning opportunity.
- it combines both face- to- face instruction (67%) and interactive distance learning (33%).
- students admitted to the M.Ed. in Instructional Technology will avail themselves of excellent up–to date teaching and support materials conducive to self- learning.
- successful candidates will qualify not only for the AOU M.Ed but for a UK OU validated M.Ed. degree as well, which will provide graduates with opportunities to continue their PhD study locally, regionally or internationally.
- it offers career progression in education and, more generally , in the public and private sectors

The Programme is in high demand in all Arab countries, particularly in view of the following facts:

- professionals engaged in teaching, especially school directors and leaders need to be qualified to masters level in education for promotion and enhanced career prospects.

- more and more faculties of education and teacher training institutions are being established in Arab countries, and thus there is a great demand for qualified Masters holders to teach Instructional technology skills and basic education courses.
- national and regional businesses, the mass media, international organisations and publishing houses also require Arab personnel who are trained in educational technology

The Programme will be delivered through the open learning system, which –according to the AOU regulations - is delivered through two complementary modes:

- face-to-face interactive tutorials, constituting 67% of course credit hours, and;
- interactive distance learning delivered through specially designed teaching and support materials that are conducive for self-learning, constituting 33% of course credit hours.

7. Programme specification

Programme/award title(s)	Master of Education in Instructional Technology (M. Ed.)
Teaching Institution	Faculty of Education Studies
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2014
Date of latest OU (re)validation	September 2019
Next revalidation	September 2024
Credit points for the award	180 Credit Points
UCAS Code	
Programme start date	[15th September 2011]
Underpinning QAA subject benchmark(s)	Masters level
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	Blended Learning
Duration of the programme for each mode of study	4 semesters
Dual accreditation (if applicable)	
Date of production/revision of this specification	

Program aims and objectives

Rationale:

The Faculty of Education Studies (FES) is launching the Master of Education in Instructional Technology (M.Ed. Instructional Technology) for teachers, educational software developers and curricula developers to:

- Contribute towards the achievement of the missions and objectives of the Arab Open University of dissemination of knowledge and contribution to human development in the Arab countries and the development of their educational systems through teacher professional development and training.
- Meet the high demand in many of the Arab States for qualified well-trained teachers who employ modern technology and teaching strategies.
- Enhance the quality of teacher preparation and teacher training in general, thereby contributing to the socio-economic development and improvement of education in Arab States.
- Respond to employment market demands for personnel with skills and qualifications in instructional technology in, for example, businesses, mass media, and multimedia production.
- Meet the relatively high demand for teachers in the Arab States who can deal with new technology, especially using computers and the internet in education.
- Contribute towards the development of the educational process in the elementary, intermediate and secondary schools in Arab countries.
- Contribute towards the development of scientific research in the field of educational technology.

Aims and Objectives:

- To provide students with high quality instruction and training in educational studies
- To offer a programme of distance learning that addresses the academic and professional needs of students and the community as teaching profession implies;
- To provide the right environment for students to develop sound and long-lasting theoretical, practical, and analytic competencies and strategies that will help them in their future profession and life;
- To develop creative and critical thinking in students as well as appropriate communication skills;
- To prepare students for further and more advanced studies;
- To prepare and qualify students for scientific research to work as researchers or to provide them with practical wisdom in educational institutes. in a regional and global environment;
- To build upon and develop students' technological knowledge and interest in the teaching profession;
- To provide students with opportunity to work independently and utilise various learning strategies.

This M. Ed. Programme in Instructional Technology will qualify students to be able to:

- Understand the fundamental concepts and skills for professional use of technology in the classroom as well as distance learning.
- Understand how well technology based solutions could help solving instructional problems.
- Design methods and tools for the development of innovative learning environments.
- Use various media to communicate and collaborate effectively with students, colleagues and others.
- Evaluate the effectiveness of hardware and software in improving student learning.
- Use data and current research to promote these practices.

- Identify suitable areas for progress of the use of (ICT) in education.
- Improve the understanding of the impact of (ICT) on the organisation of teaching and learning.
- Bring to the classroom all of the content, motivational and management expertise to capture students' imaginations and connect learning in the students.
- Use technology to foster students' curiosity and creativity, as well as engage students in meaningful problem-solving activities.
- Implement information communication technology effectively, as well as using student data to assess and modify instruction.
- Develop technology-rich lesson plans, teaching strategies, and assessments.
- Stimulate the development of services and systems to ensure access to multimedia products and internet based services for education.
- Assess the pedagogical and organisational impact of (ICT) on learning processes and environments.
- Invigorate the involvement of teachers in the conceptualization of educational multimedia resources and services for E-learning.

AOU's electronic facilities include video conferencing, the internet, the electronic library, and the Arab Campus Learning Management System (LMS) based on the open source software 'moodle.'

Programme structure and learning outcomes

Option 1: <u>Taught courses</u>

<table>
<tr><th colspan="5"><u>Programme Structure - LEVEL 1</u></th></tr>
<tr><th colspan="2">Compulsory modules</th><th>Credit points</th><th colspan="2">Optional modules
(Only two courses from the below list)</th><th>Credit points</th></tr>
<tr><td>ED 631</td><td>Open and Distance Learning</td><td rowspan="3">45</td><td>ED 601</td><td>Curriculum Analysis and Development</td><td rowspan="5">30</td></tr>
<tr><td>ED 632</td><td>Research Methodology</td><td rowspan="2">ED 639</td><td rowspan="2">Special Topics in Instructional Technology</td></tr>
<tr><td>ED 633</td><td>Technology Applications in Education</td></tr>
<tr><td colspan="3" rowspan="2"></td><td>ED 641</td><td>Computer Applications in Statistical Analysis</td></tr>
<tr><td>ED 642</td><td>Planning & management of instructional technology projects</td></tr>
<tr><th colspan="2">Compulsory Specialisation Courses</th><th colspan="3">Credit points</th></tr>
<tr><td>ED 618</td><td>Instructional Design</td><td rowspan="7">105</td><td colspan="3" rowspan="7"></td></tr>
<tr><td>ED 623</td><td>Educational Psychology</td></tr>
<tr><td>ED 627</td><td>Educational Communication</td></tr>
<tr><td>ED 634</td><td>Designing and Producing Educational Software</td></tr>
<tr><td>ED 635</td><td>Multimedia</td></tr>
<tr><td>ED 636</td><td>Internet Applications in Education</td></tr>
<tr><td>ED 640</td><td>Instructional Technology for Students with Special Needs</td></tr>
<tr><td>ED 698</td><td>Comprehensive Exam</td><td colspan="4">Passing the Comprehensive Exam (ED 698- 0 credit hour for registration purposes) according to the in-use regulations and instructions.</td></tr>
</table>

Option 2: Taught courses and Dissertation

<table>
<tr><th colspan="6">Programme Structure - LEVEL 1</th></tr>
<tr><th colspan="2">Compulsory modules</th><th>Credit points</th><th colspan="2">Optional modules
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<tr><td>ED 631</td><td>Open and Distance Learning</td><td rowspan="3">45</td><td>ED 627</td><td>Educational Communication</td><td rowspan="5">30</td></tr>
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<tr><td>ED 642</td><td>Planning & management of instructional technology projects</td></tr>
<tr><th colspan="3">Compulsory Specialisation Courses</th><th>Credit points</th><td colspan="2" rowspan="6"></td></tr>
<tr><td>ED 618</td><td colspan="2">Instructional Design</td><td rowspan="5">75</td></tr>
<tr><td>ED 634</td><td colspan="2">Designing and Producing Educational Software</td></tr>
<tr><td>ED 635</td><td colspan="2">Multimedia</td></tr>
<tr><td>ED 636</td><td colspan="2">Internet Applications in Education</td></tr>
<tr><td>ED 640</td><td colspan="2">Instructional Technology for Students with Special Needs</td></tr>
<tr><td>ED 699</td><td colspan="2">Dissertation (30 Credit points)</td><td colspan="3">Writing and successfully defending a Masters' dissertation, which amounts to 6 credit hours distributed as follows for registration purposes:
<table><tr><th>Course No.</th><th>Credit hours</th></tr><tr><td>ED699 A</td><td>6</td></tr><tr><td>ED699 B</td><td>3</td></tr><tr><td>ED699 C</td><td>0</td></tr></table></td></tr>
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Intended learning outcomes at Level 1 are listed below:

Learning Outcomes – LEVEL 1	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
When students have completed the programme they will have knowledge and understanding of: A1 professional ethics of the application of technology A2 concepts of instructional design A3 innovative multimedia technologies and their application to education A4 pedagogies of blended and distance learning A5 technologies and processes for blended and distance learning A6 advanced research methodologies	Knowledge and understanding are acquired at all levels through specially prepared course manuals, resource books, videos, self-assessment exercises, group tutorials, individual tutor support, specially prepared research exercises, library study days and internet-based educational research activities. A selection of these media is used in each course that makes up the degree. Knowledge and understanding are assessed by means of tutor-marked assignments (TMAs) and written examinations. In addition, students are encouraged to assess themselves informally by means of activities and exercises contained in the course manuals, and through reflection on the comments received on TMAs and from individual feedback from tutors.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
When students have completed the programme they will be able to: B1 synthesise pedagogical and technological models of education for effective teaching and learning B2 critically explore theories of effective teaching and learning B3 evaluate critically technological models and instruments for learning B4 evaluate research methodologies in education in general and instructional design in particular B5 reflect critically on the application of instructional technologies to meet the learning needs of individuals and groups	Cognitive skills are developed through the learning and teaching methods and resources identified above. Each of the programme courses provides the students with the opportunity to identify their strengths and weaknesses in respect of each of the cognitive skills, to reflect on their progress in addressing their weaknesses and improving and consolidating their strengths. These skills are assessed by the formal and informal means identified above. Particular emphasis is placed in the courses on enabling the students to assess their own progress by means of structured activities and exercises, and through self-assessment of progress at the end-of-course units.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
When students have completed the programme they will be able to: C1 employ appropriate technology to support student learning effectively C2 create an interactive learning environment C3 facilitate the integration of technology across the curriculum and the institution C4 draw upon educational research to inform practice C5 employ instructional technology to promote independent learning	Practical skills are developed through the learning and teaching methods and resources identified in relation to knowledge and understanding. Throughout each course emphasis is placed on developing a reflective and coherent approach to contentious educational issues, through the use of both 'problem-type' and 'essay-type' questions. Research skills are addressed and developed all through the courses. The student is required, through directed research tasks, to access information both in hard copy and electronic formats, and to use that information. These practical skills are assessed by the formal and informal means identified in relation to knowledge and understanding. Research skills are also assessed in TMAs.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
When students have completed the programme they will be able to: D1 apply advanced problem-solving and decision making models D2 develop strategies for effective communications and conflict resolution D3 apply effective ICT strategies D4 work independently and apply effective time management skills D5 work collaboratively to lead change D6 think critically	Key skills are taught and developed throughout by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, participation in tutorials and practical activities and exercises, projects and micro teaching. These skills are assessed throughout the degree and are supported by tutor feedback and assignments as well as assessment of peers, tutors, and though the dissertation and its viva.

Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																					
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
1	ED601		X		X				X		X				X			X	X				
	ED618		X				X	X		X				X	X		X	X				X	X
	ED623				X	X			X	X			X		X				X			X	X
	ED627				X	X			X	X			X		X				X			X	X
	ED631	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X
	ED632	X					X	X	X	X	X	X	X	X		X		X	X		X		
	ED633	X	X	X				X	X	X	X		X	X	X			X	X	X	X		
	ED634	X	X	X	X	X		X	X	X			X	X						X			X
	ED635	X	X	X		X		X						X			X	X		X		X	X
	ED636	X	X		X	X		X	X					X	X		X		X	X			X
	ED639	X			X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X
	ED640	X	X	X				X	X	X	X		X	X	X			X	X	X	X	X	X
	ED641	X	X	X	X	X		X	X	X			X	X	X			X	X	X	X		
	ED642	X			X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X
	ED698	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	ED699	X					X		X		X					X			X		X		X

8. Module specifications

1. Factual information			
Module title	**ED601 Curriculum Analysis and Development**	**Level**	Masters
Module tutor	Dr. Majdi AlMashaleh (Module/Course Chair)	**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- This module provides students with the foundations, elements, planning and design of curriculum. Also, it allows students to analyse, develop and evaluate curriculum. In each part of the module, it is highlighting the role of technology in enhancing curriculum.
- The module helps students understand how to build public curricula, including the technology component of education, and helps them understand how to analyze the curriculum, including websites, software, and technology tools, and this links them with other courses.
- In general, the module has great impact in raising students' skills in instructional design and is complementary with one of the basics modules in the program which is ED618 (Instructional Design) module.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters but for the UK OU Masters as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries.

3. Aims of the module

The general aims of the module are to:

- Demonstrates emerging developments in curriculum definition.
- Defines the foundations of curriculum building.
- Shows the criteria for each element of the curriculum.
- Explains the steps of curriculum planning.
- Differentiates curriculum designs.
- Justifies curriculum development.
- Apply the questions of analysis of the curriculum in its analysis of the curriculum of the course he is studying.

3. Aims of the module
• The curriculum it studies is based on global evaluation standards.

4. Pre-requisite modules or specified entry requirements
None

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: A1. Identify the types of curriculum. A2. Identify participants in curriculum development, and their existing and lost roles. A3. Know the many concepts related to the curriculum A4. Know the meaning of each of the foundations of the curriculum (philosophical, cognitive, psychological, social) A5. Aware of the benefits of curriculum planning A6. Understand the problems of curriculum design	A2, A4	Knowledge and understanding are gained and developed through study of course materials in a postgraduate foundation module, and in a subject module. Supporting teaching materials include published teaching text, internet materials, study and assignment guides, and may include off prints, illustrations and CDs. Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs). Foundation modules also have examinations, which provide you with the opportunity to demonstrate your understanding of the module material. The assessment may include a final, a long assignment, or a 'project'.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B1. Distinguish between traditional and modern trends in curriculum definition. B2. Learn the basics of curriculum building.	B2, B4	In the subject module you will learn to apply these skills in a more clearly defined area of study, In all activities, students depend on using AOU electronic library to access to updated information. In the subject module you will learn to apply these skills in a more clearly defined area of study,

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
B3. Explore curriculum designs. B4. Inquire about the steps to develop the curriculum adopted in Jordan. B5. Looking for obstacles to curriculum development in his country		In all activities, students depend on using AOU electronic library to access to updated information.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: C1. Demonstrate understanding of curriculum characteristics. C2. Consider the principles adopted (philosophical, cognitive, psychological, and social) when developing the curriculum. C3. Analyze curriculum elements (objectives, content, experiences, evaluation, technology). C4. Develop elements of the curriculum according to modern foundations. C5. Develop a curriculum planning model C6. Provide acceptable justification for the development of the currently approved curriculum.	C3	Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in both the foundation and subject modules. The use of research libraries is taught in each foundation module and developed at each stage of the programme. These skills are assessed throughout the programme. Professional and practical skills are developed through discussions, practical sub-assignments to students, and through the final project of the course, which is to develop a full study module (science, mathematics, languages, social studies, art, gymnastics... etc.) Associated with the student's specialization in the bachelor's degree.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
C7. Distinguish between different methods. C8. Use the methodology development criteria to be implemented. C9. Develop strategies for analyzing the methodology.		

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: D1. Look for strengths and weaknesses in the curriculum methodology D2. Think critically about curriculum issues and develop them. D3. Critique and evaluate of the curriculum in light of international and local standards. D4. Develop the design of a component-based technology curriculum. D5. Adopt and defends a model of curriculum planning D6. Have the ability to analyze the foundations based on the curriculum (philosophical, cognitive, psychological, social)	D1, D2	The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning. It also shows students how to use ICT resources for postgraduate research through tutorials, in tutors' office hours and through library induction.

6. Indicative content.

This course includes eight topics, as follows:

Unit 1: Definitions of Curriculum

- Traditional trends in curriculum definition.

- Recent trends in curriculum definition.

- Curriculum characteristics.

- Concepts related to the curriculum.

- Types of curricula.

Unit 2: Foundations of Curriculum Building

- The philosophical basis for building the curriculum.

- Knowledge base for curriculum building.

- The psychological basis for building the curriculum.

- The social basis for building the curriculum.

Unit 3: Elements of the Curriculum

- Element 1: Objectives: Sources of their derivation, criteria, classification.

- Element 2: content: its types, components, methods of selection, criteria.

- Element 3: Experiences: their standards, types and organization.

- Element 4: Calendar: its functions, foundations, fields, types, strategies and tools.

- Element 5: Technology: its definition, its foundations, its fields, types, and tools.

Unit 4: Curriculum Planning

- Definition of curriculum planning.

- Curriculum Planning Models.

- The benefits of curriculum planning.

- Curriculum planning steps.

- The role of technology in curriculum planning

6. Indicative content.

Unit 5: Curriculum Design

- Definition of curriculum design.

- Different forms of curriculum design.

- Curriculum design problems.

- The role of technology in curriculum design

Unit 6: Curriculum Development

- Definition of curriculum development.

- Justification of curriculum development.

- Characteristics of the curriculum development process.

- Curriculum development methods (traditional and modern).

- Curriculum development steps.

- Participants in the process of curriculum development.

- The roles played by technology in the curriculum development

- Obstacles to curriculum development.

Unit 7: Methodology Analysis

- Definition of the methodology analysis.

- Questions of analysis of the curriculum and its steps.

- Methodological analysis criteria.

- Content analysis: (importance, functions, characteristics, types, steps).

- The role of technology in analyzing the curriculum

Unit 8: Curriculum Evaluation

- Definition of curriculum evaluation.

- Characteristics and criteria of evaluating the curriculum.

- Curriculum evaluation models.

- Methods of evaluating the curriculum.

- Curriculum evaluation steps.

6. Indicative content.

- The role of technology in evaluating the curriculum

- Problems of curriculum evaluation.

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.

- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.

2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

1. Course Assessment Committee (CAC)
2. Faculty Examination Committee (FEC)
3. Central Examination Committee (CEC)
4. Branch Examination Committees (BEC)

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

7. Assessment strategy, assessment methods and their relative weightings

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

7. Assessment strategy, assessment methods and their relative weightings

Allocation of Marks

For ED_601 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral Presentations

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30
	Project	30
FINAL ASSESSMENT	FINAL EXAM	40
GRAND TOTAL		100

Notes on TMAs & Final Exams

(i) Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). Each student is asked to choose a unit of courses in his or her field of specialization at the undergraduate level and to analyze the five core curriculum elements (objectives, content, activities, evaluation, and technology) into their various sub-components.

