



FACULTY OF EDUCATION STUDIES

The Learning Outcomes and curriculum map for the Postgraduate Diploma in Instructional Technology PGDip

A Postgraduate Diploma in Instructional Technology **PGDip** may be awarded to a student in the following cases:

1. If she/he fails to complete the credit hours required for the programme provided that she/he had completed successfully at least two thirds of the credit hours, including the following modules:
 - ED 618 Instructional Design
 - ED 623 Educational Psychology
 - ED 631 Open and Distance Learning
 - ED 633 Technology Applications in Education
 - ED 634 Designing and Producing Educational Software
2. If She/he fails twice the comprehensive exam,
or
3. If She/he fails to re-submit the dissertation.

Programme Intended Learning Outcomes

How the learning and teaching strategy and associated assessment address specification intended Learning Outcomes is shown below under the headings:

- A- Knowledge and Understanding
- B- Cognitive Skills
- C- Practical /Professional Skills
- D- Key/Transferable Skills

Programme structure and learning outcomes

Option 1: Taught courses

<u>Programme Structure</u>					
Compulsory modules		Credit points	Optional modules (Only two courses from the below list)		Credit points
ED 631	Open and Distance Learning	45	ED 601	Curriculum Analysis and Development	30
ED 632	Research Methodology		ED 639	Special Topics in Instructional Technology	
ED 633	Technology Applications in Education		ED 641	Computer Applications in Statistical Analysis	
			ED 642	Planning & management of instructional technology projects	
Compulsory Specialisation Courses			Credit points		
ED 618	Instructional Design		105		
ED 623	Educational Psychology				
ED 627	Educational Communication				
ED 634	Designing and Producing Educational Software				
ED 635	Multimedia				
ED 636	Internet Applications in Education				
ED 640	Instructional Technology for Students with Special Needs				

Option 2: Taught courses and Dissertation

Programme Structure					
Compulsory modules		Credit points	Optional modules (Only two courses from the below list)		Credit points
ED 631	Open and Distance Learning	45	ED 627	Educational Communication	30
ED 632	Research Methodology		ED 623	Educational Psychology	
ED 633	Technology Applications in Education		ED 639	Special Topics in Instructional Technology	
			ED 641	Computer Applications in Statistical Analysis	
			ED 642	Planning & management of instructional technology projects	
Compulsory Specialisation Courses			Credit points		
ED 618	Instructional Design		75		
ED 634	Designing and Producing Educational Software				
ED 635	Multimedia				
ED 636	Internet Applications in Education				
ED 640	Instructional Technology for Students with Special Needs				
Credit points 30					

Intended learning outcomes are listed below:

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed the programme they will have knowledge and understanding of:</p> <ul style="list-style-type: none"> 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 	<p>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.</p> <p>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.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed the programme they will be able to:</p> <ul style="list-style-type: none"> B1 synthesise pedagogical and technological models of education for effective teaching and learning B2 explore critically 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 	<p>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.</p> <p>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.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed the programme they will be able to:</p> <ul style="list-style-type: none"> 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 	<p>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.</p> <p>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.</p>

Annexe 1 - 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	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	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	X	

1. Module specifications

1. Factual information			
Module title	ED601 Curriculum Analysis and Development	Level	MA
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 MA degree but for the UK OU MA 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:

- 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.
- 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
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Identify the types of curriculum.</p> <p>A2. Identify participants in curriculum development, and their existing and lost roles.</p> <p>A3. Know the many concepts related to the curriculum</p> <p>A4. Know the meaning of each of the foundations of the curriculum (philosophical, cognitive, psychological, social)</p> <p>A5. Aware of the benefits of curriculum planning</p> <p>A6. Understand the problems of curriculum design</p>	<p>A2, A4</p>	<p>Knowledge and understanding are gained and developed through study of course materials in a postgraduate foundation module, and in a subject module.</p> <p>Supporting teaching materials include published teaching text, internet materials, study and assignment guides, and may include off prints, illustrations and CDs.</p> <p>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'.</p>

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

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

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>C1. Demonstrate understanding of curriculum characteristics.</p> <p>C2. Consider the principles adopted (philosophical, cognitive, psychological, and social) when developing the curriculum.</p> <p>C3. Ability to analyze curriculum elements (objectives, content, experiences, evaluation, technology).</p> <p>C4. Develop elements of the curriculum according to modern foundations.</p> <p>C5. Develop a curriculum planning model</p> <p>C6. Provide acceptable justification for the development of the currently approved curriculum.</p> <p>C7. Critiques of evaluation methods. Distinguishing between them</p>	<p>C3</p>	<p>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.</p> <p>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.</p> <p>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.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
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
<p><i>At the end of the module, learners will be expected to:</i></p> D1. Looking for strengths and weaknesses in the curriculum methodology in his country D2. Think critically about curriculum issues and develop them. D3. Critical and serious evaluation of the curriculum in light of international and local standards. D4. Develops the design of a component-based technology curriculum. D5. Adopts and defends a model of curriculum planning D6. Has 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

Unit 5: Curriculum Design

- Definition of curriculum design.

6. Indicative content.

- 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.
- 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:

- 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

7. Assessment strategy, assessment methods and their relative weightings

(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.