TMA-2 (Project). In this phase, each student chooses a teaching unit based on a bachelor's degree (e.g., science, languages, mathematics, social studies, art, physical education, etc.), or according to the courses he / she teaches at school. The five elements (objectives, content, experience, calendar, technology), and then the student develops the design of the unit, and has the right to add any new element as well.

(ii) Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes																			
Assessment tasks	**Learning outcomes**																		
	A1	**A2**	**A3**	**A4**	**A5**	**A6**	**B1**	**B2**	**B3**	**B4**	**B5**	**C1**	**C2**	**C3**	**C4**	**C5**	**C6**	**C7**	**C8**
TMAs													X	X	X		X		X
Final	X	X	X	X	X	X	X	X	X	X	X	X				X		X	

Assessment tasks	**Learning outcomes**									
	C9	**C10**	**C11**	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**	
TMAs	X			X		X	X			
Final		X	X		X			X	X	

9. Teaching staff associated with the module
Name and contact details
Dr. Majdi AlMashaleh, Jordan Branch, <m_mashaleh@aou.edu.jo>

10. Key reading list
حمدان، محمد. (1986). *تقييم المنهج*. دار التربية الحديثة دالف، تايلر. (1982). *أساسيات المنهج*. (أحمد خيري كاظم وجابر عبدالحميد، مترجمون). دار الفكر. سعادة، جودت.، إبراهيم، عبدالله. (2018). *المنهج المدرسي المعاصر* (ط 9.)، دار الفكر. سلامة، عادل. (2008). *تخطيط المناهج المعاصرة*. دار الثقافة للنشر والتوزيع. الشبلي، إبراهيم. (1984). *تقويم المناهج باستخدام النماذج*. الجامعة المستنصرية. طعيمة، رشدي. (1987). *تحليل المحتوى: مفهومة، أسسه، استخداماته*. دار الفكر العربي. محمد، وائل.، عبد العظيم، ريم. (2012). *تحليل محتوى المنهج في العلوم الإنسانية*. دار المسيرة. الوكيل، أحمد.، المفتي، محمد. (2017). *أسس بناء المناهج وتنظيماتها*. (ط. 10)، دار المسيرة. Allan, O., Francis, H. (2012). *Curriculum- Foundations, Principles, and Issus*. (6th. ed). Allyn and Bacon Glatthorn, A., Boschee, F., Whitehead, B., and Boschee, B. (2016). *Curriculum Leadership* (4th ed). SAGE Publications, Inc. Hass, G. (1992). *Curriculum planning, A new Approach* (6th ed.). Allyn & Bacon Inc. Posner, G. (2004). *Analyzing the Curriculum* (3rd ed.). McGraw-Hill. Tanner, D., and Tanner, L. (2006). *Curriculum Development Theory into Practice* (4th ed.). Hall Inc, New Jersey. Wiles, J., and Bondi, J. (2010). *Curriculum Development: A Guide to Practice* (8th ed.). Pearson

11. Other indicative text (e.g. websites)
1- Up to date related websites. 2- curriculum studies 3- Journal of curricula 4- On line materials 5- Official papers from the Ministry of Education related to the curriculum.

12. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Content	Support and focus on the role of technology in each curriculum process	Proposed
Assessment	As it was before	Proposed
References	Several recent references Follow-up of specialized scientific journals	Proposed

1. Factual information			
Module title	**ED618 Instructional Design**	**Level**	Masters
Module tutor	Dr. Nader Shemy (Module/Course Chair)	**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- This module provides students with main theories, concepts, and basic steps of Instructional Design. Also it allows students to understand Systematic approach in education and explore different design models in relation to various educational environments especially in distance and blended learning environment. Students will acquire the skills of analysing, designing, and evaluating instructional models.
- In general, the module has great impact in raising students' skills in instructional design and is complementary with ED601 (Curriculum Analysis and Development) module. Also it is considered to be a basic foundation that relates to all modules that deals with technology and its design.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

- Providing students with the appropriate knowledge and skills about Instructional Technology.
- Introducing students to main aspects of instructional design and the role of latest trends and tools of educational/instructional technology in instruction, learning and assessment.
- Developing students' skills to analyse, design, and evaluate instructional models.

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: A1: Demonstrate understanding of concepts of instructional design and ıts applllıcatıons. A2: Be aware of needs and importance to adopt adequate strategies and tactics for each given instructional design.	A2, A6	Knowledge and understanding are gained and developed through studying course materials. Supporting teaching materials includes published texts, internet materials, study and assignment guides, and may include offprints, illustrations and CDs. Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs).

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B1: Acquire plannıng skılls how to investigate students' characteristics and needs. B2: Be able to choose appropriate strategies, methods, materials& media for a given instructional model.	B1, B3	Cognitive skills are gained through discussions of different topics whether in face-to-face sessions or asynchronous online learning. Also they are gained through collaborative activities and tutor-marked assignments (TMAs). In all activities, students depend on using AOU electronic library to access to updated information.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: C1: Follow a given model for designing a distance learnıng package. C2: Employ effective instructional materials for face to face and distance learning.	C2, C3, C5	Practical and professional skills are gained through designing and producing complete projects in tutor-marked assignments (TMAs).

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: D1: Think critically about issues related to instructional design at the local level. D2: Evaluate instructional models designed by his mates. D3: Choose appropriate instructional models for given learning environments.	D1, D5, D6	The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning

6. Indicative content.

This module stresses the following indicative content:

Unit 1: Introduction to Instructional Design and its importance for teaching.
Unit 2: Basics of Instructional Design, Models & System Approach.
Unit 3: Basic theoretical bases of Instructional Design – Basic theories.
Unit 4: Analyses of Needs, learner, Content& task.
Unit 5: Stating objectives – wording and defining.
Unit 6: Teaching strategies, methods, activities and tools.
Unit 7: Assessment and Evaluation.
Unit 8: Instructional Design for e-learning environment.

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.
- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.

2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The

7. Assessment strategy, assessment methods and their relative weightings

structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

5. Course Assessment Committee (CAC)
6. Faculty Examination Committee (FEC)
7. Central Examination Committee (CEC)
8. Branch Examination Committees (BEC)

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

5. Marking, grading and staff training

The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

7. Assessment strategy, assessment methods and their relative weightings

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks

For ED_618 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral Presentations

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30
	Project	30
FINAL ASSESSMENT	FINAL EXAM	40
GRAND TOTAL		100

Notes on TMAs & Final Exams

(iii) Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). Students are asked to conduct a semi-empirical/descriptive study to investigate an educational phenomenon, or answer a critical question related to the application of new technology in Instructional Design at the school and university levels. It is a research work based on the topics covered by the module and also on the students' local instructional needs. Each student should present his/her work in class, and direct an interactive discussion with their mates.

TMA-2 (Project). Each student is supposed to prepare an instructional content related to his/her concern, choose a modern interactive tool, design and produce a lesson or instructional package for a given well-

7. Assessment strategy, assessment methods and their relative weightings
defined environment. The production should be based on the theoretical elements of Instructional Design. The project is to be introduced to, and assessed by, the students in class. **(iv) Final Exams (FEs)** The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes																			
Assessment tasks	**Learning outcomes**																		
	A1	**A2**	**A3**	**A4**	**A5**	**A6**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**C4**	**C5**	**D1**	**D2**	**D3**	**D4**	**D5**
TMAs		X				X			X		X	X		X	X				X
Final	X	X	X	X	X		X	X		X			X	X	X	X	X	X	

9. Teaching staff associated with the module
Name and contact details
Prof. Hamed Awidi , Jordan Branch h_awidi@aou.edu.jo
Dr. Nader Shemy, Oman Branch, nshemy@aou.edu.om

10. Key reading list

أبو جابر، ماجد.، و سرحان، عمر.(2006). *تكنولوجيا التعليم: المبادئ والمفاهيم*. مركز يزيد للنشر.

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Allen, M. (2016). *Designing Successful E-Learning*.: John Wiley& Sons.

Brown, A., & Green, D. T. (2011). *The Essentials of Instructional Design*. Pearson.

Dirksen, J. (2016). *Design for How People Learn* (2nd ed.). New Riders.

Lever, J., & McDonald, J. (2008). *Teaching and Learning with Technology*. Pearson.

Smaldino, E., & Russell, J. (2008). *Instructional Technology and Media for Learning*. Pearson.

Smith, T., and Ragan, T. (2005). *Instructional Design* (3rd ed.). Wiley, John & Sons, Incorporated.

11. Other indicative text (e.g. websites)

On Line Materials:

6- **http://itect.coe.uga.edu**
7- **http://www.uab.edu/uasomume/cdm/id.htm**
8- **http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html**
9- **http://www.elearnspace.org/Articles/InstructionalDesign.htm**

12. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Content	- More concern about relating theory of Instructional Design to real application at the local community. For example: Instead of writing a theoretical assignment about new Internet trends and applications around the world, students tend to write about real problems facing students, teachers and managers in the local community. - In order to introduce new design approaches to students, students had been asked to use certain design models each term for producing their web sessions, while they are free now to choose their own designs according to their own instructional needs. - More concern is being made for collaborative and shared activities such as video-conferences and field visits to instructional institutions.	
Assessment	- Final exams are now more dependent on open critical essay questions than multiple choices, with more accurate rubrics for assessing students' achievements.	
References	- Updated	

1. Factual information			
Module title	**ED623 Educational Psychology**	**Level**	Masters
Module tutor	Dr. Majdi Mashaleh (Module/Course Chair)	**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- This module provides students with the theoretical background in Educational Psychology including different theories and pedagogical applications. Also it provides them with basic understanding of Educational Psychology principles and raises their skills in relying on empirical data in the field when seeking to create new educational technology software.

- In general, the module serves as a framework for all other modules in the program. Specifically, students are encouraged to employ the theories and issues discussed in this module when creating educational technology materials.

- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).

- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

- Equipping students with a theoretical framework in Educational Psychology that they can employ in future professional settings and educational technology designs.
- Develop students' basic understanding of Educational Psychology priniciples that can be used to create more optimal learning environments and interactions in their future professional settings.
- Foster students' ability to rely on empirically backed Educational Psychology solutions to educational technology problems or innovations.

4. Pre-requisite modules or specified entry requirements
None

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1:** Specify common factors that play a role in successful teaching and student learning. **A2:** Demonstrate an understanding of the cognitive processes essential to student learning. **A3:** Understand methods and strategies appropriate for working with students' individual differences. **A4:** Demonstrate an understanding of the different schools of thought in Educational Psychology (i.e., behaviourist, cognitive, social, humanistic, and ecological). **A5:** Demonstrate an understanding of child development themes (i.e., cognitive, social, and moral).	A4 – A5	Knowledge and understanding learning outcomes are supported by the module materials that are provided to students ahead of time. The assigned content readings are reviewed during class meetings via lecturing, with emphasis on classroom discussions to ensure students' understanding of the material. Hands-on activities are also employed to ensure students' understanding of the applications of module content. Continuous feedback is provided by the tutor during class meetings to ensure that students' understanding of the content is correct.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B1:** Critically evaluate and analyse research articles in the field of educational psychology. **B2:** Develop solid and evidence-backed arguments for employing methods and strategies for pedagogical issues.	B2 – B3	The tutor selects and assigns research articles that are critical in the field and extend beyond the assigned text of the module. Students are expected to read all the assigned research articles and post critical discussion questions prior to the scheduled class meeting. During the class meeting, the tutor poses students' discussion questions in an orchestrated

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		fashion that allows for optimal analysis and critique of the research article. Students are also expected to select a common pedagogical issue that educators face today and search for empirical evidence to support their arguments regarding the importance of the issue. Their arugments must be prepared as a research report and oral presentation. Finally, studnets also partake in a classroom debate regarding a conterversial issue in the field of Educational Psychology. Students are encouraged to use empirical evidence to support their arguments (and rebut opposing views).

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **C1:** Effectively employ educational psychology theories in pedagogical settings. **C2:** Present a persuasive presentation to a critical audience. **C3:** Employ empirical data to drive decision making in pedagogical situations.	C1 – C3	Several 'discussion' questions are posed by the tutor during the student meetings to encourage students to think about ways in which theories may be applied in a professional setting. Case studies are presented to students and they are directed to employ educational theories to solve these scenarios. Students are also required to provide an oral presentation to a critical audience regarding a common issue that educators face today. They are required to provide a persuasive presentation

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		regarding the criticality of this issue as well as evidence-backed solutions for the issues. Finally, students will be required to present results from data they collect to further support their persuasive presentation

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1:** Employ research readings to develop persuasive arguments. **D2:** Present a persuasive presentation to a critical audience.	D2 – D5 – D6	Students will be required to search for research studies that support their arguments and provide evidence for pedagogical solutions to issues they may face in future settings. Students will also be required to present their research reports to an audience, answering any critical questions they may pose.

6. Indicative content.

Unit 1: Introduction to Educational Psychology

Unit 2: Cognitive Growth

Unit 3: Personal, Social and Ethical Development

Unit4: Behavioural School Views in Learning

Unit5: The views of the cognitive school in learning

Unit6: Complex cognitive processes

Unit7: Knowledge and learning perspectives on learning

Unit8: Individual Differences

Unit9: Formal tests and classroom evaluation

Unit10: Motivation

This module provides students with the theoretical background in Educational Psychology. Students not only learn about different theories (i.e., behaviourism, constructivism, etc.) but also learn about different pedagogical applications that may better serve students' educational experiences. It is made clear to students from the beginning of the module that ED623 serves as a framework for all other modules in the program. Specifically, students are encouraged to employ the theories and issues discussed in this module when creating educational technology materials.

In addition to the common Educational Psychology content, students also participate in reading and criticizing up-to-date research articles in the field. Specifically, students are assigned articles clearly relating educational psychology to technological applications as well as articles related to Educational Psychology more generally (i.e., motivation, behavioural modification, etc.). The rationale behind this design is to foster a scholary-like approach to solving problems students may face in their professional field. Students come to realize that reliance on empirical data is preferable when seeking to creating new educational technology software, for instance. These readings also extend beyond the text of the module and thus addresses issues that may otherwise not be discussed elsewhere.

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

7. Assessment strategy, assessment methods and their relative weightings

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.

- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.

2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

9. Course Assessment Committee (CAC)
10. Faculty Examination Committee (FEC)
11. Central Examination Committee (CEC)
12. Branch Examination Committees (BEC)

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

7. Assessment strategy, assessment methods and their relative weightings

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

5. Marking, grading and staff training

The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks

For ED_623 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral Presentations

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

7. Assessment strategy, assessment methods and their relative weightings

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30
	Project	30
FINAL ASSESSMENT	FINAL EXAM	40
GRAND TOTAL		100

Notes on TMAs & Final Exams

(v) Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). What are the biggest problems that we find in the educational framework in the school where you study? What innovative solutions can help reduce these problems?

TMA-2 (Project). The student will apply a survey / procedural study on the problem s/he has chosen in the TMA-1

(vi) Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes												
Assessment tasks	**Learning outcomes**											
	A1	**A2**	**A3**	**A4**	**A5**	**B1**	**B2**	**C1**	**C2**	**C3**	**D1**	**D2**
TMAs						x	x	x	x	x	x	x
Final	x	x	x	x	X							

9. Teaching staff associated with the module
Name and contact details
Dr. Majdi Mashaleh m_mashaleh@aou.edu.jo

10. Key reading list

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11. Other indicative text (e.g. websites)
https://www.youtube.com/user/HarvardCenter https://www.naeyc.org/

12. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
Content	The course is modified to enable students to critically evaluate and analyze research articles in the field of educational psychology, and employment research readings to develop persuasive arguments.	
Assessment		
References	Updated	

ED627 1. Factual information			
Module title	**ED627 Educational communication**	**Level**	Masters
Module tutor	Prof. Hamed Alwidi (Module/Course Chair) Dr. Walid Aboraya	**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- It provides a flexible open learning opportunity to students.
- It combines both face-to-face instruction (65%) and interactive distance learning (35%);
- Students admitted will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning
- Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries
- It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

1. Provide students with appropriate knowledge and training about technology and different communication strategies and models to optimize learning experience.
2. Link between related theories and practice
3. Develop students' skills in planning for using technology, to enhance different communication styles, for better performance in education.

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1:** Identify Interaction patterns in the educational communication environment. **A2:** Understand the Changing Face of Education; Communication practices in online learning environments using social media and digital tools Vs. Traditional learning environments. **A3:** Demonstrate the role of the educational institution in activating educational communication.	A4, A5	Knowledge and understanding are gained and developed through study of course materials. Supporting teaching materials include published teaching text, internet materials, electronic library, study and assignment guides.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B1:** Critically explore advanced communication strategies **B2:** Evaluate critically arguments and assumptions related to good communication between instructors & learners **B3:** Critically explore connections exist between educational communication and epistemological theories.	B2, B3	Cognitive skills are gained through discussions of different topics whether in face-to-face sessions or asynchronous online learning. Also they are gained through collaborative activities and tutor-marked assignments (TMAs). In all activities, students depend on using AOU electronic library to access to updated information.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **C1:** Effectively employ available facilities for better communication in educational settings. **C2:** Use information technology to evaluate plans towards better performance in education. **C3:**Develop technological plans/models for better communication opportunities in educational institutions	C1, C3	Practical and professional skills are gained through designing and producing complete projects in tutor-marked assignments (TMAs).

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1:** Develop strategies for effective communications and conflict resolution. **D2:** Successfully communicate with others in different educational situations. **D3:** Think critically on how to judge the appropriateness of communication practices in educational institutions.	D2, D5, D6	The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning.

6. Indicative content.

This course includes the following Units:

Unit 1:

- Concept of communication and educational communication.
- Components of communication process.

Unit 2:

- Visual literacy and enhancing communication.

Unit 3:

- Types and models of communication.

Unit 4:

- The relationship between educational communication and educational technology in general and instructional design in particular.

Unit 5:

- The Role of educational institutions in optimizing educational communication.

Unit 6:

- Taxonomy of distance education technology and the effect of noise and distraction.

Unit 7:

- Different types of dominant technology available in local institutions that optimize educational communication. (ex. educational e-press, Educational Television, School radio, Educational films, Social networks...etc.)

Unit 8:

- Interaction in educational websites.
- Types of interaction and effective teaching on distance.
- Hierarchy of interaction in distance learning.

Unit 9:

- The effective use of information technology to enhance educational communication (applications)

Unit 10:

- Barriers to effective educational communication.

Unit 11:

- Theories underpinning educational communication in the digital age.

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.
- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.

2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

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The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

13. Course Assessment Committee (CAC)
14. Faculty Examination Committee (FEC)
15. Central Examination Committee (CEC)
16. Branch Examination Committees (BEC)

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

7. Assessment strategy, assessment methods and their relative weightings

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

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The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks

For ED_627 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral presentations

(iii) Sit for one final exam

7. Assessment strategy, assessment methods and their relative weightings

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.\

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30
	Project	30
FINAL ASSESSMENT	FINAL EXAM	40
GRAND TOTAL		100

Notes on TMAs & Final Exams

(vii) Tutor-Marked Assignments (TMAs)
These assignments are spread out over the duration of course delivery. In addition to gauging student progress of study, they serve to invoke and develop investigative and research skills. TMAs carry 60% of the overall grade of the course.

(viii) Final Exams (FEs)
The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes												
Assessment tasks	**Learning outcomes**											
	A1	**A2**	**A3**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**D1**	**D2**	**D3**
TMAs	X	X	X	X	X		X	X	X	X	X	X
Final	X	X	X			X	X			X		

9. Teaching staff associated with the module
Name and contact details
Prof. Mohammad Tawalbeh, Jordon Branch, m_tawalbeh@aou.edu.jo
Dr. Walid Aboraya (Module/Course Chair), Oman Branch, walid.aboraya@aou.edu.om

10. Key reading list

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Zanello, G., Fu, X., Mohnen, P., & Ventresca, M. (2016). The creation and diffusion of innovation in developing countries: a systematic literature review. *Journal of Economic Surveys*, *30*(5), 884-912.

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11. Other indicative text (e.g. websites)
10- Up to date related websites. 11- AOU electronic library online materials

12. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Content	-Online teaching and effective educational communication -Theories and models underpinning communication in the digital age	Proposed
Assessment	-Participation is assessed through activities all over the course -The project will include writing a report to reflect on theory, design and practice	Proposed
References	New references are introduced.	Proposed

1. Factual information			
Module title	**ED 631 Open and distance learning**	**Level**	Masters
Module tutor	Prof. Mohammed Tawalbeh (Module/Course Chair) Dr. Nader Shemy	**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- This module explore contemporary trends in open and Distance learning, also it provides students with the appropriate knowledge and training about open and distance learning pedagogies and its processes in both Arab and international contexts. They critically explore learning design, evaluate delivery techniques and utilize instructional technology to promote independent learning in open and distance learning context. Students are encouraged to examine the consequences of employing ICT on the various sectors of society, in general, and the open and Distance learning sector in particular.

- In general, the module is considered one of the basic modules that introduce students to a different type of learning that supports continuing education and lifelong learning.

- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).

- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

- Provide students with emerging topics in instructional technology;
- Develop students' research methodology skills.
- The module also aims to teach students about
- Demonstrate understanding of open and distance learning pedagogies and processes.
- Incorporate pedagogies of Open and Distance learning.
- Apply effective technologies for Open and Distance learning.
- Critically explore learning design in Open and Virtual Universities.
- Evaluate various delivery techniques in Open and Distance learning.

3. Aims of the module
• Utilize instructional technology to promote independent learning. • Identify the roles of teacher and learner in open and Distance learning environments. • Learn about Arab and international experiences in open and Distance learning. • Explore trends and issues in open and Distance learning. • Examine the consequences of employing ICT on the various sectors of society, in general, and the open and Distance learning sector in particular. • Engage critically with a range of literary texts and complex critical, theoretical material. • Contribute in an informed way, to current debates about trends and issues in open and Distance learning. • Construct and present sophisticated, coherent and persuasive written and oral arguments; • Plan and write a TMAs, presented with In light of scientific writing standards and sound methodology; • Communicate ideas effectively in the form of extended, postgraduate-level essays, presented in an appropriately academic manner. • Using feedback from the tutor and peer feedback from students and other resources effectively to improve students' performance.

4. Pre-requisite modules or specified entry requirements
None

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1**. Know a range of researches about Open and Distance learning. **A2**. Understand current issues and debates in Open and Distance learning subject area. **A3**. Plan a proposal to create Open or Distance institutions. **A4**. Demonstrate actions to tutor and peers' feedback to improve work. **A5**. Use other resources, such as LRC and OERs.	A1, A3, A4, A5, A6	Knowledge and understanding are gained and developed through study of course materials. Supporting teaching materials include published teaching text, internet materials, study and assignment guides. Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs).

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B1**. Evaluate critically current research in one or more areas of Open and Distance learning studies; **B2**. Evaluate and critique some Arab and international experiences and practices in Open and Distance learning. **B3**. Employ Open, Distance and Blended Learning concepts and theories appropriately; **B4**. Evaluate opportunities and challenges of OERs and MOOCs.	B1, B2, B3, B4, B5	Cognitive skills: you will learn to understand the approaches taken by others to Open and Distance learning studies, and you will be asked to evaluate some of these and researches in assignments. In the subject module you will learn to apply these skills in a more clearly defined area of study, and in the TMAs you will begin to apply some of these approaches.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **C1**. Make use of LRC, their archives and their content. **C2**. Use specialist online databases and other online facilities for postgraduate study; **C3**. Form arguments and express them in substantial pieces of writing using proper academic conventions; **C4**. Plan a proposal project according to specific guidelines; **C5**. Work independently on the TMAs.	C2, C3, C4, C5	Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in both the foundation and subject modules. The use of research libraries and OER.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1.** Communicate effectively with colleagues in working groups. **D2.** Utilize media and recourses creatively. **D3.** Employ effective presentation skills in front of colleagues **D4.** Collaborate effectively with mates in open education resources. **D5.** Develop information search skills through global databases	D1, D3, D4, D5, D6	The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning (Blended Learning). It also shows students how to use OER resources for postgraduate research through tutorials, in tutors' office hours. Key skills are developed progressively throughout the programme, initially in relatively brief, structured assignments,

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		in tutorials, in LMS communication with tutors, and in the examination, but more fully and independently in the all TMAs.

6. Indicative content.

Unit #1: Global change and challenges to education

Review the most important global changes that have led to interest in open and distance learning.

Unit #2: The role of Open, distance and Blended learning in educational innovation

Know the most important roles that open and distance education may play in the field of education in general, especially with regard to the development and modernization of educational programs.

Unit #3: The potential of open, distance and blended learning

Discuss what open and distance learning can offer for individuals, institutions, and the education community in general.

Unit #4: Media for delivering global education

Review the most important technological applications that can be used in open and distance learning, in the availability of content and in effective communication between teacher and learners, and among learners.

Unit #5: Students and technology –mediated education

Applications address technology in terms of the most appropriate learning cognitive styles, and the previous experiences.

Unit #6: Components of distance learning systems

Discuss key components of an open and distance learning system, such as educational institution, community, academic programs, technological facilities

Unit #7: Cost- efficiency of Open and Distance learning

Discusses the cost-effectiveness of the higher education institutions included in the case study analysis.

Unit #8: Factors affecting the cost of Open and distance learning

Find all the factors that may affect the cost of availability of academic programs via open and distance learning system.

Unit #9: Recent trends in Open and distance learning

Explore the current trends in the field of Open and distance learning research during the current period.

Unit #10: The future of distance and open learning and hope for change

Explore the new in the field of open and distance learning in light of the evolving developments in information and communication technology, and the continuing need for parallel education systems to meet the growing demand for learning.

In general, this course content reflects the concepts and theoretical frameworks related to Open, distance and blended learning to help solve the real problems in the educational community.

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys

7. Assessment strategy, assessment methods and their relative weightings

by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.
- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.

2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

17. Course Assessment Committee (CAC)
18. Faculty Examination Committee (FEC)
19. Central Examination Committee (CEC)
    Branch Examination Committees (BEC

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

7. Assessment strategy, assessment methods and their relative weightings

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

5. Marking, grading and staff training

The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks

For ED_631 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

7. Assessment strategy, assessment methods and their relative weightings

(ii) Oral Presentations

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30
	Project	30
FINAL ASSESSMENT	FINAL EXAM	40
GRAND TOTAL		100

Notes on TMAs & Final Exams

(ix) Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). For example, a visit to an institution in the field of Open and distance learning (live or virtual), and writing a critical analytical report about the institution and its educational and technological potential and opportunities for success and the most important cons. Or a critical review of a published paper related to issues pertinent to open and distance learning.

TMA-2 (Project). Designing and implementing an online learning session (using Web based application) to explain a specific concept or lesson. Designing and producing E-content in any educational content (using a mobile based application).

(x) Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes																		
Assessment tasks	**Learning outcomes**																	
	A1	**A2**	**A3**	**A4**	**A5**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**C4**	**C5**	**D1**	**D2**	**D3**	**D4**	**D5**
TMAs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Final	X	X	X	X	X	X	X	X										

9. Teaching staff associated with the module
Name and contact details
Prof. Mohammed Tawalbeh, Jordan Branch, <m_tawalbeh@aou.edu.jo>
Dr. Nader Shemy, Oman Branch <nshemy@aou.edu.om>

10. Key reading list

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11. Other indicative text (e.g. websites)
12- Up to date related websites. 13- curriculum studies 14- Journal of curricula 15- On line materials 16- Official papers from the Ministry of Education related to the curriculum.

12. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Content	• Cost- efficiency of Open and Distance learning. • Factors affecting the cost of Open and distance learning. • Online peer feedback • Online communities of practice.	Proposed
Assessment	Before implementing any practical skill, it is necessary to address the relevant theoretical and research aspects. There is more emphasis on the technical aspects of performing TMAs. Participation is assessed through activities all over the course	Proposed
References	References are updated, and there is greater reliance on open educational resources OERs.	Proposed

1. Factual information			
Module title	**ED632 Research Methodology**	**Level**	Masters
Module tutor	Dr. Majdi Mashaleh (Module/Course Chair)	**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- This module provides students with the appropriate knowledge and training about concepts and fundamentals of scientific research as well as various educational research methodologies. It acquires students needed skills for planning research projects and writing their report.
- In general, the module is important is enhancing students' scientific writing including referring to references, citing their writing and plan for research projects across other modules. Also it is considered to be a fundamental module for students who choose to write a thesis.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

This course deals with the nature of research and various educational research methodologies, defining research problem, reviewing the literature, research questions, characteristics of good research questions, variables and hypotheses, sampling, instrumentation, validity and reliability, and internal validity. This course also focuses on quantitative, qualitative research methodologies, and writing research proposals and reports.

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: A1. Understand the basic concepts in research in general and the fundamentals of scientific research in education. A2. Specify of the specifications and steps of conducting scientific research in education. A3. Know the types of scientific research used in the field of education and the characteristics of each. A4. Understand the relationship between different research types and their statistical designs. A5. Be acquainted with the mixed method research	A1, A3, A6	Knowledge and understanding are gained and developed through study of course materials in a postgraduate foundation module, and in a subject module. Supporting teaching materials include published teaching text, internet materials, study and assignment guides, and may include off prints, illustrations and CDs. Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs). Foundation modules also have examinations, which provide you with the opportunity to demonstrate your understanding of the module material. The assessment may include a final, a long assignment, or a 'project'.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B1. Differentiate between the different types of scientific research used in the field of education. B2. Analyze educational literature related to specialization and devising research problems.	B1, B2, B3, B4, B5	Cognitive skills: at foundation level you will learn to understand the methodologies and approaches taken by others to literary studies, and you will be asked to evaluate some of these in assignments and the examination. In the subject module you will learn to apply these skills in a more clearly defined area of study, In all activities, students depend on using AOU electronic library to access to updated information.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
B3. Analyze scientific studies and judgment on their conformity with the requirements of scientific research.		

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: C1. Identify a research problem within the educational framework and in the field of specialization of students studying. C2. Review previous literature relevant to the research problem. C3. Evaluate scientific research and governance to the extent of conformity to the method of good scientific research. C4. Prepare a scientific study in one of the educational subjects related to the specialization of the students according to the correct scientific specifications. C5. Employ qualitative research method	C1, C2, C4	Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in both the foundation and subject modules. The use of research libraries is taught in each foundation module and developed at each stage of the programme. These skills are assessed throughout the programme. Professional and practical skills are developed through discussions, practical sub-assignments to students, and through the final project of the course.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: D1.Write a scientific research paper that could be published..	D1, D2, D4	The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning. It also shows students how to use ICT resources for postgraduate research through tutorials, in tutors' office hours and through library induction.

6. Indicative content.

Unit 1: Concepts and fundamentals of scientific research:

The importance of scientific research and its applications, the types of research, the ethics of scientific research, the problem of study, variables and hypotheses, samples, measuring tools, validation and stability, use of statistics in education, internal honesty.

Unit 2: Experimental Research:

Basic characteristics of experimental research, randomization and control of extraneous variables, different experimental designs, control of internal truths in experimental designs, applied examples.

Unit 3: Associated Research:

The nature of associative research and its objectives, the steps of the implementation of associative research, the meaning of correlation coefficients, the risks of internal validity in associative research, applied examples.

Unit 4: Comparative Higher Research:

The nature and objectives of comparative research, the uses of comparative meta-research, the steps of implementation of comparative higher research and the conditions for its implementation, applied examples.

Unit 5: Survey Research:

The nature of survey research and its objectives, the uses of survey research, the steps of implementing survey research, practical examples.

Unit 6: Qualitative Research Method:

Approaches to qualitative research, triangulation of different data sources, analysing data and coding, moving from data analysis to theoretical development. Presenting results, ethnographic, grounded theory and mixed- method research.

Unit 7: Preparation of the research project (planned) and writing the report

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

7. Assessment strategy, assessment methods and their relative weightings

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.
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2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

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22. Central Examination Committee (CEC)
23. Branch Examination Committees (BEC)

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

7. Assessment strategy, assessment methods and their relative weightings

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

5. Marking, grading and staff training

The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks

For ED_632 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral Presentations

7. Assessment strategy, assessment methods and their relative weightings

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	**TMA (Term Paper)**	**30**
	Project	**30**
FINAL ASSESSMENT	**FINAL EXAM**	**40**
GRAND TOTAL		**100**

Notes on TMAs & Final Exams

(xi) Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). Criticism and evaluation of Masters theses specialized in the field of education technology, according to the principles and standards that were taken in the units of study.

TMA-2 (Project). Each student is required to develop a proposed research project, linked to the education technology, including chapters I, II, and III, in accordance with the principles learned in the course.

(xii) Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes												
Assessment tasks	**Learning outcomes**											
	A1	**A2**	**A3**	**A4**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**C4**	**D1**
TMAs					x	x	x	x	X	x	x	x
Final	x	x	x	x								

9. Teaching staff associated with the module
Name and contact details
Dr. Majdi AlMashaleh, Jordan Branch, m_mashaleh@aou.edu.jo

10. Key reading list

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Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: an integrated approach to design and analysis*. Mahwah, N.J.: Lawrence Erlbaum.

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Menard, S. W. (2002). *Longitudinal research***.** (2nd ed.). Thousand Oaks, Calif.: Sage Publications.

Rossi, P. H., Freeman, H. E., & Lipsey, M. W. (1999). *Evaluation: a systematic approach*. (6th ed.). Thousand Oaks, Calif.: Sage Publications.

Slavin, R. E. (2007). *Educational Research* .Pearson .Boston

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11. Other indicative text (e.g. websites)
17- Up to date related websites. 18- Master Thesis, and PhD dissertations 19- Journals for Education 20- On line materials

12. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Content	The course was linked to the development of educational technology and the development of scientific research in the Department of Educational Technology in terms of subjects accepted for research by students.	Proposed
Assessment		Proposed
References	The list of references updated	Proposed

1. Factual information			
Module title	**ED 633 Technology Applications in Education**	**Level**	Masters
Module tutor	Dr. Walid Aburaya (Module/Course Chair),	**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- It provides a flexible open learning opportunity to students.
- It combines both face-to-face instruction (67%) and interactive distance learning (33%);
- Students admitted will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning
- Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries
- It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

1. Critically evaluate current practice, problems and research in Instructional technology
2. Apply effective ICT strategies to foster curiosity and creativity
3. Develop strategies for effective communications and conflict resolution
4. Explore Integrating Educational Technology into the Curriculum
5. Plan and implement Communications, Networks, the Internet, and the World Wide Web for use in teaching
6. Explore the Changing Face of Education – Teaching Online
7. Evaluation Educational Technology and Integration Strategies
8. Critically explore ethics, trends and issues in the application of technology to education

The module also aims to teach students about

1. Integrating Educational Technology into the Curriculum
2. Communications Networks, the Internet, and the World Wide Web
3. Software and Hardware for Educators
4. Technology, Digital Media and Curriculum Integration
5. The Changing Face of Education – Teaching Online
6. Evaluation Educational Technology and Integration Strategies
7. Security Issues, Ethics, and Emerging Technologies in Education
8. Concept of (CAI) computer assisted instruction, and (CMI) computer managed instruction
9. Concept Mapping such as Inspiration software
10. Concept and main domains of Instructional Technology
11. Augmented reality and Gamification applications in education

4. Pre-requisite modules or specified entry requirements
None

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1**: Understand ICT-related concepts, whether on equipment or software. **A2**: Demonstrate the importance of using ICTs in the education process. **A3**: Select and evaluate some appropriate application software.	A1- A2 – A3	Knowledge and understanding are gained and developed through study of course materials in a postgraduate foundation module, and in a subject module. Supporting teaching materials include published teaching text, internet materials, study and assignment guides, and may include off prints, illustrations and CDs. Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs). Foundation modules also have examinations, which provide you with the opportunity to demonstrate your understanding of the module material. The assessment may include a final, TMAs, a long assignment, or a 'project'.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B1**: Gain the ability to compare and distinguish between two or more programs in terms of preference for use among a group of learners. **B2**: Demonstrate the skill of designing learning materials through the use of ICTs. **B3**: Attain illustrative skills to highlight their actions in selecting educational software or to justify a program. **B4**: Acquire the skill of selecting and using the appropriate software for different educational situations.	B1 – B2 – B3 – B4	Cognitive skills are gained through discussions of different topics whether in face-to-face sessions or asynchronous online learning. Also they are gained through collaborative activities and tutor-marked assignments (TMAs). In all activities, students depend on using AOU electronic library to access to updated information.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **C1**: Apply the skills of embedding technology in the educational situations it performs. **C2**: Plan and develop educational positions to make them sources of learning and in collaboration with students. **C3**: Plan and develop the skill of cooperation in carrying out some projects.	C1 – C2 – C3	Practical and professional skills are gained through designing and producing complete projects in tutor-marked assignments (TMAs).