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 MA 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,

7. Assessment strategy, assessment methods and their relative weightings

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
TMA													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	
TMA	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*. عمان: الأردن.
 دالف، تايلر. (1982). *أساسيات المنهج*. (أحمد خيرى كاظم وجابر عبدالحميد، مترجمون). القاهرة: دار الفكر.
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 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 Desgin	Level	MA
Module tutor	Prof. Harith Abood (Module/Course Chair) Prof. Khalid Al-Ajlouny 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	
<ul style="list-style-type: none"> 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 MA degree but for the UK OU MA 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	
<p>The general aims of the module are to:</p> <ul style="list-style-type: none"> 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
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Demonstrate understanding of concepts of instructional design and its applications. A2: Be aware of needs and importance to adopt adequate strategies and tactics for each given instructional design.</p>	A2, A6	<p>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).</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Acquire planning skills how to investigate students' characteristics and needs. B2: Be able to choose appropriate strategies, methods, materials & media for a given instructional model.</p>	B1, B3	<p>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.</p>
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Follow a given model for designing a distance learning package. C2: Employ effective instructional materials for face to face and distance learning.</p>	C2, C3, C5	<p>Practical and professional skills are gained through designing and producing complete projects in tutor-marked assignments (TMAs).</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>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.</p>	<p>D1, D5, D6</p>	<p>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</p>

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 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

7. Assessment strategy, assessment methods and their relative weightings

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

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 MA 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

(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-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
TMA's		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. Harith Abood (Module/Course Chair), h_abbas@aou.edu.jo

Prof. Khaled Ajlouni, Jordan Branch, k_ajlouni@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*. الأردن : مركز يزيد للنشر.
الحموز، محمد. (2004). *تصميم التدريس*. عمان: دار وائل للنشر والتوزيع.
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روايضة، صالح، و بني دومي، حسن، و العمري، عمر. (2011). *التكنولوجيا وتصميم التدريس*. عمان: زمزم.
الزند، وليد. (2004). *تصميم التدريس*. الرياض: مكتبة ابن رشد.
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كيلبين، كلير، و ميلمان، ناتاليا. (2015). *نماذج التعليم: تصميم التدريس لمتعلمي القرن 21*. (مجدي المشاعلة، و مراد علي مترجمان). عمان: دار الفكر.
منسي، حسن (2002). *تصميم التدريس*. عمان: دار الكندي.

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

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

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

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

Smaldino, E., & Russell, J. (2008). *Instructional Technology and Media for Learning*. New Jersey: 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	<p>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.</p> <p>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.</p> <p>More concern is being made for collaborative and shared activities such as video-conferences and field visits to instructional institutions.</p>	
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	MA
Module tutor	Dr. Fadwa Elashi (Module/Course Chair) Dr. Hamad AlGhafri	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	
<ul style="list-style-type: none"> • 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 MA degree but for the UK OU MA 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:	
<ul style="list-style-type: none"> • 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 principles 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
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Specify common factors that play a role in successful teaching and student learning.</p> <p>A2: Demonstrate an understanding of the cognitive processes essential to student learning.</p> <p>A3: Understand methods and strategies appropriate for working with students' individual differences.</p> <p>A4: Demonstrate an understanding of the different schools of thought in Educational Psychology (i.e., behaviourist, cognitive, social, humanistic, and ecological).</p> <p>A5: Demonstrate an understanding of child development themes (i.e., cognitive, social, and moral).</p>	A4 – A5	<p>Knowledge and understanding learning outcomes are supported by the module materials that are provided to students ahead of time.</p> <p>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.</p> <p>Continuous feedback is provided by the tutor during class meetings to ensure that students' understanding of the content is correct.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Critically evaluate and analyse research articles in the field of educational psychology.</p> <p>B2: Develop solid and evidence-backed arguments for employing methods and strategies for pedagogical issues.</p>	B2 – B3	<p>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 fashion that allows for optimal analysis and critique of the research article.</p> <p>Students are also expected to select a common pedagogical issue that educators face today and search for empirical</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		<p>evidence to support their arguments regarding the importance of the issue. Their arguments must be prepared as a research report and oral presentation.</p> <p>Finally, students also partake in a classroom debate regarding a controversial issue in the field of Educational Psychology. Students are encouraged to use empirical evidence to support their arguments (and rebut opposing views).</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Effectively employ educational psychology theories in pedagogical settings.</p> <p>C2: Present a persuasive presentation to a critical audience.</p> <p>C3: Employ empirical data to drive decision making in pedagogical situations.</p>	<p>C1 – C3</p>	<p>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.</p> <p>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 regarding the criticality of this issue as well as evidence-backed solutions for the issues.</p> <p>Finally, students will be required to present results from data they collect to further support their persuasive presentation</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Employ research readings to develop persuasive arguments. D2: Present a persuasive presentation to a critical audience.</p>	<p>D2 – D5 – D6</p>	<p>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.</p> <p>Students will also be required to present their research reports to an audience, answering any critical questions they may pose.</p>

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 scholarly-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 create new educational technology software, for instance. These readings also extend beyond the text of the module and thus address 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:

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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*:

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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;
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- 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.

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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_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 MA 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

(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
TMA's						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. Fadwa Elashi f_elashi@aou.edu.jo

Dr. Hamad AlGhafri hamad@aou.edu.om

10. Key reading list

الشرعة، نايل و ظاظا، حيدر (2013). استقصاء الممارسات التقييمية لدى معلمي المرحلة الأساسية في الأردن : نحو أنموذج شامل ومتكامل. *مجلة العلوم التربوية والنفسية*، 14 (2)، 104-73.
 الحراحشة، محمد عبود. (2013). درجة الذكاء الانفعالي لدى مديري مدارس مديرية التربية والتعليم للواء قصبه محافظة المفرق في الأردن. *المنارة*، 19 (3)، 382 – 353.
 الظفيري، سعيد و الهدابي، أمل (2015). علاقة المعلم - الطالب ودافعية التعلم لدى طالبات الصفوف (5 - 11) بسلطنة عمان. *مجلة العلوم التربوية والنفسية*، 16 (1)، 434-409.

Blair, C. (2016). Developmental science and executive function. *Current Directions in Psychological Science*, 25(1), 3-7.

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Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2012). Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum. *Learning and Individual Differences*, 22(2), 218-224.