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1**: Issue a judgment on the validity of educational software for students. **D2**: Use appropriate technology to develop appropriate strategies to solve life problems. **D3**: Design and production of educational materials using ICT that suits students at all levels of study and for any subject. **D4**: Specify the skill of communication with others through appropriate educational software.	D1 – D2 – D3 – D4	The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning.

6. Indicative content.

This course includes the following units:

- **Unit one**
  - Integrating Educational Technology into the Curriculum
- **Unit two**
  - Concept and main domains of Instructional Technology
- **Unit three**
  - Augmented reality gasification applications in education
- **Unit four**
  - Characteristic of the new learning environment and standards for digital age learning.
- **Unit five**
  - Application Software, Productivity tools for Education
  - Hardware for Educators
- **Unit six**
  - Concept of (CAI) computer assisted instruction
  - (CMI) computer managed instruction
  - Welliver's Instructional Transformation Model
- **Unit seven**
  - Technology, Digital Media, and Curriculum Integration
- **Unit eight**
  - The Changing Face of Education—ICTe
- **Unit nine**
  - Concept Mapping
  - Inspiration Software
- **Unit ten**
  - Evaluation Educational Technology and Integration Strategies
- **Unit eleven**
  - Security Issues, Ethics, and Emerging Technologies in Education

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.
- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.

7. Assessment strategy, assessment methods and their relative weightings

2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

24. Course Assessment Committee (CAC)
25. Faculty Examination Committee (FEC)
26. Central Examination Committee (CEC)
27. Branch Examination Committees (BEC)

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

7. Assessment strategy, assessment methods and their relative weightings

The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks

For ED_633 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral Presentations

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30
	Project	30
FINAL ASSESSMENT	FINAL EXAM	40
GRAND TOTAL		100

7. Assessment strategy, assessment methods and their relative weightings

Notes on TMAs & Final Exams

(xiii) Tutor-Marked Assignments (TMAs)

These assignments are spread out over the duration of course delivery. In addition to gauging student progress of study, they serve to invoke and develop investigative and research skills. TMAs carry 60% of the overall grade of the course.

(xiv) Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes															
Assessment tasks	**Learning outcomes**														
	A1	**A2**	**A3**	**A4**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**D1**	**D2**	**D3**	**D4**
TMAs	**X**	**X**	**X**		**X**	**X**			**X**	**X**	**X**	**X**	**X**		
Final		**X**	**X**	**X**		**X**	**X**	**X**		**X**	**X**		**X**	**X**	**X**

9. Teaching staff associated with the module	
Name and contact details	
Dr. Walid Aburayam Oman Branch,	**walid.aboraya@aou.edu.om**

10. Key reading list

List of updated books, journals and web resources.

Gunter, G., and Gunter, R. (2015). *Teachers Discovering Computers: Integrating Technology in the Classroom* (8th Edition). Shelly Cashman Series, Course Technology, Boston, Masters. USA. ISBN: 9781285845432

Shelly, G., Gunter, G., and Gunter, R. (2012). *Teachers Discovering Computers: Integrating Technology in the Classroom*. (7th Edition). Shelly Cashman Series, Course Technology, Boston, MA. USA. ISBN-13: 978-1-133-52657-5.

شيلي وكاشمان و جانتر (2014). *تقنيات تربوية حديثة (Teachers Discovering Computers: Integrating Technology in the Classroom)* . الطبعة الثالثة. ترجمة الحاج عيسى، مصباح وآخرون. دار الكتاب الجامعي. غزة – فلسطين.

مراجع إضافية:

es, W., and Kingsley, J. (2009). *Higher Education in Virtual worlds: Teaching and learning in Second Life.* Emerald Group Publishing Limited.

lin, E., & Nahari, A. A. (2018). The Impact of E-Learning on Academic Performance: Preliminary Examination of King Khalid University. *DEVELOPMENT, 7*(1).

nson, M., Smaldino, S., & Zvacek, S. (2015). *Teaching and learning at a distance: Foundations of distance education* (6th Ed.). North Carolina: Information age publishing.

11. Other indicative text (e.g. websites)
http://www.ajde.com/index.htm
http://www.blackwellpublishers.co.uk/asp/comments.asp
http://www.bookstoread.com/etp/
http://Itdl.org
https://www.tandfonline.com/toc/cdie20/.VCRVI_mSxj0https://www.tandfonline.com/toc/cdie20/.VCRVI_mSxj0
https://www.tandfonline.com/toc/rere20/.VCRW7vmSxj0
https://www.tandfonline.com/toc/cedr20/.VCRXd_mSxj0

12. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
Content	• Concentrating more on pedagogical practices • Introducing concepts like augmentation, gamification, and concept mapping.	Proposed
Assessment	• Participation is assessed through activities all over the course • The final project will use one of the augmentation or gamification applications in the learning process.	Proposed
References	• New references and links (especially for integrating ICT in education) are introduced.	Proposed

1. Factual information			
Module title	**ED634 Designing and Producing Educational Software**	**Level**	Masters
Module tutor	Dr Walid Aboraya (Module/Course Chair) Dr Mofeed Abumosa	**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- This module provides students with a theoretical framework about designing educational software as well as introducing them to suitable tools and techniques that help them in the production process.
- In general, the module is considered one of the basic modules that provides students with applications based on the knowledge and skills learned in ED618 (instructional design) and ED635 (Multimedia)
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries

3. Aims of the module

The general aims of the module are to:

In this course, the integration of theory and practice will be accomplished through learning by design. Students will be able to:

- Critically explore and evaluate different models of instructional design
- Integrate software into curriculum to create an interactive learning environment
- Develop educational multimedia product for specific subject area
- Design educational multimedia software

4. Pre-requisite modules or specified entry requirements

ED618 & ED635 are pre-requisites for this module.

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1:** State the theoretical principles related to instructional design and educational software production. **A2:** Recognize some modules of instructional design and educational software production. **A3:** Recognize the phases of developing an educational software. **A4:** Recognize the team of production and their tasks	A2, A3, A5	Knowledge and understanding are acquired at all levels in this course, resource books, videos, articles and online tutorials, self-assessment exercises, group tutorials, individual tutor support, specially prepared research exercises, library study days and internet-based educational research activities. A selection of these media is used in this course that makes up the degree. Knowledge and understanding are assessed by means of tutor-marked assignments (TMAs) and written examinations. In addition, students are encouraged to assess themselves informally by means of activities and exercises contained in the course, and through reflection on the comments received on TMAs and from individual feedback from the tutor.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B1:** utilze the instructional design modules to develop educational sofware. **B2:** choose appropriate application to produce educational sofware. **B3:** reflect critically on the application of instructional technologies to meet the learning needs of students in schools. **B4:** evaluate an educational software.	B1, B3	Cognitive skills are developed through the learning and teaching methods and resources identified above. The course provides the students with the opportunity to identify their strengths and weaknesses in respect of each of the cognitive skills, to reflect on their progress in addressing their weaknesses and improving and consolidating their strengths. These skills are assessed by the formal and informal means identified above. Particular emphasis is placed in the courses on enabling the students to assess their own progress by

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		means of structured activities and exercises, and through self-assessment of progress at the end-of-course units.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **C1:** write a full scenario using storyboards template. **C2**: produce the multimedia objects which contains the educational software. **C3:** produce an interactive educational software that support learning in schools. **C4:** produce an e-quiz using appropriate application.	C1, C2	Practical skills are developed through the learning and teaching methods and resources identified in relation to knowledge and understanding. Throughout the course emphasis is placed on developing a reflective and coherent approach to contentious educational issues, through the use of both 'problem-type' and 'essay-type' questions. Practical hands on skills are addressed and developed all through the course. The student is required, through direct tasks, to produce a complete educational project using a variety of applications. These practical skills are assessed by the formal and informal means identified in relation to knowledge and understanding. Research skills are also assessed in TMAs.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1:** apply problem-solving skills to overcome obstacles while the process of design and produce of an educational software. **D2**: apply critical thinking skills to evaluate the quality of the educational software.	D1, D6	Key skills are taught and developed throughout by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, participation in tutorials and practical activities and exercises, projects and micro teaching.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		These skills are assessed throughout the course and are supported by tutor feedback and assignments as well as assessment of peers, tutor.

6. Indicative content.

Unit 1: Introduction and creating cloud accounts

In this module, students shall have a comprehensive idea about the course and asked to create a cloud account like goggle account.

Unit 2: Instructional Design Theories and Models

In this module students are asked to recall a comprehensive and full revision to models of instructional design. The module is designed to introduce students to tools and techniques to design and produce an educational software. The main goal of the course is to help students to acquire a firm grasp of the phases of design and produce of an instructional software, including tools that enables them to produce a comprehensive piece of educational software.

Unit 3: Storyboarding

This module is designed to introduce students to writing a storyboard for a specific educational multimedia. Special emphasis is placed on the discipline of stroyboarding and models of instructional design: its definition and types. Equal attention is given to the process of writing a storyboard.

Unit 4: team of production

The module gives the students a chance to practice many roles that professional teams do in reality.

Unit 5: training on authoring tool

The module gives the students a chance to practice the process of production of an educational software like Adobe Captivate, Camtasia, Autherware…

This The course has three main parts. During the first part it introduces some 'theoretical background ', including models of instructional design and its relation to educational theories. The second part is a practical task that asks students to write a full storyboard. The third part consolidates students with authoring tools, multimedia applications and presentation tools.

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

7. Assessment strategy, assessment methods and their relative weightings

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.

- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.

2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

28. Course Assessment Committee (CAC)
29. Faculty Examination Committee (FEC)
30. Central Examination Committee (CEC)
31. Branch Examination Committees (BEC)

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

7. Assessment strategy, assessment methods and their relative weightings

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

5. Marking, grading and staff training

The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks

For ED_634 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral Presentations

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components	Total Mark

7. Assessment strategy, assessment methods and their relative weightings

CONTINUOUS ASSESSMENT	**TMA (Term Paper)**	**30**
	Project	**30**
FINAL ASSESSMENT	**FINAL EXAM**	**40**
GRAND TOTAL		**100**

Notes on TMAs & Final Exams

(xv) Tutor-Marked Assignments (TMAs)

TMA-1 (Project). Students are asked to choose a topic in any area. This topic should be converted into an e-material using the design process. Content analysis should be applied, a full storyboard should be written, an instructional design should be chosen and justify. Students should follow specific templates.

TMA-2 (project). In this TMA students have to apply what they have designed in TMA1 using a wide range of authoring tools and multimedia software to convert the designed storyboards into the e-material. Three parts of the final product should be seen: explination, training and exam.

(xvi) Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes																			
Assessment tasks	**Learning outcomes**																		
	A1	**A2**	**A3**	**A4**	**A5**	**A6**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**C4**	**C5**	**D1**	**D2**	**D3**	**D4**	**D6**
TMAs		×	×		×		×		×	×	×				×				×
Final		×	×		×		×				×				×				×

9. Teaching staff associated with the module
Name and contact details
Dr. Mofeed Abumosa – Jordan Brabch- m_abumusa@aou.edu.jo
Dr. Walid Aboraya- Oman Branch-walid.aboraya@aou.edu.om

10. Key reading list

أبو جابر، ماجد.، و سرحان، عمر.(2006)**.** *تكنولوجيا التعليم: المبادئ والمفاهيم*. الأردن : مركز يزيد لنشر

العجلوني، خالد.، المجالي، محمد.، والعبادي، حامد. (2012)**.** *تصميم وانتاج البرمجيات التعليمية (ط 2).* الكويت: الجامعة العربية المفتوحة.

كيلبين، كلير.، و ميلمان، ناتاليا (2015)**.** *نماذج التعليم: تصميم التدريس لمتعلمي القرن 21*. (مجدي المشاعلة، و مراد علي عيسى، مترجمان). عمان: دار الفكر

Beale, R., & Sharples, M. (2018). *Design Guide for Developers of Educational Software.* Retrieved from Design Guide for Developers of Educational Software: http://www.idemployee.id.tue.nl/g.w.m.rauterberg/lecturenotes/0H420/EDUCdesignguide[2002].pdf

Hannafin, M., & Peck, K. (1988**).** *The Design, Development and Evaluation of Intructional Software*, First Edition. London: Collier Machillan Publisher.

André Koscianski, D., & do Carmo, F. (2014). A Design Model for Educational Multimedia Software. *Scientific Research, 5*(23). PP2003-2016. Retrieved from http://www.scirp.org/journal/ce

Jordan, T. (2018). *Instructional Design Models.* Retrieved from Instructional Design Central: https://www.instructionaldesigncentral.com/instructionaldesignmodels

Smith, T., and Ragan, T. (2005). *Instructional Design*, (3rd Ed). Wiley, John & Sons, Incorporated

Stolterman, E., & Nelson, H. (2012). *The Design Way.* 1. Retrieved from: https://books.google.jo/books/about/The_Design_Way.html?id=lVuQtgAACAAJ&source=kp_cover&redir_esc=y

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11. Other indicative text (e.g. websites)
http://ed634.artisteer.net Learning Captivate 9 Basics: Lab1 - Parts 1-3 Beginning Adobe Captivate for Educators: Part 1 Beginning Adobe Captivate for Educators: Part **2** Beginning Adobe Captivate for Educators: Part **3** **Beginning Adobe Captivate for Educators: Part** 4 Adobe Captivate 9: Quizzing

12. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Practical Quiz	This quiz aims at testing the mastery of practical skills related to the authoring tool application. Also, it tests the mastery of other applications this is a proposed change	Proposed
Online quiz	This quiz aims at testing the basic terminology students has studied in the module. It is a proposed change	Proposed
Presentation	Presentation is merged with project2	Proposed

1. Factual information			
Module title	**ED 635 Multimedia**	**Level**	Masters
Module tutor	Dr. Mofeed Abumosa (Module/Course Chair) Dr. Nader Shemy	**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- This module provides students with the appropriate knowledge and training about wide range of interactive multimedia. It allows students to critically explore, evaluate, develop and integrate interactive multimedia within a teaching plan in real teaching situations either online (MOOC) or offline (blended learning)

- In general, the module is a perquisite to ED634 (Designing and Producing Educational Software) where they will experience a wide range of interactive multimedia applications that shall be used in design and produce of instructional software. While it is based on the knowledge and skills learned in ED618 (instructional design).

- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).

- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

In this course, the integration of theory and practice will be accomplished through taking chance to apply a variety of interactive multimedia. Students will be able to:

- Critically explore and evaluate different applications of interactive multimedia.
- Integrate interactive multimedia into curriculum to create an interactive learning environment.
- Develop a teaching plan based on interactive multimedia for specific subject area.
- Explore related research in design and development techniques critically
- Employ appropriate technology to support learning effectively
- Apply various multimedia software for curriculum development and instructional design

3. Aims of the module
• Evaluate critically multimedia systems

4. Pre-requisite modules or specified entry requirements
ED618 is pre-requisites for this module.

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1** Understand professional ethics related to multimedia applications. **A2**. recocgnize models of instructional design as DID model. **A3** Explore innovative multimedia technologies and their application in education. **A4** Explore multimedia technologies for blended and distance learning.	A1, A2, A3, A5	Knowledge and understanding are acquired at all levels in this course, resource books, videos, articles and online tutorials, self-assessment exercises, group tutorials, individual tutor support, specially prepared research exercises, library study days and internet-based educational research activities. A selection of these media is used in this course that makes up the degree. Knowledge and understanding are assessed by means of tutor-marked assignments (TMAs) and written examination (only final exam). In addition, students are encouraged to assess themselves informally by means of activities and exercises contained in the course, and through reflection on the comments received on TMAs and from individual feedback from the tutor.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B1** Employ appropriate multimedia applications to support learning effectively **B2** Evaluate critically multimedia systems **B3:** recocgnize modes of control related to interactive multimedia.	B1, B3	Cognitive skills are developed through the learning and teaching methods and resources identified above. The course provides the students with the opportunity to identify their strengths and weaknesses in respect of each of the cognitive skills, to reflect on their progress in addressing their weaknesses and improving and consolidating their strengths. These skills are assessed by the formal and informal means identified above. Particular emphasis is placed in the courses on enabling the students to assess their own progress by

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		means of structured activities and exercises, and through self-assessment of progress at the end-of-course units.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **C1:** employ appropriate interactive multimedia applications to support student learning effectively, **C2:** design and create an interactive learning multimedia object. **C3:** Apply various multimedia applications for designing instruction. **C4**: Employ appropriate interactive multimedia in real classroom envirnment. **C5**: design a practical plan to help an educational institute to integrate interactive multimedia.	C2, C5	Practical skills are developed through the learning and teaching methods and resources identified in relation to knowledge and understanding. Throughout the course emphasis is placed on developing a reflective and coherent approach to contentious educational issues, through the use of both 'problem-type' and 'essay-type' questions. Practical hands on skills are addressed and developed all through the course. The student is required, through direct tasks, to produce a complete educational project using a variety of applications. These practical skills are assessed by the formal and informal means identified in relation to knowledge and understanding. Research skills are also assessed in TMAs.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1:** apply critical thinking skills to solve practical problems related to the use of multimedia. **D2:** transfer experice in applying interactive multimedia to others.	D1, D2,D5, D6	Key skills are taught and developed throughout by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, participation in tutorials

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
D3: develop communication and effictive presentation skills. **D4:** promote to work collaboratively through students focus groups.		and practical activities and exercises, projects and micro teaching. These skills are assessed throughout the course and are supported by tutor feedback and assignments as well as assessment of peers, tutor.

6. Indicative content.

Unit 1: Toward Effective Use of Multimedia Technologies in Education (main concepts and planning)

While multimedia technologies are being used in educational contexts, the effective use of multimedia in these contexts remains problematic. In an attempt to contribute towards addressing this problem, this module presents a set of conceptual guidelines and a practical planning framework that is intended to inform the planning and design of more effective multimedia integration into educational contexts. A mixed-mode approach is advocated in this chapter. Multimedia technologies are viewed as part of a tool-set and tool selection should be appropriate to curriculum content and to the teaching and learning context.

Unit 2: Principles of Educational Software Design

Despite the generalized use of Information and Communication Technologies (ICT) in teaching, their educational applications have not yet been standardized: a general consensus does not exist on how ICT can be applied to teaching nor on how educational software must be constructed. In this module, it is argued in favor of educational software construction being guided by a didactic problematic. In this framework we consider as a promising software category mindtools and, in particular, the so called open microworlds. Their design must be guided by a number of principles: the tool logique, the multiple interface and the multiple representations principles. In this chapter, a detailed critique of these principles is also presented.

Unit 3: Examples of interactive Multimedia

This module is designed to introduce students to a wide range of interactive multimedia tools such as:(screen casting; video editing; sound editing; photo editing; dry labs; mind tools; storytelling tools ; robotics ect….

Unit 4: Princeples of teacher training

The module also, gives the students a chance to apply interactive multimedia in real teaching situations either online (MOOC) or off line (blended learning). The module provides students with some theoretical background that includes (but not limited): TPACK framework; assessment of an interactive multimedia, ethical issues related to interactive multimedia; control and other issues.

Unit 5: principles to control of interactive multimedia

In this module students are introduced to principles to control of interactive multimedia

This course is a pre-quiste to ED634; in this course students will experience a wide range of interactive multimedia applications that shall be used in design and produce of an instructional software.

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

1. General principles

7. Assessment strategy, assessment methods and their relative weightings

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.
- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.

2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

32. Course Assessment Committee (CAC)
33. Faculty Examination Committee (FEC)
34. Central Examination Committee (CEC)
35. Branch Examination Committees (BEC)

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

7. Assessment strategy, assessment methods and their relative weightings

f. All final examination scripts are reviewed by external examiners;

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

5. Marking, grading and staff training

The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks

For ED635 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral Presentations

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	**TMA (Term Paper)**	**30**

7. Assessment strategy, assessment methods and their relative weightings

	Project	**30**
FINAL ASSESSMENT	**FINAL EXAM**	**40**
GRAND TOTAL		**100**

Notes on TMAs & Final Exams

(xvii) Tutor-Marked Assignments (TMAs)

TMA-1 (Project). For example, a visit to a center of robot training in the field. Such as schools or institutes that train on robots. Then students are asked to write a critical analysis report concerning many points like the benefits and the obstacles, the international trends, evaluating the experiment, the chance of using it in a real educational situation. Then students are asked to build a practical project includes building a robot and apply a lesson using DID model.

TMA-2 (Term Paper). For example. A field visit to a school that implement virtual reality in teaching. Students have to write a critical report includes a literature review, an evaluation of the experiment, chances to implement VR in the classroom, obstacles the hinder the use of VR.

(xviii) Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes																			
Assessment tasks	**Learning outcomes**																		
	A1	**A2**	**A3**	**A4**	**A5**	**A6**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**C4**	**C5**	**D1**	**D2**	**D3**	**D5**	**D6**
TMAs	×	×	×		×		×		×		×			×	×	×		×	×
Final		×	×		×		×				×				×				×

9. Teaching staff associated with the module
Name and contact details
Dr. Mofeed Abumosa – Jordan Brabch- m_abumusa@aou.edu.jo
Dr. Nader Shemy- Oman Branch- nshemy@aou.edu.om

10. Key reading list

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11. Other indicative text (e.g. websites)
http://ed634.artisteer.net https://www.techsmith.com/tutorial-camtasia.html http://www.cs.mun.ca/~brown/multi/lessons/goldwave1.html https://www.youtube.com/channel/UC6lrxMZggMaN1u2V9N2-zrQ

12. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Content	• Concentrating more on the relation between pedagogical content and theoretical framework • Introducing a wide range of interactive multimedia	Proposed
Assessment	• Participation is assessed through activities all over the course • Projects will ask students to write a literature revision for one of interactive multimedia	Proposed

	issues (MOOC, Robot, Storytelling,…) and apply a specific topic to show how interactive multimedia works in teaching.	
References	• New references and links (especially for web-based authoring tools) are introduced.	Proposed

1. Factual information			
Module title	**ED 636 Internet Applications in Education**	**Level**	Masters
Module tutor	Dr. Walid Aboraya (Module/Course Chair); Dr. Mofeed Abu Mosa	**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- This module provides students with the theoretical background in e-learning and educational web including different theories and pedagogical applications. Also it provides them with basic understanding of contemporary web-related terminologies, different web applications, and their pedagogical use for optimizing teaching and learning. Throughout the module, students acquire the skill of creating web tools for teaching & Learning and are expected to develop educational web based applications to deliver teaching in traditional and in distance learning environments putting related theories into practice.

- In general, the module enhances students' technological skills and provides them with the fundamentals of using web-based technologies in optimizing teaching and learning especially in distance learning settings. This will help in working with other modules that deals with technology and its design.

- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).

- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module
The general aims of the module are to: 4. Provide students with appropriate knowledge and training about different internet applications in education and their pedagogical use for optimizing learning. 5. Link between related theories and practice 6. Develop students' skills in developing educational web based applications to deliver teaching.

4. Pre-requisite modules or specified entry requirements
None

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1:** Understand e-learning as an emerging force in education. **A2:** Recognize the evolution of the web. **A3:** Understand the pedagogical value of the web.	A1, A2, A4, A5	Knowledge and understanding are gained and developed through study of course materials. Supporting teaching materials include published teaching text, internet materials, electronic library, study and assignment guides.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B1:** Critically explore connections exist between web technologies and epistemological theories **B2:** Critically explore pedagogical designs for optimizing e-learning **B3:** Reflect critically on the classification of internet applications from an educational perspective	B1, B2	Cognitive skills are gained through discussions of different topics whether in face-to-face sessions or asynchronous online learning. Also they are gained through collaborative activities and tutor-marked assignments (TMAs). In all activities, students depend on using AOU electronic library to access to updated information.

C. Practical and professional skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **C1:** Use Web applications to develop educational web content **C2:** Employ appropriate web based technology to deliver teaching	C2, C3, C5	Practical and professional skills are gained through designing and producing complete projects in tutor-marked assignments (TMAs).

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
C3: Plan and design instructional situations based on web technologies		

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1:** Collaboratively communicate thoughts using web based tools. **D2:** Pedagogically evaluate the appropriateness of web based educational materials. **D3:** Think critically on how to develop strategies for effective use of web based applications to optimize learning experience.	D2, D3, D6	The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning.

6. Indicative content.

This course includes the following Units:

Unit 1:

- Hardware & Software for internet operation.
- Communications Networks, the Internet, and the World Wide Web.

Unit 2:

- Global information Resources: Information retrieval and search engines.
- Educational Web Site evaluation.

Unit 3:

- Evolution of the Web.
- Pedagogical value of the web.

Unit 4:

- Web-based learning and emerging tools for teaching and learning.
- Creation of Web Tools for teaching & Learning.

Unit 5:

- Contemporary concepts like cloud computing in education and mobile learning...etc.

Unit 6:

- Benchmarks for success in Internet Based Education.

Unit 7:

- Instructional strategies and pedagogical designs for web applications & Integration of web applications into the curriculum.

Unit 8:

- ISD Models for integrating technology into the teaching and Planning Lessons with technology.

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.
- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.

7. Assessment strategy, assessment methods and their relative weightings

2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

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37. Faculty Examination Committee (FEC)
38. Central Examination Committee (CEC)
39. Branch Examination Committees (BEC)

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

5. Marking, grading and staff training

7. Assessment strategy, assessment methods and their relative weightings

The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks

For ED_636 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral Presentations

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30
	Project	30
FINAL ASSESSMENT	FINAL EXAM	40
GRAND TOTAL		100

7. Assessment strategy, assessment methods and their relative weightings

Notes on TMAs & Final Exams

(xix) Tutor-Marked Assignments (TMAs)

These assignments are spread out over the duration of course delivery. They target both theory and practice. In addition to gauging student progress of study, they serve to invoke and develop investigative and research skills. TMAs carry 60% of the overall grade of the course.

In TMA-1 (Term Paper), students are asked to critically analyse literature review related to web-based applications and write a term paper criticizing it and express what they have learnt.

In TMA-2 (Project), Students are asked to apply what they have learnt into practice in local educational institutions in the form of web-based project, then reflect on the outcomes and interpret it in light of related theories.

(xx) Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes												
Assessment tasks	**Learning outcomes**											
	A1	**A2**	**A3**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**D1**	**D2**	**D3**
TMAs	X	X	X		X	X	X	X	X	X	X	X
Final	X	X	X	X	X						X	X

9. Teaching staff associated with the module
Name and contact details
Dr. Walid Aboraya (Module/Course Chair), Oman Branch, walid.aboraya@aou.edu.om
Dr. Mofeed Abu Mosa, Jordon Branch, m_abumusa@aou.edu.jo

10. Key reading list

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Shelly, G., Gunter, G., & Gunter, R. (2012). *Teachers Discovering Computers: Integrating technology and digital media in the classroom* (7th Ed.). Shelly Cashman Series, Course Technology, Boston, Masters. USA. ISBN-13: 978-1-133-52657-5.

Simonson, M., Smaldino, S., & Zvacek, S. (2015). *Teaching and learning at a distance: Foundations of distance education* (6th Ed.). North Carolina: Information age publishing.

JOURNALS

http://www.ajde.com/index.htm

http://www.blackwellpublishers.co.uk/asp/comments.asp

http://www.bookstoread.com/etp/

AOU Electronic Library

SITES

https://www.youtube.com/watch?v=3K_JoBkxVI0

www.youtube.com/watch?v=bsNcjya56v8

http://www.distancelearningportal.com/articles/243/test-exams-and-assignment-in-distance-education.html
http://www.eden-online.org/nap_elgg/mod/file/download.php?file_guid=9950
https://www.youtube.com/watch?v=9hIQjrMHTv4

https://www.youtube.com/watch?v=7_LPdttKXPc

https://www.youtube.com/watch?v=uEsKZGOxNKw

https://www.youtube.com/watch?v=QSIPNhOiMoE

https://www.youtube.com/watch?v=-NvcIN6EB-o

https://www.youtube.com/watch?v=ACowHxGEAUg

https://www.youtube.com/watch?v=cFCYjm6nf40&t=1s

10. Key reading list

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شيلي.، وكاشمان.، و جانتر. (2014). *تقنيات تربوية حديثة* (ط 3.). مصباح الحاج عيسى، وآخرون، مترجمون). فلسطين: دار الكتاب الجامعي.

Ali, M., Wood-Harper, T., & Mohamad, M. R. A. (2017). Benefits and challenges of cloud computing adoption in British higher education: a systematic literature review. British Academy of Management. Conference Proceedings**.**

Allen, M. (2016). *Designing successful e-Learning. USA:* John Wiley & Sons, Inc.

Alrasheedi, M., & Capretz, L. F. (2018). *Determination of critical success factors affecting mobile learning: a meta-analysis approach*. *arXiv preprint arXiv:1801.04288*.

Bassani, P., & Barbosa, D. (2018). Experiences with web 2.0 in school settings: a framework to foster educational practice based on a personal learning environment perspective. *Educação em Revista*, *34*. Online, http://dx.doi.org/10.1590/0102-4698162010

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Fraga, L. M., & Flores, B. B. (2018). *Mobile learning in higher education. In Handbook of Research on Mobile Technology, Constructivism, and Meaningful Learning* (pp. 123-146). IGI Global.

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Goyal, M., & Krishnamurthy, R. (2018). *Optimizing Student Engagement in Online Learning Environments: Intuitionistic Fuzzy Logic in Student Modelling*. In *Optimizing Student Engagement in Online Learning Environments* (pp. 187-219). IGI Global.

Moore, M., & Kearsley, G. (2012). *Distance education: A systems view of online learning (3rd Ed.).* Belmont: Wadsworth, Cengage Learning.

Parkes, S., & Morrow, D. (2010). Web 2.0 tools do have important roles in high school learning: A position paper. *Computer in New Zealand, 24*(1), 53-69.

Sabi, H. M., Uzoka, F. M. E., Langmia, K., & Njeh, F. N. (2016). Conceptualizing a model for adoption of cloud computing in education. *International Journal of Information Management*, *36*(2), 183-191.

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AOU Electronic Library

SITES

https://www.youtube.com/watch?v=3K_JoBkxVI0
www.youtube.com/watch?v=bsNcjya56v8

http://www.distancelearningportal.com/articles/243/test-exams-and-assignment-in-distance-education.html
http://www.eden-online.org/hap_elgg/mod/file/download.php?file_guid=9950
https://www.youtube.com/watch?v=9hIQjrMHTv4

https://www.youtube.com/watch?v=7_LPdttKXPc

11. Other indicative text (e.g. websites)
https://elearningindustry.com/the-ultimate-list-of-cloud-based-authoring-tools http://www.capterra.com/course-authoring-software/ https://www.edmodo.com/home https://www.youtube.com/watch?v=DZHB6FfRjnQ#t=592.86038 http://live.easygenerator.com/#courses https://versal.com/ https://eliademy.com/ http://learningapps.org/index.php?overview&s=&category=0&tool= http://www.socrative.com/ http://www.capterra.com/course-authoring-software/?utf8=%E2%9C%93&users=&commit=Filter+Results

12. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Content	-Concentrating more on pedagogical practices -Introducing concepts like e-learning, cloud computing in education, and mobile learning.	Proposed
Assessment	-Participation is assessed through activities all over the course -The project will include writing a report to reflect on theory, design and practice	Proposed
References	New references and links (especially for web-based authoring tools) are introduced.	Proposed

ED639 1. Factual information			
Module title	**ED 639 Special Topics in Instructional Technology**	**Level**	Masters
Module tutor	Dr. Nader Shemy (Module/Course Chair)	**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- It provides a flexible open learning opportunity to students.
- It combines both face-to-face instruction (65%) and interactive distance learning (35%);
- Students admitted will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning
- Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries
- It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

- Provide students with emerging topics in instructional technology;
- Develop students' research methodology skills.

The module also aims to teach students about

- Explore trends and issues in instructional technology.
- Examine the consequences of employing ICT on the various sectors of society, in general, and the educational sector in particular.
- Reflect critically on the application of instructional technologies to meet the learning needs of individuals and groups.
- Equip students with the skills and objective analysis in their intellectual dealings with the topics of their choice.
- Engage critically with a range of literary texts and complex critical, theoretical material;
- Contribute in an informed way, to current debates about trends and issues in instructional technology;
- Construct and present sophisticated, coherent and persuasive written and oral arguments;
- Plan and write a TMAs, presented with In light of scientific writing standards and sound methodology;
- Communicate ideas effectively in the form of extended, postgraduate-level essays, presented in an appropriately academic manner;

3. Aims of the module
• Using feedback from the tutor and peer feedback from students and other resources effectively to improve students' performance.

4. Pre-requisite modules or specified entry requirements
This course must be available to students in their final semester of the program.

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1**. Know a range of research tools and methods appropriate to postgraduate study in the Education; **A2**. Understand current issues and debates in one or more Instructional technology subject area. **A3**. Design a research project with some support from the course materials and tutor; **A4**. Use feedback from the tutor and peer feedback from students effectively to improve your work; **A6**. Use other resources, such as LRC and OER, to improve outcomes.	A1, A4, A5, A6	Knowledge and understanding are gained and developed through study of course materials. Supporting teaching materials include published teaching text, internet materials, study and assignment guides. Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs).

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B1**. Critique current research in one or more areas of Instructional Technology studies; **B2**. Evaluate some of the methods used in Instructional Technology studies' research; **B3**. Use concepts and theories appropriately;	B1, B2, B3, B4, B5	Cognitive skills: you will learn to understand the methodologies and approaches taken by others to Instructional Technology studies, and you will be asked to evaluate some of these and researches in assignments. In the subject module you will learn to apply these skills in a more clearly defined area of study, and in the research project you will begin to apply some of these approaches.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **C1**. Utilize research libraries, their archives and their contents efficiently; **C2**. Use specialist online databases and other online facilities for postgraduate study; **C3**. Form arguments and express them in substantial pieces of writing using proper academic conventions; **C4**. Plan a research project according to specific guidelines; **C5**. Work independently on a research project.	C2, C3, C4, C5	Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in both the foundation and subject modules. The use of research libraries and OER.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1.** Communicate effectively with colleagues in working groups **D2.** Utilize of digital media **D3.** Gain effective presentation skills in front of colleagues **D4.** Deal effectively with open education resources **D5.** Develop information search skills through global databases	D1, D3, D4, D5, D6	The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning (Blended Learning). It also shows students how to use OER resources for postgraduate research through tutorials, in tutors' office hours. Key skills are developed progressively throughout the programme, initially in relatively brief, structured assignments, in tutorials, in LMS communication with tutors, and in the examination, but more fully and independently in the research project.

6. Indicative content.

This course deals with emerging topics in instructional technology, and the topics may be selected in consultation with students.

The following are examples of such topics:

- Trends toward online education and its advantages over traditional methods
- Education in the globalization era
- Scientific approaches to new learning models for new learning environment
- Constructivism and technology of instruction
- Current dimensions of technology based assessment
- Technology innovation and educational changed

In general, this course content reflects the actual needs of students, through the selection of topics in the field of education technology to help solve the real problems in their educational institutions, through a scientific research methodology.

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.
- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.

2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The

7. Assessment strategy, assessment methods and their relative weightings

structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

40. Course Assessment Committee (CAC)
41. Faculty Examination Committee (FEC)
42. Central Examination Committee (CEC)
43. Branch Examination Committees (BEC)

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

5. Marking, grading and staff training

The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

7. Assessment strategy, assessment methods and their relative weightings

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks

For ED_639 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral Presentations

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30
	Project	30
FINAL ASSESSMENT	FINAL EXAM	40
GRAND TOTAL		100

Notes on TMAs & Final Exams

(xxi) Tutor-Marked Assignments (TMAs)

These assignments are spread out over the duration of course delivery. In addition to gauging student progress of study, they serve to invoke and develop investigative and research skills. TMAs carry 60% of the overall grade of the course.

7. Assessment strategy, assessment methods and their relative weightings
(xxii) Final Exams (FEs) The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 3 hours.