Haimovitz, K., & Dweck, C. S. (2017). The origins of children's growth and fixed mindsets: New research and a new proposal. *Child development*, 88(6), 1849-1859.

Kamenetz, A. (2014). Psychometric considerations in game-based assessment: Exeuctive Summary. Glass Lab.

Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-Set Interventions Are a Scalable Treatment for Academic Underachievement. *Psychological Science*, 26, 784-793.

Rasmussen, E. E., Shafer, A., Colwell, M. J., White, S., Punyanunt-Carter, N., Densley, R. L., & Wright, H. (2016). Relation between active mediation, exposure to Daniel Tiger's Neighborhood, and US preschoolers' social and emotional development. *Journal of Children and Media*, 10(4), 443-461.

Weisberg, D. S., Kittredge, A. K., Hirsh-Pasek, K., Golinkoff, R. M., & Klahr, D. (2015). Making play work for education. *Phi Delta Kappan*, 96, 8-13

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
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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	MA
Module tutor	Prof. Mohammad Tawalbeh Prof. Hareth Abbas Dr. Walid Aboraya (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 MA degree but for the UK OU MA 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
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Identify Interaction patterns in the educational communication environment.</p> <p>A2: Understand the Changing Face of Education; Communication practices in online learning environments using social media and digital tools Vs. Traditional learning environments.</p> <p>A3: Demonstrate the role of the educational institution in activating educational communication.</p>	A4, A5	<p>Knowledge and understanding are gained and developed through study of course materials.</p> <p>Supporting teaching materials include published teaching text, internet materials, electronic library, study and assignment guides.</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Critically explore advanced communication strategies</p> <p>B2: Evaluate critically arguments and assumptions related to good communication between instructors & learners</p> <p>B3: Critically explore connections exist between educational communication and epistemological theories.</p>	B2, B3	<p>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).</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Effectively employ available facilities for better communication in</p>	C1, C3	<p>Practical and professional skills are gained through designing and producing complete projects in tutor-marked assignments (TMAs).</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>educational settings.</p> <p>C2: Use information technology to evaluate plans towards better performance in education.</p> <p>C3: Develop technological plans/models for better communication opportunities in educational institutions</p>		

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Develop strategies for effective communications and conflict resolution.</p> <p>D2: Successfully communicate with others in different educational situations.</p> <p>D3: Think critically on how to judge the appropriateness of communication practices in educational institutions.</p>	<p>D2, D5, D6</p>	<p>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.</p>

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.

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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

7. Assessment strategy, assessment methods and their relative weightings

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;
- 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

7. Assessment strategy, assessment methods and their relative weightings

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

The following table shows the distribution of marks for the various types of course assessment in the MA 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
TMA's	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

Prof. Hareth Abbas, Jordon Branch, h_abbas@aou.edu.jo

Dr. Walid Aboraya (Module/Course Chair), Oman Branch, walid.aboraya@aou.edu.om

10. Key reading list

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social and cognitive presences are there in blended synchronous learning and teaching?. *Computers & Education*, 81, 191-201.

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Zydney, J. (2014). Strategies for creating a community of inquiry through online asynchronous discussions. *Journal of online learning and teaching*, 10(1), 153.

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	MA
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	
<ul style="list-style-type: none"> • 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 MA degree but for the UK OU MA 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	
<p>The general aims of the module are to:</p> <ul style="list-style-type: none"> • 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. • 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. 	

3. Aims of the module

- 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
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Know a range of researches about Open and Distance learning.</p> <p>A2. Understand current issues and debates in Open and Distance learning subject area.</p> <p>A3. Plan a proposal to create Open or Distance institutions.</p> <p>A4. Demonstrate actions to tutor and peers' feedback to improve work.</p> <p>A5. Use other resources, such as LRC and OERs.</p>	A1, A3, A4, A5, A6	<p>Knowledge and understanding are gained and developed through study of course materials.</p> <p>Supporting teaching materials include published teaching text, internet materials, study and assignment guides.</p> <p>Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs).</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Evaluate critically current research in one or more areas of Open and Distance learning studies;</p> <p>B2. Evaluate and critique some Arab and international experiences and practices in Open and Distance learning.</p> <p>B3. Employ Open, Distance and Blended Learning concepts and theories appropriately;</p> <p>B4. Evaluate opportunities and challenges of OERs and MOOCs.</p>	B1, B2, B3, B4, B5	<p>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.</p> <p>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.</p>

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

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Communicate effectively with colleagues in working groups.</p> <p>D2. Utilize media and recourses creatively.</p> <p>D3. Employ effective presentation skills in front of colleagues</p> <p>D4. Collaborate effectively with mates in open education resources.</p> <p>D5. Develop information search skills through global databases</p>	<p>D1, D3, D4, D5, D6</p>	<p>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.</p> <p>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 all TMAs.</p>

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 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

7. Assessment strategy, assessment methods and their relative weightings

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;
- 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_631 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 MA 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
TMA's	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

- Allen, E., & Seaman, J., Russell, R., and Taylor, T. (2016). Online Report Card: Tracking Online Education in the United States. Retrieved July 5, 2018, from <http://onlinelearningsurvey.com/reports/online-report-card.pdf>
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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
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		Quality informed
Content	<ul style="list-style-type: none"> • 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	<p>Before implementing any practical skill, it is necessary to address the relevant theoretical and research aspects.</p> <p>There is more emphasis on the technical aspects of performing TMAs.</p> <p>Participation is assessed through activities all over the course</p>	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	MA
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	
<ul style="list-style-type: none"> • 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 in 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 MA degree but for the UK OU MA 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
<p>The general aims of the module are to:</p> <p>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 both quantitative research methodologies, and writing research proposals and reports.</p>

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
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Mastering the basic concepts in research in general and the fundamentals of scientific research in education.</p> <p>A2. Specification of the specifications and steps of conducting scientific research in education.</p> <p>A3. Knowledge of the types of scientific research used in the field of education and the characteristics of each.</p> <p>A4. Understand the relationship between different research types and their statistical designs.</p>	<p>A1, A6</p>	<p>Knowledge and understanding are gained and developed through study of course materials in a postgraduate foundation module, and in a subject module.</p> <p>Supporting teaching materials include published teaching text, internet materials, study and assignment guides, and may include off prints, illustrations and CDs.</p> <p>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'.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Differentiation between the different types of scientific research used in the field of education.</p> <p>B2. Analyzing educational literature related to specialization and devising research problems.</p> <p>B3. Analysis of scientific studies and judgment on their conformity</p>	<p>B1, B2, B3, B4, B5</p>	<p>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.</p> <p>In the subject module you will learn to apply these skills in a more clearly defined area of study,</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
with the requirements of scientific research.		

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>C1. The ability to identify a research problem within the educational framework and in the field of specialization of students studying.</p> <p>C2. Ability to review previous literature relevant to the research problem.</p> <p>C3. Evaluation of scientific research and governance to the extent of conformity to the method of good scientific research.</p> <p>C4. Preparing a scientific study in one of the educational subjects related to the specialization of the students according to the correct scientific specifications.</p>	C1, C2	<p>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.</p> <p>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.</p> <p>Professional and practical skills are developed through discussions, practical sub-assignments to students, and through the final project of the course.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Provide students with special skills in writing scientific research in the fields of education (undergraduate) or research prepared for</p>	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.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
publication in scientific journals court.		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: Single Status Designs:

Behavioral measurement, agreement of observers, types of designs, data analysis, applied examples.

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.

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*.

20. Course Assessment Committee (CAC)
21. Faculty Examination Committee (FEC)
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);
- 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

7. Assessment strategy, assessment methods and their relative weightings

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
- (iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the MA 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 Master's 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
TMA's					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

- أبو علام، رجاء. (2007). *مناهج البحث في العلوم النفسية والتربوية*. مصر: دار النشر للجامعات.
 بابكر، عبد الباقي، الزند، وليد. (2005). *أولويات البحث العلمي. ندوة البحث العلمي والتنمية*. عمان، الاردن
 بدر، سالم. (2014). *دليل الباحث في اختبار الفرضيات*. الأردن: دار الفكر .
 جيوفري، و بيتر. (2016). *البحث التربوي كفايات للتحليل والتطبيقات*، (صلاح الدين علام، مترجم) الأردن: دار الفكر .
 الحمداني موفق، واخرون. (2005). *مناهج البحث العلمي –الكتاب الاول، والثاني*. عمان- الاردن: جامعة عمان العربية للدراسات العليا.
 عبد المجيد، مروان. (2001). *مناهج البحث العلمي*. الاردن: دار المسيرة.
 عودة، احمد، عليمات، محمد. (2003). *بحث في تحسين الاداء في المرحلة الثانوية*. الكويت: منشورات الجامعة العربية المفتوحة .
 Cohen, L. Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). London: Routledge.
 Cooper, H. M., & Cooper, H. M. (1998). *Synthesizing research: a guide for literature reviews* (3rd ed.). California: Sage Publications.
 Cresswell, J.W. (2008). *Educational Research* (3rd ed.). Pearson Education International.
 Creswell, J. W. (1998). *Qualitative inquiry and research design: choosing among five traditions*. California: Sage Publications.
 Denzin, N. K., & Lincoln, Y. S. (2003). *Collecting and interpreting qualitative materials* (2nd ed.). California: Sage Publications.
 Denzin, N. K., & Lincoln, Y. S. (2003). *Strategies of qualitative inquiry* (2nd ed.). Thousand Oaks, CA: Sage.
 Fraenkel, J. R. and Wallen, N. E. (2009). *Design and Evaluate Research in Education*. New York: McGraw-Hill Pub. Co.
 Fraenkel, J., Wallen, N. and Hyun, H. (2012). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Pub. Co.
 Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: an integrated approach to design and analysis*. Mahwah, N.J.: Lawrence Erlbaum.
 Greenwood, D. J., & Levin, M. (1998). *Introduction to action research: social research for social change*. Thousand Oaks: Sage Publications.
 Hammersley, M. (2007). *Educational Research and Evidence-based practice*. The Open University. SAGE.
 McMillan J., Wergin, J.F. (2006). *Understanding and Evaluating Educational Research*. Boston: Merrill, Prentice Hall.
 McMillan, J. H., & Schumacher, S. (2001). *Research in Education*. New-York: Logman.
 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
 Wiersma W. (2005). *Research Methods in Education*. Boston: Pearson

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	Proposed

	educational technology and the development of scientific research in the Department of Educational Technology in terms of subjects accepted for research by students.	
Assessment		Proposed
References	The list of references updated	Proposed

1. Factual information			
Module title	ED 633 Technology Applications in Education	Level	MA
Module tutor	Prof. Khaled Ajlouni (Module/Course Chair), Dr. Nader Shemy Dr. Walid Aburaya	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	
<ul style="list-style-type: none"> • 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 MA degree but for the UK OU MA 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:	
<ol style="list-style-type: none"> 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	
<ol style="list-style-type: none"> 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 	