8. Mapping of assessment tasks to learning outcomes																			
Assessment tasks	**Learning outcomes**																		
	A1	**A2**	**A3**	**A4**	**A5**	**A6**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**C4**	**C5**	**D1**	**D2**	**D3**	**D4**	**D5**
TMAs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Final	X	X	X	X	X	X	X	X	X										

9. Teaching staff associated with the module
Name and contact details
Prof. Mohammed Tawalbeh, Jordan Branch, <m_tawalbeh@aou.edu.jo>
Dr. Nader Shemy, Oman Branch <nshemy@aou.edu.om>
Dr. Mofeed Abu-Musa, Jordan Branch, < m_abumusa@aou.edu.jo>

10. Key reading list
The following resources are used to select and identify special topics in advanced education technology and try to relate them to the educational reality: • Academic Search Complete Articles from some peer-reviewed journals as well as monographs, reports, conference proceedings, and other sources. • Computer & Information Systems Abstracts On software, automation, security, imaging, robotics, computer mathematics, electronics, etc. • Computer Source Articles on the latest information and current trends in high tech. • Computing Database Scholarly, trade, and consumer publications on software, programming, database design and management, artificial intelligence, automation, gaming, graphics, networking, security, systems administration, information science and hardware • Education Research Complete Articles on education practice and educational research. • ERIC (at EBSCOhost) Educational Resources Information Center. Index and abstracts of articles, books, and documents covering education research and practice. • IEEE XPlore Digital Library (Electrical Engineering) IEEE Xplore provides access to more than 3-million full-text publications in electrical engineering, computer science and electronics. Only IEEE journals and proceedings are available in this resource. • Internet and Personal Computing Abstracts Abstracts and indexing for literature related to personal computing products and developments in business, the Internet, the home, and all other applied areas. • ProQuest Dissertations and Theses Full Text (formerly Dissertation Abstracts) Dissertations and theses from academic institutions around the world • PsycINFO The major index for articles, books, chapters, dissertations, and reports in psychology. The American Psychological Association offers a YouTube playlist on using PsycINFO via EBSCOHost. • ScienceDirect Articles from scholarly journals on all the sciences, including the social sciences. • SpringerLink Articles, ebooks, and protocols in the sciences and social sciences, some with full text. • Wiley Online Library Journals and ebooks primarily in the health, life, physical, and social sciences, some with full text.

11. Other indicative text (e.g. websites)
None

12. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
Content	Content is always renewed and it's based on actual a changing needs of students every semester.	Proposed
Assessment	The research methodology which followed by the student in dealing with the selected special topics. The critical and analytical approach that the students are committed to answering all TMAs.	Proposed
References	Students are guided to many resources to find up to date topics in the field of instructional technology (Databases, Journals and Repositories).	Proposed

ED640 1. Factual information			
Module title	**ED 640: Instructional Technology for Students with Special Needs**	**Level**	Masters
Module tutor	Dr. Walid Aburaya (Module/Course Chair);	**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- It provides a flexible open learning opportunity to students.
- It combines both face-to-face instruction (65%) and interactive distance learning (35%);
- Students admitted will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning
- Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries
- It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

- Provide students with appropriate skills in Instructional Technology for Students with Special Needs
- Develop students' interest and study ICT and Special Education skills.
- Develop students' skills to select and use appropriate ICT tools for special needs students.

The module also aims to teach students about

- Concepts of special needs: Disability- Impairment-Handicap-Gifted and Talented
- Educational needs for special needs
- Enhancing learning environment for student with special needs
- Technology in special needs education
- Assistive technology for students with learning disability
- Technology tools to support the measurement and evaluation in special needs
- Using ICT resources for postgraduate research.

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1** : Acquire special education related concepts. **A2** : Demonstrate the importance of using ICTs with special needs students **A3** : Have skills to evaluate and select some Assistive technology for their special needs students	A1 – A2 – A3	Knowledge and understanding are gained and developed through study of course materials in a postgraduate foundation module, and in a subject module. Supporting teaching materials include published teaching text, internet materials, study and assignment guides.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B1**: Compare and distinguish between assistive technologies tools in terms of preference for use with students with special needs. **B2**: Acquire the skill of designing and producing learning materials through the use of assistive technology tools to use with students with special needs. **B3**: Use instructional design models to develop individual plans for students with special needs **B4**: Acquire the skill of selecting and using the appropriate ICT applications for different educational situations for students with special needs.	B1 – B2 – B3 – B4	Cognitive skills are gained through discussions of different topics whether in face-to-face sessions or asynchronous online learning. Also they are gained through collaborative activities and tutor-marked assignments (TMAs). In all activities, students depend on using AOU electronic library to access to updated information.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **C1**: Acquire Students the skills of embedding assistive technology in the educational situations it performs with special needs students. **C2**: Develop educational positions to make them sources of learning for students with special needs. **C3**: Develop the skills of using and Integrating assistive technology in carrying out some projects to help students with special needs.	C1 – C2 – C3	Practical and professional skills are gained through designing and producing complete projects in tutor-marked assignments (TMAs).

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1**: Form sound concepts of special needs: Disability- Impairment-Handicap-Gifted and Talented **D2**: integrate and use appropriate assistive technology to develop appropriate individual plans to solve educational problems for students with special needs. **D3**: Design and production of educational materials using ICT that suits students at all levels of study and for any subject. **D4**: Acquire the skill of communication with others through appropriate educational software. **D5**: Enhance learning environment for student with special needs	D1 - D2 - D3 - D4 - D5 - D6	The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
D6: Use assistive technology tools to support the measurement and evaluation process in special needs **D7:** Use ICT resources for postgraduate research.		

6. Indicative content.

- Introduction to special needs
- IT for students with special needs and assistive technology
- IT for students with special needs - physical impairments
- IT for students with special needs - visual impairment
- IT for students with special needs – hearing impairment
- IT for students with special needs - developmental delays
- IT for students with special needs - Emotional and behavioural disorders
- IT for students with special needs - communication disorders
- IT for students with special needs - learning disabilities
- IT for students with special needs - multiple deviations
- IT for students with special needs - Early Childhood Special Education
- IT for students with special needs –Giftedness
- Technology to support the measurement and evaluation in special needs

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.
- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.

2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The

7. Assessment strategy, assessment methods and their relative weightings

structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

44. Course Assessment Committee (CAC)
45. Faculty Examination Committee (FEC)
46. Central Examination Committee (CEC)
47. Branch Examination Committees (BEC)

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

5. Marking, grading and staff training

The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

7. Assessment strategy, assessment methods and their relative weightings

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks

For ED_640 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral Presentations

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30
	Project	30
FINAL ASSESSMENT	FINAL EXAM	40
GRAND TOTAL		100

Notes on TMAs & Final Exams

(xxiii) Tutor-Marked Assignments (TMAs)
These assignments are spread out over the duration of course delivery. In addition to gauging student progress of study, they serve to invoke and develop investigative and research skills. TMAs carry 60% of the overall grade of the course.

(xxiv) Final Exams (FEs)

7. Assessment strategy, assessment methods and their relative weightings
The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes																
Assessment tasks		**Learning outcomes**														
	A1	**A2**	**A3**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**	**D7**
TMAs	X	X	X	X	X			X	X			X	X			X	X
Final	X	X	X		X	X	X		X	X	X			X	X	X	

9. Teaching staff associated with the module
Name and contact details
Dr. Walid Aburayam (Module/Course Chair), Oman Branch, walid.aboraya@aou.edu.om

10. Key reading list
10. Key reading list

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Hertzum, M., & Hornbaek, K. (2010). How age affects pointing with mouse and touchpad: A comparison of young, adult, and elderly users. *International Journal of Human Computer Interaction, 26*, 703–734.

11. Other indicative text (e.g. websites)
21- Up to date related websites. 22- Special education studies 23- Journal of special education 24- On line materials

12. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Content	Concentrating more on pedagogical practices	Proposed

	Introducing concepts Special education, Special needs, Assistive technology, and ICT tools for Students with special needs.	
Assessment	Participation is assessed through activities all over the course The project will include selecting one special need student and write an individual plan and using up to date ICT tools to help him to achieve the educational goals.	Proposed
References	New references and links (especially for web-based authoring tools) are introduced.	Proposed

1. Factual information			
Module title	**ED 641 Computer Applications in Statistical Analysis**	**Level**	Masters
Module tutor		**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- This module provides students with the necessary knowledge and skills to perform statistical analysis procedures for different types of data and statistical designs using the SPSS package. Students will be able to deal with data gathered from statistical tests in entering, modifying values, sorting, selecting and describing it.

- In general, the module enhances students' skills in dealing with research data and performing statistical analysis for it. Thus, module ED632 (Research Methodology) is required for that module. Also it is considered to be a fundamental module for students who choose to write a thesis.

- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).

- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

This course aims to provide students with the necessary knowledge and skills to perform statistical analysis procedures for different types of data and statistical designs using the SPSS package. Specifically, this course aims to:

- Provide students with basic concepts related to the statistical package SPSS.
- Introducing the students to different statistical procedures suitable for each type of data.
- Enabling students mental and mathematical processing of data analysis results using the SPSS package
- Enable students problem-solving skills to address new problems and situations that arise when dealing with SPSS
- Identification of basic concepts related to the statistical package in the social sciences SPSS.
- Differentiate statistical procedures appropriate for each type of data.
- Reading the results of using the SPSS package in data analysis.
- Writing the reports of the results according to the SPSS package

3. Aims of the module

The module also aims to teach students about

- Introduction

- Introduction to SPSS
- Data analysis with SPSS: general aspects, workflow, critical issues
- SPSS: general description, functions, menus, commands
- SPSS file management

- Input and data cleaning

- Defining variables
- Manual input of data
- Automated input of data and file import
- Data Transformation
- Syntax files and scripts
- Output management Exercise

Modifying Data Values

- Creating a Categorical Variable from a Scale Variable
- Computing New Variables
    - Using Functions in Expressions
    - Using Conditional Expressions
- Working with Dates and Times
- Calculating the Length of Time between Two Dates

Sorting and Selecting Data

- Sorting Data
- Split-File Processing
    - Sorting Cases for Split-File Processing
    - Turning Split-File Processing On and Off
- Selecting Subsets of Cases
    - Selecting Cases Based on Conditional Expressions
    - Selecting a Random Sample
    - Selecting a Time Range or Case Range
    - Treatment of Unselected Cases
- Case Selection Status

- Descriptive analysis of data

- Frequencies
- Descriptives
- Explore
- Crosstabs

3. Aims of the module
- Charts **- Statistical tests** - Means - T-test - One-way ANOVA - Non parametric tests - Normality tests - Correlation and regression - Linear correlation and regression - Multiple regression (linear) - Multivariate analysis - Factor analysis

4. Pre-requisite modules or specified entry requirements
ED632 is required

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1** : Know statistics concepts, descriptive, inferential and advance level. **A2** : Demonstrate the importance of using SPSS Package in the statistical analysis. . **A3** : understand and use appropriate statistical procedures for analysing research data. **A4** : Understand and explain the nature and structure of quantitative data including concepts such as variables, levels of measurement, and unit of analysis **A5**: Understand and explain basic concepts of probability, data distributions, sampling, inferences, and statistical significance.	A1 – A2 – A3 – A4 A5	Knowledge and understanding are gained and developed through study of course materials. Supporting teaching materials include published teaching text, internet materials, study and assignment guides. Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs). Foundation modules also have examinations, which provide you with the opportunity to demonstrate your understanding of the module material. The assessment may include a final, TMAs, a long assignment, or a 'project'.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B1**: Gain the ability to Manipulate data. **B2**: Demonstrate and commitment to the ethics of data analysis using the SPSS program and display it objectively and accurately. **B3**: Acquire the skill of selecting and using the appropriate statistic for different educational researches.	B1 – B2 – B3	Cognitive skills are gained through discussions of different topics whether in face-to-face sessions or asynchronous online learning. Also they are gained through collaborative activities and tutor-marked assignments (TMAs). In all activities, students depend on using AOU electronic library to access to updated information.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **C1**: Conduct significance tests, including, but not limited to: a. Descriptive statistics b. Frequencies c. T-test d. ANOVA e. Chi-Square f. Correlation g. Regression and more. **C2**: Discuss statistical findings accurately and meaningfully. **C3**: Develop the statistical analysis skill in analyzing educational research projects.	C1 – C2 – C3	Practical and professional skills are gained through conducting and developing statistical analyses using SPSS package, producing projects in tutor-marked assignments (TMAs).

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1** : Use problem-solving skills to address new problems and situations that arise when dealing with SPSS **D2** : Employ the SPSS program in analyzing different data types. **D3** : Differentiate statistical procedures appropriate for each type of data. **D4 :** Read the results of using the SPSS package in data analysis	D1 – D2 – D3 – D4	The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning.

6. Indicative content.

This course focus on the following topics: Introduction to SPSS; Input and data cleaning; Modifying Data Values; Sorting and Selecting Data; Descriptive analysis of data; Descriptive statistical tests; Inferential statistical tests; Advance statistical tests; Reading output files;

It covers:

- Introduction

- Introduction to SPSS

- Data analysis with SPSS: general aspects, workflow, critical issues

- SPSS: general description, functions, menus, commands

- SPSS file management

- Input and data cleaning

- Defining variables

- Manual input of data

- Automated input of data and file import

- Data Transformation

- Syntax files and scripts

- Output management Exercise

- Modifying Data Values

- Creating a Categorical Variable from a Scale Variable

- Computing New Variables

- Using Functions in Expressions
- Using Conditional Expressions

- Working with Dates and Times

- Calculating the Length of Time between Two Dates

- **Sorting and Selecting Data**

- Sorting Data

- Split-File Processing

- Sorting Cases for Split-File Processing
- Turning Split-File Processing On and Off

- Selecting Subsets of Cases

- Selecting Cases Based on Conditional Expressions
- Selecting a Random Sample
- Selecting a Time Range or Case Range
- Treatment of Unselected Cases

- Case Selection Status

- Descriptive analysis of data

6. Indicative content.

- Frequencies
- Descriptives
- Explore
- Crosstabs
- Charts

- Statistical tests

- Means
- T-test
- One-way ANOVA
- Non parametric tests
- Normality tests
- Correlation and regression
- Linear correlation and regression
- Multiple regression (linear)
- Multivariate analysis
- Factor analysis

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.
- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.

2. Contribution to student learning

7. Assessment strategy, assessment methods and their relative weightings

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

48. Course Assessment Committee (CAC)
49. Faculty Examination Committee (FEC)
50. Central Examination Committee (CEC)
51. Branch Examination Committees (BEC)

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

5. Marking, grading and staff training

The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

7. Assessment strategy, assessment methods and their relative weightings

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks

For ED_641 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral Presentations

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30
	Project	30
FINAL ASSESSMENT	FINAL EXAM	40
GRAND TOTAL		100

Notes on TMAs & Final Exams

7. Assessment strategy, assessment methods and their relative weightings

(xxv) Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). Conducting some statistical analysis using SPSS package on virtual data, covering the main topics of this course. Use SPSS to perform or assist with tasks such as (Descriptive statistics, Frequencies, T-test, ANOVA, Chi-Square, Correlation, Regression, and more).

TMA-2 (Project). An analytical and critical presentation of a real research experience in the field of data analyses using SPSS package. Develop the statistical analysis skills in analyzing educational research projects using SPSS. Students are allowed to work in groups.

(xxvi) Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes															
Assessment tasks	**Learning outcomes**														
	A1	**A2**	**A3**	**A4**	**A5**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**D1**	**D2**	**D3**	**D4**
TMAs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Final			X	X	X		X	X		X	X		X	X	X

9. Teaching staff associated with the module
Name and contact details

10. Key reading list

الزعبي، محمد بلال؛ طلافحة، عباس. (2012). *النظام الاحصائي SPSS فهم وتحليل البيانات الاحصائية* (ط 3.). الأردن: دار وائل للنشر.

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Leech, N., Karen C., and George, A. (2005). *SPSS for Intermediate Statistics: Use and Interpretation*. Second Edition. Lawrence Erlbaum Associates, Publishers. London, UK.

Miles, J., and Shevlin, M. (2001). *Applying Regression and Correlation*. London: Sage Publications.

Miller, R. (2002). *SPSS for social scientists / SPSS for Windows. SPSS (Computer file).* Palgrave Macmillan: New York.

Pallant, J. (2010). *SPSS Survival Manual*. McGraw Hill, Berkshire, England

Ramsey, F., and Schaefer D. (2013). *The Statistical Sleuth: A Course in Methods of Data Analysis*. (3rd ed.). Brooks/Cole, Cengage Learning, USA.

11. Other indicative text (e.g. websites)

1. Resources to help you learn SPSS http://www.ats.ucla.edu/stat/spss/dae/

2. Statistics Help http://www.statistics-help-online.com/

3. Purdue Owl APA format http://owl.english.purdue.edu/owl/resource/560/01
4. On line materials

12. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
Content	New Module	Proposed
Assessment	New Module	Proposed
References	New Module	Proposed

1. Factual information			
Module title	**ED642 Planning & management of instructional technology projects**	**Level**	Masters
Module tutor	Dr. Nader Shemy (Module/Course Chair)	**Credit value**	3
Module type	The taught course of the proposed programme is based on materials selected by the Tutors and the Students based on Open Educational Resources (OER).	**Notional learning hours**	3 Hrs

2. Rationale for the module and its links with other modules

- This module provides students with comprehensive knowledge and skills of project planning and management in instructional technology operations. Where students will be able to participate in instructional technology projects in their institution.
- In general, the module deals with the management sector in education technology where it is not addressed in other modules. It has no pre-requisite modules or specified entry requirements
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

- The overall aim of the course is to give students the comprehensive knowledge and skills of project planning and management in instructional technology operations.
- After passing the course successfully, the students shall be able to participate in instructional technology projects in their institution.

The module also aims to teach students about

- Use project planning and management concepts to solve a variety of instructional problems
- Identify the system view of project planning and management, and how it applies to instructional technology projects
- Name activities and people issues that are involved in controlling and managing changes to projects

3. Aims of the module
• Calculate project time and cost estimates using a variety of quantitative as well as financial measures • Define and assess quality using a diversity of tools and techniques • Apply and select projects using a collection of risk analysis techniques as well as qualitative methods • Examine and document local as well as global contemporary issues affecting the project management of competitive enterprises • Engage critically with a range of literary texts and complex critical, theoretical material; • Contribute in an informed way, to current debates about trends and issues in instructional technology; • Construct and present sophisticated, coherent and persuasive written and oral arguments; • Plan and write a TMAs, presented with In light of scientific writing standards and sound methodology; • Communicate ideas effectively in the form of extended, postgraduate-level essays, presented in an appropriately academic manner; • Using feedback from the tutor and peer feedback from students and other resources effectively to improve students' performance.