3. Aims of the module
<ul style="list-style-type: none">6. Evaluation Educational Technology and Integration Strategies7. Security Issues, Ethics, and Emerging Technologies in Education8. Concept of (CAI) computer assisted instruction, and (CMI) computer managed instruction9. Concept Mapping such as Inspiration software10. Concept and main domains of Instructional Technology11. 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
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Students acquire ICT-related concepts, whether on equipment or software.</p> <p>A2: Demonstrate the importance of using ICTs in the education process.</p> <p>A3: Provide students with the skills to evaluate and select some appropriate application software for their students</p>	A1- A2 – A3	<p>Knowledge and understanding are gained and developed through study of course materials in a postgraduate foundation module, and in a subject module.</p> <p>Supporting teaching materials include published teaching text, internet materials, study and assignment guides, and may include off prints, illustrations and CDs.</p> <p>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'.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Help Students to gain the ability to compare and distinguish between two or more programs in terms of preference for use among a group of learners.</p> <p>B2: Students acquire the skill of designing learning materials through the use of ICTs.</p> <p>B3: Students acquire illustrative skills to highlight their actions in selecting educational software or to justify a program.</p> <p>B4: Acquiring the skill of selecting and using the appropriate software for different educational situations.</p>	B1 – B2 – B3 – B4	<p>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).</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>

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

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Issue a judgment on the validity of educational software for students.</p> <p>D2: Use appropriate technology to develop appropriate strategies to solve life problems.</p> <p>D3: Design and production of educational materials using ICT that suits students at all levels of study and for any subject.</p> <p>D4: Acquiring the skill of communication with others through appropriate educational software.</p>	<p>D1 – D2 – D3 – D4</p>	<p>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.</p>

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.

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

7. Assessment strategy, assessment methods and their relative weightings

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

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_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 MA 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

(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
TMA's	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	
Prof. Khaled Ajlouni (Module/Course Chair), Jordan Branch,	k_ajlouni@aou.edu.jo
Dr. Nader Shemy, Oman Branch,	nshemy@aou.edu.om
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). <i>Teachers Discovering Computers: Integrating Technology in the Classroom</i> (8 th Edition). Shelly Cashman Series, Course Technology, Boston, MA. USA. ISBN: 9781285845432
Shelly, G., Gunter, G., and Gunter, R. (2012). <i>Teachers Discovering Computers: Integrating Technology in the Classroom</i> . (7 th Edition). Shelly Cashman Series, Course Technology, Boston, MA. USA. ISBN-13: 978-1-133-52657-5.
<i>Teachers Discovering Computers: Integrating Technology in the Classroom</i> (2014). شيلي وكاشمان و جانتز (2014). تقنيات تربوية حديثة (Classroom). ترجمة الحاج عيسى، مصباح وآخرون. دار الكتاب الجامعي. غزة – فلسطين.
<u>مراجع إضافية:</u>
Charles, W., and Kingsley, J. (2009). <i>Higher Education in Virtual worlds: Teaching and learning in Second Life</i> . Emerald Group Publishing Limited.
Franklin, E., & Nahari, A. A. (2018). The Impact of E-Learning on Academic Performance: Preliminary Examination of King Khalid University. <i>DEVELOPMENT</i> , 7(1).
Simonson, M., Smaldino, S., & Zvacek, S. (2015). <i>Teaching and learning at a distance: Foundations of distance education</i> (6 th 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://ltdl.org
https://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	<ul style="list-style-type: none"> Concentrating more on pedagogical practices Introducing concepts like augmentation, gamification, and concept mapping. 	Proposed
Assessment	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	MA
Module tutor	Dr Mofeed Abumosa (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	
<ul style="list-style-type: none"> • 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 MA degree but for the UK OU MA 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	
<p>The general aims of the module are to:</p> <p>In this course, the integration of theory and practice will be accomplished through learning by design. Students will be able to:</p> <ul style="list-style-type: none"> • 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
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: State the theoretical principles related to instructional design and educational software production.</p> <p>A2: Recognize some modules of instructional design and educational software production.</p> <p>A3: Recognize the phases of developing an educational software.</p> <p>A4: Recognize the team of production and their tasks</p>	A2, A3, A5	<p>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.</p> <p>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.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: utilize the instructional design modules to develop educational software.</p> <p>B2: choose appropriate application to produce educational software.</p> <p>B3: reflect critically on the application of instructional technologies to meet the learning needs of students in schools.</p> <p>B4: evaluate an educational software.</p>	B1, B3	<p>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.</p> <p>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.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: write a full scenario using storyboards template.</p> <p>C2: produce the multimedia objects which contains the educational software.</p> <p>C3: produce an interactive educational software that support learning in schools.</p> <p>C4: produce an e-quiz using appropriate application.</p>	C1, C2	<p>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.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: apply problem-solving skills to overcome obstacles while the process of design and produce of an educational software.</p> <p>D2: apply critical thinking skills to evaluate the quality of the educational software.</p>	D1, D6	<p>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.</p> <p>These skills are assessed throughout the course and are</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		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:

- ▶ 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.

7. Assessment strategy, assessment methods and their relative weightings

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;
- 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.

7. Assessment strategy, assessment methods and their relative weightings

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 MA 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

(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: explanation, 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
TMA		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. 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.

كليبين، كليو، 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](http://www.idemployee.id.tue.nl/g.w.m.rauterberg/lecturenotes/0H420/EDUCdesignguide[2002].pdf)

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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>

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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=IVuQtgAACAAJ&source=kp_cover&redir_c=y

Wang, M., & Snow, G. (2018). *Slide Player*. Retrieved from Design Models:

<https://slideplayer.com/slide/5841716/>

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	MA
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	
<ul style="list-style-type: none"> • 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 prerequisite 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 MA degree but for the UK OU MA 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	
<p>The general aims of the module are to:</p> <p>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:</p> <ul style="list-style-type: none"> • 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 • 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
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1 Understand professional ethics related to multimedia applications.</p> <p>A2. recognize models of instructional design as DID model.</p> <p>A3 Explore innovative multimedia technologies and their application in education.</p> <p>A4 Explore multimedia technologies for blended and distance learning.</p>	A1, A2, A3, A5	<p>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.</p> <p>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.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1 Employ appropriate multimedia applications to support learning effectively</p> <p>B2 Evaluate critically multimedia systems</p> <p>B3: recognize modes of control related to interactive multimedia.</p>	B1, B3	<p>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.</p> <p>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.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>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 environment. C5: design a practical plan to help an educational institute to integrate interactive multimedia.</p>	<p>C2, C5</p>	<p>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.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: apply critical thinking skills to solve practical problems related to the use of multimedia. D2: transfer experience in applying interactive multimedia to others. D3: develop communication and effective presentation skills. D4: promote to work collaboratively through students focus groups.</p>	<p>D1, D2,D5, D6</p>	<p>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.</p> <p>These skills are assessed throughout the course and are supported by tutor feedback and assignments as well as assessment of peers, tutor.</p>

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: Principles 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-quisite 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

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:

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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.

7. Assessment strategy, assessment methods and their relative weightings

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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*.

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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;
- 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.

7. Assessment strategy, assessment methods and their relative weightings

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 MA 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

(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
TMA's	x	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
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Dr. Nader Shemy- Oman Branch- nshemy@aou.edu.om

10. Key reading list
<p>العجلوني، خالد، عباس، حارث، و أبو موسى، مفيد. (2018). <i>التدريس بمساعدة الحاسوب</i>. الكويت: الجامعة العربية المفتوحة.</p> <p>خميس، محمد. (2007). <i>الكمبيوتر التعليمي وتكنولوجيا الوسائط المتعددة</i>. القاهرة: دار السحاب للنشر والتوزيع.</p> <p>عزمي، نبيل. (2001). <i>التصميم التعليمي للوسائط المتعددة</i>. القاهرة: دار الهدى للنشر والتوزيع.</p> <p>Ching S., Joyce H., & Chin C. (2013). Review of Technological Pedagogical Content Knowledge .<i>Educational Technology & Society</i>, 16(2),31-51.</p> <p>Retrieved from A Review of Technological Pedagogical Content Knowledge: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.299.6205&rep=rep1&type=pdf</p> <p>Matthew, K., Sandy S.(2018) . <i>Authentic Learning Through the use of Digital Video</i> .Retrieved from Authentic Learning Through the use of Digital Video: http://www.dsu.univr.it/documenti/Avviso/all/all190392.pdf</p> <p>Sanjaya., M., Ramesh S.(2006) . <i>Interactive Multimedia in Education and Training</i> .First Edition, India: Idea Group Publisher.</p> <p>Srdjan, T., Radica P., Olivera P. (2016) . <i>Massive Open Online Courses (MOOC) and Its Possibilities as Instrument of Formal, Nonformal, Informal and Lifelong Learning</i>. Retrieved from assive Open Online Courses (MOOC) and Its Possibilities as Instrument of Formal, Nonformal, Informal and Lifelong Learning: https://www.intechopen.com/books/virtual-learning/massive-open-online-courses-mooc-and-its-possibilities-as-instrument-of-formal-nonformal-informal-an</p>

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

12. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Content	<ul style="list-style-type: none"> Concentrating more on the relation between pedagogical content and theoretical framework Introducing a wide range of interactive multimedia 	Proposed
Assessment	<ul style="list-style-type: none"> Participation is assessed through activities all over the course Projects will ask students to write a literature revision for one of interactive multimedia issues (MOOC, Robot, Storytelling,...) and apply a specific topic to show how interactive multimedia works in teaching. 	Proposed
References	<ul style="list-style-type: none"> 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	MA
Module tutor	Prof. Hareth Abbas 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	
<ul style="list-style-type: none"> • 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 MA degree but for the UK OU MA 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
<p>The general aims of the module are to:</p> <ol style="list-style-type: none"> 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
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: E-learning as an emerging force in education.</p> <p>A2: Evolution of the web.</p> <p>A3: Pedagogical value of the web.</p>	A1, A2, A4, A5	<p>Knowledge and understanding are gained and developed through study of course materials.</p> <p>Supporting teaching materials include published teaching text, internet materials, electronic library, study and assignment guides.</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Critically explore connections exist between web technologies and epistemological theories</p> <p>B2: Critically explore pedagogical designs for optimizing e-learning</p> <p>B3: Reflect critically on the classification of internet applications from an educational perspective</p>	B1, B2	<p>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).</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Use Web applications to develop educational web content</p> <p>C2: Employ appropriate web based technology to deliver teaching</p> <p>C3: Plan and design instructional situations based on web</p>	C2, C3, C5	<p>Practical and professional skills are gained through designing and producing complete projects in tutor-marked assignments (TMAs).</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
technologies		

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Collaboratively communicate thoughts using web based tools.</p> <p>D2: Pedagogically evaluate the appropriateness of web based educational materials.</p> <p>D3: Think critically on how to develop strategies for effective use of web based applications to optimize learning experience.</p>	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.

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.

7. Assessment strategy, assessment methods and their relative weightings

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*:

- 36. Course Assessment Committee (CAC)
- 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

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.