4. Pre-requisite modules or specified entry requirements
None

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1**. Know a range of project tools and methods appropriate to instructional technology **A2**. Understand current issues and debates in more Instructional technology projects area. **A3**. plan a project proposal at instructional technology; **A4**. design a project at instructional technology with some support from the course materials and a tutor; **A5.** Manage a project at instructional technology in real environment **A6**. use feedback from the tutor and peer feedback from students effectively to improve your work; **A7**. Use other resources, such as LRC and OER, to improve outcomes.	A1, A4, A5, A6	Knowledge and understanding are gained and developed through study of course materials. Supporting teaching materials include published teaching text, internet materials, study and assignment guides. Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs).

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B1**. evaluate critically current issues in one or more areas of Instructional Technology projects; **B2**. evaluate and critique some of the methods used in Instructional Technology projects **B3**. use concepts and theories appropriately;	B1, B2, B3, B4, B5	Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in subject modules. The use of research libraries and OER.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **C1**. Use research libraries, their archives and their contents efficiently; **C2**. Use specialist online databases and other online facilities for postgraduate study; **C3**. Form arguments at postgraduate level and express those arguments in substantial pieces of writing using proper academic conventions; **C4**. Plan and manage a project according to specific guidelines; **C5**. Work independently and in group on a project.	C2, C3, C4, C5	Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in subject modules. The use of research libraries and OER.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: D1. Communicate effectively with colleagues in working groups D2. Utilization of digital media D3. Gain effective presentation skills in front of colleagues D4. Dealing effectively with open education resources D5. Developing information search skills through global databases	D1, D3, D4, D5, D6	The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning (Blended Learning). It also shows students how to use OER resources for postgraduate research through tutorials, in tutors' office hours. Key skills are developed progressively throughout the programme, initially in relatively brief, structured assignments, in tutorials, in LMS communication with tutors, and in the examination, but more fully and independently in the project.

6. Indicative content.

Unit #1: Introduction to Project Management

Basic concepts in project management, and related concepts in the field of education in general,

Unit #2: The Project Management and Instructional Technology Context

The establishment of projects and manage it in the field of Instructional technology, whether in design, using and utilize.

Unit #3: Project Integration Management

Way of making various processes work together. Meaning, it takes the numerous processes that are being used in a project and makes sure that they're coordinated.

Unit #4: Project Time Management

The knowledge area of time management typically refers to the skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals.

Unit #5: Project Cost Management

The process of planning and controlling the budget of a project or business. It includes activities such as planning, estimating, budgeting, financing, funding, managing, and controlling costs so that the project can be completed within the approved budget.

Unit #6: Project Quality Management

The processes and activities needed to determine and achieve project quality. At its most basic level, quality means meeting the needs of customers.

Unit #7: Project Human Resource Management

The processes that organize, manage, and lead the project team. The project team is comprised of the people with assigned roles and responsibilities for completing the project.

Unit #8: Project Communication Management

Approaches to providing stakeholders with information, How to create a high level communication management plan that defines the general communication requirements for the project.

Unit #9: Project Risk Management

Organizational policy for optimizing investments and (individual) risks to minimize the possibility of failure.

Although most of the course content involves many project management theories and concept, in this paper, the instructor highlights the part of the subject which relates to assessment and project deliverables which defines the hands-on experience for the students.

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

7. Assessment strategy, assessment methods and their relative weightings

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FES implements:

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.
- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.

2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES *Assessment Booklet*:

52. Course Assessment Committee (CAC)
53. Faculty Examination Committee (FEC)
54. Central Examination Committee (CEC)
55. Branch Examination Committees (BEC)

4. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

7. Assessment strategy, assessment methods and their relative weightings

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

5. Marking, grading and staff training

5. Marking, grading and staff training

The FES adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives, and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that examinations are valid and are monitored by relevant bodies.

How to Pass a Module?

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks

For ED_642 module, students are required to do the following tasks:

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral Presentations

(iii) Sit for one final exam

7. Assessment strategy, assessment methods and their relative weightings

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30
	Project	30
FINAL ASSESSMENT	FINAL EXAM	40
GRAND TOTAL		100

Notes on TMAs & Final Exams

(xxvii) Tutor-Marked Assignments (TMAs)

TMA1 (Term Paper): writing a critical and analytical report about an institution and their management of one of the specialized projects in the instructional technology field, and identify the potential and opportunities for success and the most important cons.

TMA2 (Project): Plan and manage a project according to specific guidelines in the field of instructional technology, There is broad coordination will be done by the university administration in the implementation of this proposed project.

(xxviii) Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes																				
Assessment tasks	**Learning outcomes**																			
	A1	**A2**	**A3**	**A4**	**A5**	**A6**	**A7**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**C4**	**C5**	**D1**	**D2**	**D3**	**D4**	**D5**
TMAs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Final	X	X	X	X	X	X	X	X	X	X										

9. Teaching staff associated with the module
Name and contact details
Dr. Nader Shemy, Oman Branch <nshemy@aou.edu.om>

10. Key reading list

Alam, M. D., & Gühl, U. (2016). *Project-management in practice: A guideline and toolbox for successful projects*. Berlin, Germany: Springer.

Benson, A. D., Moore, J. L., & Rooij, S. W. (2013). *Cases on educational technology planning, design, and implementation: A project management perspective*. Hershey, Pennsylvania, USA.

Chartered Institute of Building (Great Britain). (2018). *Guide to good practice in the management of time in major projects: Dynamic time modelling*. WILEY Blackwell.

Davis, B. (2013). *Mastering software project requirements: A framework for successful planning, development & alignment*. Plantation, Florida: J. Ross Publishing

Ordóñez, P. P., Tennyson, R. D., Lytras, M. D., & IGI Global. (2015). *Assessing the role of mobile technologies and distance learning in higher education***.** Hershey, Pennsylvania (701 E. Chocolate Avenue, Hershey, Pa., 17033, USA): IGI Global.

Kloppenborg, T. J., & Laning, L. J. (2012). *Strategic leadership of portfolio and project management*. New York: Business Expert Press.

Rothwell, W. J. (2016). *Mastering the instructional design process: A systematic approach*. New Jersey: Hoboken.

Spector, J. M., & Yuen, A. (2016). *Educational technology program and project evaluation***.** New York: Routledge, Taylor & Francis Group.

Stanley, T. (2015). *Creating life-long learners: Using project-based management to teach 21st century skills***.** Thousand Oaks, California: Corwin, a SAGE Company.

Yuzer, T. V., & Eby, G. (2013). *Project management approaches for online learning design*. Pennsylvania, USA: Hershey,

11. Other indicative text (e.g. websites)
None

12. List of amendments since last (re)validation		
Area amended	**Details**	**Date Central Quality informed**
Content	New Module	Proposed
Assessment		Proposed
References		Proposed

Module Code and Title	ED698 Comprehensive Exam
Credit Hours	0
Module Description	This module provides students with an opportunity to sit for the comprehensive exam. The exam shall be of a comprehensive nature and seeks to assess the student's ability to synthesise the different basic and developed concepts she/he had acquired from the different modules in a manner that reflects the application of acquired knowledge in resolving scientific and applied problems..
Intended (Programme) Learning outcomes	When students have completed the programme (i.e. finishing 36 credit hours), they will have knowledge and understanding of: A7 professional ethics of the application of technology A8 concepts of instructional design A9 innovative multimedia technologies and their application to education A10 pedagogies of blended and distance learning A11 technologies and processes for blended and distance learning A12 advanced research methodologies When students have completed the programme they will be able to: B5 synthesise pedagogical and technological models of education for effective teaching and learning B6 explore critically theories of effective teaching and learning B7 evaluate critically technological models and instruments for learning B8 evaluate research methodologies in education in general and instructional design in particular B5 reflect critically on the application of instructional technologies to meet the learning needs of individuals and groups When students have completed the programme they will be able to: C1 employ appropriate technology to support student learning effectively C2 create an interactive learning environment C3 facilitate the integration of technology across the curriculum and the institution C4 draw upon educational research to inform practice C5 employ instructional technology to promote independent learning When students have completed the programme they will be able to: D7 apply advanced problem-solving and decision making models D8 develop strategies for effective communications and conflict resolution D9 apply effective ICT strategies D10 work independently and apply effective time management skills D11 work collaboratively to lead change D12 think critically
Learning Materials	List of references: books, journals and web resources relevant to all modules in the programme representing the four domains of the comprehensive exam.

Assessments	According to specific guidelines issued by the University Council, the competent Deanship shall undertake the task of forming a three-member comprehensive exam committee, in minimum, from faculty members in the programme. The said committee shall prepare the comprehensive exam, set the exam date and turn in the results. Should the student fail the comprehensive exam, she/he may have only one more re-sit session to be held in the next immediate scheduled date according to the approved University calendar, provided that the new date falls within the maximum period allowed for obtaining the Masters degree. If the student fails the exam, she/he may apply for an exit award (PG Diploma) which would be granted in accordance with programme regulations and AOU Postgraduate Studies Bylaws. The student's result in the comprehensive exam shall be entered in her/his transcript as either (Pass) or (Fail).

Module Code and Title	ED 699 Dissertation
Credit Hours	6
Module Description	This module provides students with an opportunity to complete an extended in depth study in a topic area of interest within the field of instructional technology. The student will identify a sharply focused issue related to instructional technology for which they have not previously submitted work for assessment within this programme. The module allows students to identify a topic area which has relevance to their own professional development, to draw extensively on their own experience and to include a strong comparative dimension to the study.
Intended Learning outcomes	Upon successful completion of 30 credit hours, the student will write a dissertation in which s/he: • Identifies and explores dimensions of an aspect of instructional technology in a professional context. • Demonstrates a critical understanding and knowledge of the literature relevant to her/his research topic. • Provides evidence of analytical and critical thought • Shows evidence of appropriate knowledge and understanding of secondary and other available resources relevant to their chosen topic • Implements strategies for the use of appropriate resources. • Examines and evaluates conceptual and theoretical perspectives relevant to hi/her research topic. • Studies, analyses, and synthesises the relevance of indicated perspectives to the development of policy and practice in his/her field of specialisation. • Organises a piece of research/report in a scientific way which enables others to make use of his/her effort and/or build on his/her findings. • Manages time effectively
Learning Materials	List of updated references: books, journals and web resources relevant to the topic of the dissertation
Assessments	Assessment will be through a dissertation which is assessed by the student's advisor in accordance with the following criteria: - Ability of the student to articulate and explain the topic. - Quality of scholarship and research - Ability to use appropriate theoretical and/or methodological concepts. - Quality of argument - Quality of structure and organisation. - Standard of presentation The success/fail in a dissertation depends on the decision of the viva committee upon the satisfaction of the required criteria and according to the Masters Award Requirements Bylaws at the AOU (for more details see Appendix 1, Programme Handbook, which is modified from AOU Document submitted for validation of MA Literature, being adapted from The Criteria of Honours Dissertations, University of Queensland, Australia).

9. Student support, guidance and advice

Student Support

The aim of student support within the AOU is to enable students to make satisfactory progress in their studies. There are three components: Tutors, Personal Tutors and the Student Affairs Department.

9.1 Tutors:

- monitor progress
- provide oral and written feedback
- offer general academic support

9.2 Personal tutors

One of your tutors will also be your Personal Tutor. Your personal tutor is there to help you:

- bridge the gap from your previous educational experience
- get the most out of your time at the AOU

This will include:

Counselling

Personal Tutors are expected to undertake educational counselling with their students. Educational counselling is seen as a way of relating and responding to the student so that he/she can deal more effectively with his/her studies.

Study Skills

Personal Tutors are also expected to support you in developing your study skills, especially in the areas of listening, responding, questioning, challenging as well as action skills.

9.3 Student Welfare

The Student Affairs Department is one of the University's most important departments. It acts as a link between students and the departments of the university, and with the local community.

The Student Affairs Department contributes greatly and distinctively in fulfilling the University's goals and objectives. The Department focuses on the whole of the students' experience and offers support for physical and mental health, and issues whether they be social, educational or financial. Personal matters can be discussed in complete confidence.

The Student Affairs Department offers the following services:

- Student Help Desk
- Orientation services
- Academic advisory services
- Non-academic advisory services
- Answering of general inquiries
- Responding to all student inquiries and interacting via the AOUFORUM.
- Support for students with disabilities.
- Student Careers Guidance.
- Supplying Guide Booklets and Flyers.
- Production and distribution of student Identification Cards.
- Receiving of, and follow-up on, students' complaints.
- Student Fund
- Participation in various extra-curricular activities, such as conventions, exhibitions, symposia, conferences, competitions, field trips, camps, competitions, etc.
- Assisting students in obtaining free training at organisations related to their specialisations.

9.4 Support for students with special needs

- Students with special needs who need particular support should present their requirements to their tutor who will raise the matter with the appropriate authority.

- Students with special needs who feel that certain circumstances have impacted negatively on their performance when completing their assignments should submit proof of this to their tutor who will raise the matter with the appropriate authority.

- Such students requiring an extension to the examination time must submit their needs not less than three weeks before the date of the examination, or the due date of submitting the assignment or research/project.

10. Opportunities for personal development planning

10.1 What is PDP?

PDP is described as a 'a structured and supported process undertaken by an individual to reflect upon his/her own learning, performance and/or achievement and to plan for their personal, educational, and career development.'

The PDP package developed by the AOU is based entirely on the UKOU approach, where it is intended to help students:

- become more effective, independent and confident self-directed learners;
- understand how they are learning and relate their learning to a wider context;

- improve their general skills for study and career management;
- improve their capacity to communicate their learning to others for example, academic staff and employers
- articulate their personal goals and evaluate progress towards their achievement; and
- adopt a positive attitude to learning throughout life.

10.2 How does PDP work?

It is:

a structured process that is integral to higher level learning;

- concerned with learning in an holistic sense (both academic and non-academic);
- something that an individual does with guidance and support: the latter perhaps decreasing as personal capability is developed so that it becomes self-sustaining;
- a process that involves self-reflection, the creation of personal records, planning and monitoring progress towards the achievement of personal objectives;

10.3 What does it lead to?

- enhanced self-awareness of strengths and weaknesses and directions for change, intended to individuals understand the value added through learning that is above and beyond attainment in the subjects they have studied. Crucially, it relates to the development of the whole person.

- a record of learning experiences and achievement, personal reflections and plans for self-improvement that provide a unique resource to each individual.

(Reference: PDP, Open University, 2007)

AOU first offered PDP to its students, in all branches, in 2008. As in the case of the OU, PDP is optional, it does not carry any academic credit.

11. Opportunities and support for study abroad if applicable

Not applicable

12. Work placement information

Not available

13. Facilities and Services

13.1 Learning Resources Centre

Each Branch has a dedicated Learning Resources Centre which has a range of books and other resources available to support the University's programmes. Access to the internet and a small language laboratory facility assist in the development of English language skills.

All students have access to an electronic library facility through Arab Campus.

13.2 Computing Laboratories

- some courses have mandatory online components
- some courses have websites to facilitate learning
- electronic support for all courses is provided through the University's learning management

System (LMS) - **Arab Campus,** which also includes a conferencing facility.The University is moving towards a position where all assignments will be submitted electronically through the LMS. It is important therefore that all students possess the necessary computing skills. Help to improve your computing skills is available.

13.3 Electronic Library

You will be provided with a username and a password to the electronic library. You are advised to consult the electronic library for references and more support material for your courses. In the course of your studies you are expected to consult references in the electronic library, especially for your TMAs.

13.4 LMS Learning Management System

A learning management system (LMS) allows students to communicate with each other and with their tutors, to access learning materials and to submit TMAs, on-line examinations and quizzes.

13.4.1 LMS Features to support your learning:

13.4.1.1 Assignments

This allows the tutor to specify a task that requires students to submit by uploading it to the server. Typical assignments include essays, projects, and reports.

13.4.1.2 Chats

The Chat module allows participants to have a real-time synchronous discussion via the web. This is a useful way to exchange ideas with fellow students.

13.4.1.3 Dialogues

This module provides a simple communication method between pairs of users. The teacher can open a dialogue with a student, a student can open a dialogue with a tutor, and (optionally) a student can open a dialogue with another student. A teacher or a student can be involved in several dialogues at any time.

13.4.1.4 Forums

It is here that most discussion takes place. Forums can be structured in different ways, and can include peer rating of each posting. The postings can be viewed in a variety of formats, and can include attachments. By subscribing to a forum, participants will receive copies of each new posting in their email.

13.4.1.5 Questionnaires

The questionnaire module allows the teacher to construct questionnaires (surveys) using a variety of question types. It is based on an open source survey tool (see: http://phpesp.sourceforge.net).

13.4.1.6 Quizzes

This module allows the teacher to design and set quizzes that consist of multiple-choice, true-false, and short answer questions.

13.4.1.7 Resources

These are documents that the teacher wishes to bring to students' attention. These can be prepared files that are uploaded to the course server; pages that are edited directly in Moodle; or external web pages.

13.4.1.8 NET Support System. This is a networked classroom that helps staff develop students' computing skills.

13.4.1.9. Other Electronic Equipment: Video Conference Terminal
Video-conferencing is considered one of the most useful communicating technologies. It is used for inter-branch meetings and lectures delivered remotely.

13.5. Other Facilities

- Cafeteria
- Entertainment Rooms
- Prayer Rooms
- Parking spaces

14. Assessment and progression regulations

Knowledge and understanding are gained and developed through study of the course materials in all courses other than dissertation course Ed 699. Intended learning outcomes are assessed primarily by means of written tutor–marked assignments (TMAs) and final examinations. Some courses may include a long assignment or a project which acts as a preparation for the dissertation module. For the dissertation you will choose a topic within an area studied earlier in the programme, Tutors provide ungraded feedback on draft chapters, but the dissertation itself forms the examined component of this final module.

Cognitive skills are developed and practiced through study of the course materials, and you will also have the opportunity to learn and practise these through group or individual tutorial work. They are assessed in TMAs throughout the programme and in the different courses final examinations. Some course includes practical components or activities, which will constitute part of the assessment. Assessment will also include your ability to recognize a potential area for research in Education which will be specifically assessed in the dissertation which forms the final component of the degree.

Practical and professional skills are taught cumulatively throughout the programme. Some courses introduce basic postgraduate research skills and methods, including the use of libraries and the internet. Others require longer pieces of writing, all designed to prepare you to undertake a final dissertation. You are assessed on these skills through a practice research proposal in core courses, extended TMAs, and the final dissertation.

Key skills are taught by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, and participation in tutorials. This happens throughout the programme, although there is increasing emphasis on independent work towards the end. Essay-type TMAs in particular, assess your ability to communicate effectively your knowledge and understanding of the subject matter of the course. The full range of key skills are assessed in the dissertation module.