7. Assessment strategy, assessment methods and their relative weightings

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 MA 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

(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
TMA's	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

Prof. Hareth Abbas, Jordon Branch, h_abbas@aou.edu.jo

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

BOOKS

- 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>
- Dirksen, J. (2016). *Design for how people learn*. USA: New Riders.
- 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.
- Franklin, U. E., & Nahari, A. A. (2018). The Impact of E-Learning on Academic Performance: Preliminary Examination of King Khalid University. *DEVELOPMENT*, 7(1), 83-96.
- 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.
- 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.
- 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, MA. 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_JoBkxVIO
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>

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.captterra.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	MA
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 MA degree but for the UK OU MA 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 TMA, 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

3. Aims of the module
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
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Know a range of research tools and methods appropriate to postgraduate study in the Education;</p> <p>A2. Understand current issues and debates in one or more Instructional technology subject area.</p> <p>A3. plan a research proposal at postgraduate level;</p> <p>A4. design a research project with some support from the course materials and a tutor;</p> <p>A5. use feedback from the tutor and peer feedback from students effectively to improve your work;</p> <p>A6. Use other resources, such as LRC and OER, to improve outcomes.</p>	<p>A1, A4, A5, A6</p>	<p>Knowledge and understanding are gained and developed through study of course materials.</p> <p>Supporting teaching materials include published teaching text, internet materials, study and assignment guides.</p> <p>Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs).</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. evaluate critically current research in one or more areas of Instructional Technology studies;</p> <p>B2. evaluate and critique some of the methods used in Instructional Technology studies' research;</p> <p>B3. use concepts and theories appropriately;</p>	<p>B1, B2, B3, B4, B5</p>	<p>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.</p> <p>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.</p>

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

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Communicate effectively with colleagues in working groups</p> <p>D2. Utilization of digital media</p> <p>D3. Gain effective presentation skills in front of colleagues</p> <p>D4. Dealing effectively with open education resources</p> <p>D5. Developing information search skills through global databases</p>	<p>D1, D3, D4, D5, D6</p>	<p>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.</p> <p>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.</p>

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.

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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.

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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*:

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

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- 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;

7. Assessment strategy, assessment methods and their relative weightings

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

(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.

(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
TMA's	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:
<ul style="list-style-type: none"> • 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	Proposed

	changing needs of students every semester.	
Assessment	<p>The research methodology which followed by the student in dealing with the selected special topics.</p> <p>The critical and analytical approach that the students are committed to answering all TMAs.</p>	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	MA
Module tutor	Prof. Khaled Ajlouni (Module/Course Chair); Dr. Walid Aburaya	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 MA degree but for the UK OU MA 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
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1 : Students acquire special education related concepts.</p> <p>A2 : Demonstrate the importance of using ICTs with special needs students</p> <p>A3 : Provide students with the skills to evaluate and select some Assistive technology for their special needs students</p>	A1 – A2 – A3	<p>Knowledge and understanding are gained and developed through study of course materials in a postgraduate foundation module, and in a subject module.</p> <p>Supporting teaching materials include published teaching text, internet materials, study and assignment guides.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Help Students to gain the ability to compare and distinguish between assistive technologies tools in terms of preference for use with students with special needs.</p> <p>B2: Students acquire the skill of designing and producing learning materials through the use of assistive technology tools to use with students with special needs.</p> <p>B3: Provide students with the skills to use the instructional design models to use them to develop individual plans for students with special needs</p> <p>B4: Acquiring the skill of selecting and using the appropriate ICT applications for different educational situations for students with special needs.</p>	B1 – B2 – B3 – B4	<p>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).</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>

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

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Formation of sound concepts of special needs: Disability-Impairment-Handicap-Gifted and Talented</p> <p>D2: integrate and use appropriate assistive technology to develop appropriate individual plans to solve educational problems for students with special needs.</p> <p>D3: Design and production of educational materials using ICT that suits students at all levels of study and for any subject.</p> <p>D4: Acquiring the skill of communication with others through appropriate educational software.</p> <p>D5: Enhancing learning environment for student with special needs</p> <p>D6: Use assistive Technology tools to support the measurement and evaluation process in special needs</p>	<p>D1 - D2 - D3 - D4 - D5 - D6</p>	<p>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.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
D7: Using 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 behavioral 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 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:

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

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_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 MA 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**(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)

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
TMA's	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	
Prof. Khaled Ajlouni (Module/Course Chair), Jordan Branch,	k_ajlouni@aou.edu.jo
Dr. Walid Aburayam Oman Branch,	valid.aboraya@aou.edu.om

10. Key reading list

10. Key reading list

- أمين، زينب. (2008). *تكنولوجيا التعليم لنوي الاحتياجات الخاصة (ط 2)*. إلمنيا: دار التيسير للطباعة والنشر.
- الخطيب، جمال. (2005). *استخدامات التكنولوجيا في التربية الخاصة*. عمان: دار وائل للنشر.
- الخطيب، جمال، والصمادي، جميل، والروسان، فاروق، والحديدي، منى، وبحيي، خوله، والناطور، ميادة، والزريقات، ابراهيم، والعمايه، موسى، والسرور، نادية. (2018). *مقدمة في تعليم الطلبة ذوي الحاجات الخاصة*. الأردن: دار الفكر للنشر والتوزيع.
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- ملكواوي، محمود. (2008). *الوسائل السمعية*. الرياض: دار الزهراء.
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- Brown, R. I., Schalock, R. L., & Brown, I. (2009). Quality of life: Its application to persons with intellectual disabilities and their families – introduction and overview. *Journal of Policy and Practice in Intellectual Disabilities*, 6, 2–6.
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- Burne, B., Knafelc, V., Melonis, M., & Heyn, P. C. (2011). The use and application of assistive technology to promote literacy in early childhood: A systematic review. *Disability and Rehabilitation: Assistive Technology*, 6, 207–213.
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- Durand, V. M. (1999). Functional communication training using assistive devices: Recruiting natural communities of reinforcement. *Journal of Applied Behaviour Analysis*, 32, 247–267.
- Festus, E., Jeffrey, P., and Anthony, F. (2010). *Current Issues and Trends in Special Education*. Emerald Group Publishing Limited.
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- Handley, Z. (2009). Is text-to-speech synthesis ready for use in computer-assisted language learning? *Speech Communication*, 51, 906–919.
- 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	MA
Module tutor	Prof. Khaled Ajlouni (Module/Course Chair) Jordan Branch	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	
<ul style="list-style-type: none"> • 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 MA degree but for the UK OU MA 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	
<p>The general aims of the module are to:</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>The module also aims to teach students about</p> <p>- Introduction</p> <ul style="list-style-type: none"> - Introduction to SPSS - Data analysis with SPSS: general aspects, workflow, critical issues - SPSS: general description, functions, menus, commands 	