14.1 Assessment

1. The main principles underlying the process of assessment are:
2. all forms of assessment should aim to test a set of well-defined intended learning outcomes ILOs). This applies to TMAs and FEs.
3. the creation and administration of all types of assessment is the work of teams, not individuals (for example, staff tutors, branch course coordinators, course chairs, programme coordinators, faculty dean and external examiners).
4. the same measures are also applied to the marking of students' work in all branches.

14.2 Course Assessment

Course assessment is based on all forms of work mentioned in section 11.1 above.

- In all assessment components, you will be assessed according to criteria which are based on intended learning outcomes.

- For the M.Ed. dissertation course, students are required to present a dissertation acceptable to a board of examiners.

- Students should pass all examined courses with an accumulative average of not less than 3.0 points.

Regarding the M.Ed. dissertation course, the AOU Graduate Studies Bylaws state that students are required to present a dissertation acceptable to a board of examiners(viva). This board of examiners will consist of the student's supervisor (head of committee), one faculty member and an external examiner.

Students should pass all examined courses with an accumulative average of not less than 3.0 points.

In the case of the M.Ed. dissertation module, the AOU graduate studies bylaws state that students are required to present a dissertation acceptable to a board of examiners. This board of examiners will consist of the student's supervisor (head of committee), one faculty member and an external examiner.

14.3 Allocation of Marks

The following table shows the distribution of marks for assessment of M.Ed. modules.

a) Preparation and presentation of essays and term papers (60% of the final mark)

b) The final examination (40% of the final mark). The allocation of marks may be changed according to the nature and the content of the related course.
c) In the case of the dissertation module its result will be determined by a board of examiners comprising:

1. The student's supervisor (chair),
2. One staff member of pertinent specialisation,
3. An external assessor (a PhD holder whose specialisation is closely linked to the topic of the dissertation).

14.4 Notes on TMAs and Final Examinations

1- Tutor-Marked Assignments (TMAs)
These assignments are spread out over the duration of course delivery. In addition to gauging student progress of study, they serve to invoke and develop investigative and research skills. TMAs carry 60% of the overall grade of the course.

2- Final Examinations (FEs)
Final examinations are typically of the essay type and are divided into sections/parts, each of which may cover one or two blocks/themes of the course.

14.5 Requirements for a Pass

In order to pass the course/module, a student must obtain:

- An average of at least 70% across the different components of assessment (that is, Continuous Assessment and Final Assessment),
- A minimum average of 60% on the Final Assessment.
- A minimum average of 60 on Continuous Assessment: TMAs.
- In all these assessment components, students will be assessed according to criteria which are based on intended learning outcomes.
- For the M.Ed. dissertation module, students are required to present a dissertation acceptable to a board of examiners.

14.6 Monitoring

The Idea behind monitoring is to ensure that the same measures are used in teaching and assessment throughout the branches. This is manifested in:

1- Course Coordinator (CC) checking and reporting on the marking of sample TMAs assignments and term papers,
2- Course Assessment Committee(CAC) members supervising the development of assessment and implementation of assessment procedures,
3- External Examiners reviewing TMAs and Final Examinations,
4- The viva committee for Dissertation, and
5- Faculty Examination Committee (FEC) reviewing course results.

14.7 Documentation

All acts of supervision, review and standardisation are properly documented in both Arabic and English. Examples of such activities are:

6- BCC checking and reporting on sample TMAs
7- CAC meetings
8- FEC meetings
9- To become final, all results must be approved by AOU Central Examination Committee (CEC).

15. Dissertations and projects

- Based on the AOU Bylaws, Students must be completed 30 credit hours and their GPA 3.00 or higher before they submit a transfer request from the comprehensive exam path to the dissertation path (This request is submitted to the Program Coordinator). The transfer request is accompanied by a proposed research plan in the field of specialization.
- The Graduate Studies Committee of the Branch discussed the students in their research proposal and then the Deanship was informed of the Committee's recommendations about students.
- Transfer request and proposed research plan was submitted to the Deanship Council and we got the approved to transfer the students, and agreed on the title of the thesis, and identified the supervisors from within the branch.
- After approval, each student began preparing his/ her dissertation under the supervision of supervisors identified by the Deanship.
- When each student finished his/ her thesis, the Graduate Studies Committee met in the branch to ensure that all research requirements were completed. After that, the discussion committee was identified (the supervisors, a professor from outside the university and a professor from within the university). The Deanship was informed about this committee to get approval.
- After that, a request was sent to the Deanship to determine the date of the student's discussion.
- After discussion, The Deanship informed of the required modifications.
- The students made the required modifications, and the Deanship agreed to grant the students the masters degree.

16. Determination of results

16.1. Assessment weightings for the overall scheme and within specific modules:

Assessment weightings for modules:

Grade	Points
A	4
B+	3.5
B	3
C+	2.5
F	0

16.2. Students are informed of the assessment results for all courses through the student electronic services system.

16.3. Rules for determining degree classification, and for the award of honours, distinction, and merit, as applicable:

Degree	GPA
Excellent	3.60 : 4.00
Very good	3.20 : 3.59
Good	3:00 : 3:19
Fail	Less than 3:00

16.4. Brief explanation on the role of assessment boards and external examiners and MRAQCP:

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES Assessment Booklet:

1. Course Assessment Committee (CAC)
2. Faculty Examination Committee (FEC)
3. Central Examination Committee (CEC)
4. Branch Examination Committees (BEC)

The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester;

f. All final examination scripts are reviewed by external examiners;

g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

All awards recommended by The Arab Open University Examination Boards are ratified by The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). This panel has the authority of the OU Senate to ratify the recommendations of all Examination Award Boards (EAB) after satisfying itself that the recommendations have been determined with due regard to the approved regulations, that the correct procedures have been followed, and that the appropriate academic standards have been upheld.

Once the Examination Board has taken place, The Arab Open University sends documentation to the OUVP via secure electronic transfer. Once documentation is complete, it is submitted to the MRAQCP. Once confirmed, The Arab Open University is informed, and if conferred, results can be released to students as final."

17. Other institutional policies and regulations

17.1. Student Appeals

- Students may appeal against their final grade to the Branch Examination Committee within two weeks from announcement of course results, provided approved fees are paid
- The Branch Committee ensures the compilation of marks have been handled appropriately. It also ensures that all answer scripts have been marked and verified and notifies the student of findings within three days
- Students may then appeal against the Branch Committee's decision to the Faculty Examination Committee within one week after notification by the Branch Committee
- Reasons for appeal together with supporting documents must be provided. The appeal is then forwarded for review by the Faculty Committee
- Students who wish to pursue their appeal beyond this point should do so within one week from the date of notification of The Faculty Committee findings. In such cases, the Committee looks into the appeal once again and this time its decision is considered final and irrevocable. The student shall be notified of the decision through the Branch within one week of taking the decision
- In all cases, if a grade as a result of an appeal is adjusted, then all Examination Committees must be informed.

17.2. Cheating and Plagiarism

Any student caught cheating or found to have committed an act of plagiarism shall be referred to the competent Branch disciplinary committee, which shall take its decisions as per rules in effect at AOU. Punishment, if warranted, may include dismissal from the University.

The following are considered acts of cheating and plagiarism:

- Copying printed material and submitting it as part of TMAs, or examination scripts without proper acknowledgement and documentation.
- Copying material from the Internet, including tables and pictures without proper acknowledgement.
- Copying other students' work.
- Using material prepared for the student by individuals or institutions i.e. material which is not the student's own work
- Taking unauthorised material into the examination room

17.3.Inability to take final examination

The following cases shall be observed when the student is unable to take the final examination at the fixed time and place.

- In case of sickness or emergency, the final examination can be given at the time scheduled for the examination in another location, such as a hospital, if the student's situation permits
- A student who cannot take the final examination or submit a report/project which is considered as a main component of the assessment, must submit a medical report or an urgent case to the course tutor who will address it to the appropriate authority. The case must be submitted within one week of the date of the final examination.
- If the branch committee accepts the case, the student is awarded I (Incomplete) and the student may take the examination with all other students studying the course at the end of the next semester or academic year.
- In the case of the branch committee rejecting the excuse, the student is awarded 0 in this examination.
- A student who fails to pass the final examination of any course can take the examination again on the next occasion that the examination for the same course is held.

17.4. Repeating the Course

- Students are allowed to repeat any of University Requirement Courses to improve their grades and the grade obtained will count towards the Grade Point Average

- Students with grade 'C' in a course are allowed to repeat the course to improve his/her grades to 'B'. i.e. whatever the score obtained in the repeat, the grade is capped at B

- Students with acceptable mitigating circumstances are allowed to repeat the course as if taken for the first time, that is, grades are not capped

17.5. Tutorial Attendance

- Tutorial attendance is compulsory.
- Student absences with an acceptable excuse should not exceed 25% of the total number of tutorials in a given semester.
- If a student absents him/herself for more than 25% of the tutorial program, he/she will not be allowed to take the final exam and shall be considered to have failed that course.

17.6. Pre-Requisites

- Pre-requisites are indicated in the study plan.
- It is not permitted for a student to register in any course without taking the pre-requisite for that course.
- However, a student may be allowed in his/her last semester of study to register for a specific course and its pre-requisite at the same time.

17.7. Postponing, Suspension and Withdrawal

- It is permissible for a student to submit an application within two weeks prior to the beginning of the semester to postpone his/her study – such a postponement period should not exceed two years (four semesters) whether continuous or separate.
- The postponement period shall not be included within the maximum period required for graduation.
- During the adding and dropping period, the student may withdraw from study after the approval of the concerned party in the university.
- A student who does not register in a certain semester is considered suspended. If he/she applies subsequently with an acceptable excuse before the end of the semester, the suspension period is considered as a postponement

17.8. Study Fees

The Arab Open University is a not-for-profit university and aims to keep its fee levels as low as possible consistent with the need to offer a high quality learning experience for its students.

The study fees differ depending on the nature of courses and the cost of living in the branch country.

17.9. Transfer Regulations

Transfer between Academic Programmes

A student shall be eligible to transfer from one programme to another on condition that he/she fulfils the admission requirements of the programme he/she wishes to transfer to and that the transfer takes place at the beginning of the semester following the one to which he/she has been admitted. In this case, all the courses that the student has already completed successfully and which correspond with the requirements of the new programme will be taken into account. The student should fill in a special form during the period announced in the university calendar**.**

The transfer is subject to the following:

- The availability of a vacant space on the programme.
- The student's average in the high school certificate should not be less than the average announced and accepted by the programme into which the student wishes to transfer.
- Satisfying any other academic qualifications required by the programme, when submitting the application.
- Pass any examination(s) required by the programme to which the student wishes to transfer.

17.10. Transfer between Branches

A candidate who is registered in one branch of the university is eligible to transfer to another Branch, but normally only at the beginning of the semester. In this case, all completed courses are taken into account for the student. The tuition fees of the new courses are calculated according to the fees of the new Branch

Transfer is dependent on the following:

- When applying for transfer from a branch, the student should be registered in that branch without any disciplinary issues outstanding

- The student shall fill in a special form before the end of the semester, stating the reasons for his/her transfer

- In certain circumstances, a student may apply for transfer from one Branch to another during the semester provided that he/she can provide a strong reason for transfer

- The student shall pay the appropriate transfer fee when making the application. If the application is rejected, the student has the right to receive a refund of the money. In case of approval, the transfer fee is divided equally between the original branch and the new one

- Normally, transfer should occur within the same programme in which the student is registered. If not, admission to a different programme should be done simultaneously with the transfer application.
- When necessary, it is the student's responsibility to obtain a residence permit in the branch country to which he/she wants to transfer

- When transfer has been approved by the two branches, the student's file is sent to the new branch

- The student, before joining the new branch, should be informed about any admission conditions or requirements observed in the new branch so that he/she can fulfil these conditions either before, or after joining, the new branch.

17.11. Student Conduct, By-Laws and Disciplinary Procedure

- First:

These bylaws shall cover all university registered students in respect of any violation of the university's rules, regulations and bylaws

In particular they cover the following violations:

- Any act incompatible with honour and dignity or breaching good conduct inside or outside the university.
- Any act leading to the damage of the university premises and properties.
- Cheating or attempt at cheating in examinations.
- Cheating in carrying out assignments and reports or any other duties required in this regard.
- Organisation of non-academic societies and meetings inside the university without the prior approval of the competent university administration.
- Circulation of publications, newsletters, or posters, or collecting signatures for any purpose, without permission from the competent party in the university.
- Any "sit-in" strike inside the university premises or participation in any demonstration incompatible with the observed University rules and morals.

- Second:

Any student who attempts cheating or cheats in the examination, as described in a report signed by the head invigilator or the examination supervisor, may experience the following punishments separately or collectively following investigation by the Branch Disciplinary Council:

- oral or written notice
- warning
- Final Warning
- Failure in the examination and concerned course
- Exclusion from the university for one semester or more.
- Total and final expulsion from the university.
- Any punishment imposed will be recorded in the student's file.

- Third:

A student may submit an appeal against the decision taken by the disciplinary committee or the disciplinary council within fifteen days from the date of being informed of the decision. The resolution of the Higher Disciplinary Board is then final and binding.

17.12. Student Grievance Procedures

A permanent Committee called the Student Grievance Committee exists in all branches to consider student grievance cases. It consists of three members: the head of student affairs as the rapporteur, and another two members of the academic staff, one of them specialised in the academic programme of the student.

The Committee shall review and examine the various complaints and grievances related to examinations and academic courses or those resulting from complaints against a member of the academic or administrative staff.

Procedures to be followed for the grievance and complaints system and for received suggestions:

- Fill-in the special form and submit it to the student affairs department in the branch.
- The head of the student affairs department undertakes to meet the concerned student and registers all the details.
- The head of the student affairs department refers the subject to the branch director or his/her deputy so as to take the necessary action to examine the grievance or

  complaint.
- The Student Grievance Committee examines the complaint and the supporting documentation. The Committee has the right to invite the applicant or others to submit evidence to it in person and then take the necessary decision in this regard. The head of the Committee

refers the decision to the branch director within (at most) one week from the date of the application for normal cases. However, in urgent cases, such as those related to examinations, review and reply should be done without delay.

- The head of student affairs undertakes to send the final decision by e-mail to the applicant.

18. Student participation and evaluation

18.1. Feedback practice

A uniform set of survey feedback questionnaires (FBQs) are used across all branches and programmes for data collection from students and tutors at the end of each semester. These are similar to the FBQs used by UKOU, (which the current director of Quality Assurance Department (QAD) was instrumental in their initial development).

QAD regularly updates these FBQs, for example they were made available in both English and Arabic in 2007, and were revised in January 2010 on the basis of comments from Branch QA coordinators, students, tutors and faculties.

The students can access these questionnaires on the University's Learning Management System (LMS). The data thus collected at each branch is delivered to QAD for processing where raw data is transformed into statistical analysis and sent to faculties and other stakeholders.

Student-tutor surveys cover courses in all disciplines, including Education. However, since over seventy courses are offered in Education each semester it is not practical at the present to survey them all each semester. Instead, a selection of about fifteen courses are surveyed each semester, chosen by the Education Faculty. This choice depends on the faculty's policy of surveying all new courses in the first year of presentation or other requirements which may change from time to time.

18.2. Reflection on the outcomes

The results of student-tutor feedback have been used to improve the curriculum and the relevant administrative services across all branches of the University. Below are some examples of how they have influenced both policy and practices at AOU.

1- Updating and extending the curricula: Education Faculty's policy of introducing new academic programmes and updating the existing one is not only based on academic considerations, it is also based on the analysis of suggestions made by Faculty students.
2- Tutor evaluation is a process which should be objective, fair and balanced. Moreover, it should be based on feedback from more than one source. For tutor evaluation in Education Faculty these sources include students' reaction to their tutors collected as part of the students surveys at end of each semester, and various reports about the performance of each tutor produced in each Branch.
3- The student feedback collected at the end of each semester also feeds back into the training programme offered by Education Faculty. One of the focal points of this programme is improving tutor feedback on TMAs. This is likely to ensure that the feedback students receive conforms to certain standards which are the same across all branches of the University.

18.3. Student representation

Mainly due to cultural and political restrictions, student representation at AOU is somewhat limited at present when compared with that observed in UK based institutions. However, since student needs and concerns rank highly among the priorities in the AOU agenda, this issue is being pursued, and opportunities sought for augmenting student representation whenever and wherever possible.

At present each AOU. Branch is empowered to constitute a Student Academic Society for each of its taught programmes. The main objective of these Societies is to provide a forum for course related issues, meetings of general interest, seminars, lectures, extra- curricular activities related to the course, etc. Membership is open to students registered on the relevant programme. Each society has an elected board comprising a President, Vice-President, Treasurer, Secretary, a number of other board members, and an assigned academic staff member for the purpose of general support and guidance.

Elected board members from all societies come together to comprise the Branch Student Council, and from this group a Student Council President, Vice-President and Secretary are elected. The Student Council President is then, by right, a member of the AOU Branch Council – the senior committee in each Branch.

Elections to the academic societies and Student Council are held regularly in the Bahrain, Egypt, Jordan, Kuwait, Oman, Sudan and Palestine branches of AOU. Board members of the societies and the Branch Student Council in Saudi Arabia are political appointees.

The main purpose of the Branch Student Council is to represent the local student body and to raise with the Branch Director any issues of concern relating to the whole range of student support activities and services to students

19. General reading list (i.e. not module specific), including electronic resource.

- *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)* –Sixth Edition Paperback – September 22, 2017
- Seman, L. O., Hausmann, R., & Bezerra, E. A. (2018). On the students' perceptions of the knowledge formation when submitted to a Project-Based Learning environment using web applications. *Computers & Education, 117*, 16-30.
- Goyal, M., & Krishnamurthy, R. (2018). Optimizing Student Engagement in Online Learning Environments: Intuitionistic Fuzzy Logic in *Student Modeling. In Optimizing Student Engagement in Online Learning Environments (pp. 187-219). IGI Global.*
- Bassani, P. B. S., & Barbosa, D. N. F. (2018). Experiences with web 2.0 in school settings: a framework to foster educational practices based on a personal learning environment perspective. *Educação em Revista, 34*.
- Ali, M., Wood-Harper, T., & Mohamad, M. R. A. (2018). Benefits and challenges of cloud computing adoption in British higher education: a systematic literature review. *Journal of Theoretical and Applied Information Technology, 96*(12).