3. Aims of the module

- 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
 - 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
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1 : Students acquire statistics concepts, descriptive, inferential and advance level.</p> <p>A2 : Demonstrate the importance of using SPSS Package in the statistical analysis. .</p> <p>A3 : Provide students with the skills to understand and use appropriate statistical procedures for analysing research data.</p> <p>A4 : Understand and explain the nature and structure of quantitative data including concepts such as variables, levels of measurement, and unit of analysis</p> <p>A5: Understand and explain basic concepts of probability, data distributions, sampling, inferences, and statistical significance.</p>	A1 – A2 – A3 – A4 A5	<p>Knowledge and understanding are gained and developed through study of course materials.</p> <p>Supporting teaching materials include published teaching text, internet materials, study and assignment guides.</p> <p>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'.</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Help Students to gain the ability to Manipulate data.</p> <p>B2: Demonstrate and commitment to the ethics of data analysis using the SPSS program and display it objectively and accurately.</p> <p>B3: Acquiring the skill of selecting and using the appropriate statistic for different educational researches.</p>	B1 – B2 – B3	<p>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).</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Acquiring Students Conduct significance tests, including, but not limited to:</p> <ul style="list-style-type: none"> a. Descriptive statistics b. Frequencies c. T-test d. ANOVA e. Chi-Square f. Correlation g. Regression and more. <p>C2: Discuss statistical findings accurately and meaningfully. Use SPSS to perform or assist with tasks described above.</p> <p>C3: Develop the statistical analysis skill in analyzing educational research projects.</p>	<p>C1 – C2 – C3</p>	<p>Practical and professional skills are gained through conducting and developing statistical analyses using SPSS package, producing projects in tutor-marked assignments (TMAs).</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1 : Use problem-solving skills to address new problems and situations that arise when dealing with SPSS</p> <p>D2 : Employ the SPSS program in analyzing different data types.</p> <p>D3 : Differentiate statistical procedures appropriate for each type of data.</p> <p>D4 : Reading the results of using the SPSS package in data analysis</p>	<p>D1 – D2 – D3 – D4</p>	<p>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.</p>

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**
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- 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
- 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

7. Assessment strategy, assessment methods and their relative weightings

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*:

- 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).

7. Assessment strategy, assessment methods and their relative weightings

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_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 MA 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

(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.

7. Assessment strategy, assessment methods and their relative weightings

(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	
TMA5	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

10. Key reading list

الزعيبي، محمد بلال؛ طلافحة، عباس. (2012). *النظام الاحصائي SPSS فهم وتحليل البيانات الاحصائية (ط 3)*. الأردن: دار وائل للنشر.
نجيب، حسين. (2007). *تحليل ونمذجة البيانات باستخدام الحاسوب*. الأردن: الاهلية للنشر والتوزيع.

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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.

Prof. Khaled Ajlouni (Module/Course Chair), Jordan Branch, k_ajlouni@aou.edu.jo

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	MA
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 MA degree but for the UK OU MA 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
- 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

3. Aims of the module

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

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

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

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Communicate effectively with colleagues in working groups</p> <p>D2. Utilization of digital media</p> <p>D3. Gain effective presentation skills in front of colleagues</p> <p>D4. Dealing effectively with open education resources</p> <p>D5. Developing information search skills through global databases</p>	<p>D1, D3, D4, D5, D6</p>	<p>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.</p> <p>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.</p>

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.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating

7. Assessment strategy, assessment methods and their relative weightings

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)
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- 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;
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- 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;
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- 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).

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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.

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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.

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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

The following table shows the distribution of marks for the various types of course assessment in the MA 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
TMA's	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
<p>Alam, M. D., & Gühl, U. (2016). <i>Project-management in practice: A guideline and toolbox for successful projects</i>. Berlin, Germany: Springer.</p> <p>Benson, A. D., Moore, J. L., & Rooij, S. W. (2013). <i>Cases on educational technology planning, design, and implementation: A project management perspective</i>. Hershey, Pennsylvania, USA.</p> <p>Chartered Institute of Building (Great Britain). (2018). <i>Guide to good practice in the management of time in major projects: Dynamic time modelling</i>. WILEY Blackwell.</p> <p>Davis, B. (2013). <i>Mastering software project requirements: A framework for successful planning, development & alignment</i>. Plantation, Florida: J. Ross Publishing</p> <p>Ordóñez, P. P., Tennyson, R. D., Lytras, M. D., & IGI Global. (2015). <i>Assessing the role of mobile technologies and distance learning in higher education</i>. Hershey, Pennsylvania (701 E. Chocolate Avenue, Hershey, Pa., 17033, USA): IGI Global.</p> <p>Kloppenborg, T. J., & Laning, L. J. (2012). <i>Strategic leadership of portfolio and project management</i>. New York: Business Expert Press.</p> <p>Rothwell, W. J. (2016). <i>Mastering the instructional design process: A systematic approach</i>. New Jersey: Hoboken.</p> <p>Spector, J. M., & Yuen, A. (2016). <i>Educational technology program and project evaluation</i>. New York: Routledge, Taylor & Francis Group.</p> <p>Stanley, T. (2015). <i>Creating life-long learners: Using project-based management to teach 21st century skills</i>. Thousand Oaks, California: Corwin, a SAGE Company.</p> <p>Yuzer, T. V., & Eby, G. (2013). <i>Project management approaches for online learning design</i>. Pennsylvania, USA: Hershey,</p>

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