Master of Education in Instructional Technology

Programme Specification

AOU / OU-UK

Arab Open University

Faculty of Education Studies

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

Programme Specification

Outlines

Programme specification

1. Overview/ factual information

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

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students' handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme aims and objectives

2.1 Educational aims and objectives

2.1.1 Rationale:

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

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

2.1.2 Aims and Objectives:

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

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

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

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

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

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Students who do not complete the requirements for the M.Ed. in Instructional Technology may be granted a Postgraduate Diploma in Instructional Technology provided they pass 120 credit points, including the following courses:

- 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

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

NA

2.4 List of all exit awards

Postgraduate Diploma in Instructional Technology (PGDip)

3. Programme structure and learning outcomes

Option 1: Taught courses

<table>
<tr><th colspan="6">Programme Structure</th></tr>
<tr><th colspan="2">Compulsory modules</th><th>Credit points</th><th colspan="2">Optional modules
(Only two courses from the below list)</th><th>Credit points</th></tr>
<tr><td>ED 631</td><td>Open and Distance Learning</td><td rowspan="3">45</td><td>ED 601</td><td>Curriculum Analysis and Development</td><td rowspan="4">30</td></tr>
<tr><td>ED 632</td><td>Research Methodology</td><td rowspan="2">ED 639</td><td rowspan="2">Special Topics in Instructional Technology</td></tr>
<tr><td>ED 633</td><td>Technology Applications in Education</td></tr>
<tr><td colspan="3" rowspan="2"></td><td>ED 641</td><td>Computer Applications in Statistical Analysis</td></tr>
<tr><td>ED 642</td><td>Planning & management of instructional technology projects</td></tr>
<tr><th colspan="2">Compulsory Specialisation Courses</th><th colspan="3">Credit points</th></tr>
<tr><td>ED 618</td><td>Instructional Design</td><td rowspan="7">105</td><td colspan="3" rowspan="7"></td></tr>
<tr><td>ED 623</td><td>Educational Psychology</td></tr>
<tr><td>ED 627</td><td>Educational Communication</td></tr>
<tr><td>ED 634</td><td>Designing and Producing Educational Software</td></tr>
<tr><td>ED 635</td><td>Multimedia</td></tr>
<tr><td>ED 636</td><td>Internet Applications in Education</td></tr>
<tr><td>ED 640</td><td>Instructional Technology for Students with Special Needs</td></tr>
<tr><td>ED 698</td><td>Comprehensive Exam</td><td colspan="4">Passing the Comprehensive Exam (ED 698- 0 credit hour for registration purposes) according to the in-use regulations and instructions.</td></tr>
</table>

Option 2: Taught courses and Dissertation

<table>
<tr><th colspan="5">Programme Structure</th></tr>
<tr><th colspan="2">Compulsory modules</th><th>Credit points</th><th colspan="2">Optional modules
(Only two courses from the below list)</th><th>Credit points</th></tr>
<tr><td>ED 631</td><td>Open and Distance Learning</td><td rowspan="3">45</td><td>ED 627</td><td>Educational Communication</td><td rowspan="5">30</td></tr>
<tr><td>ED 632</td><td>Research Methodology</td><td>ED 623</td><td>Educational Psychology</td></tr>
<tr><td>ED 633</td><td>Technology Applications in Education</td><td>ED 639</td><td>Special Topics in Instructional Technology</td></tr>
<tr><td colspan="3" rowspan="2"></td><td>ED 641</td><td>Computer Applications in Statistical Analysis</td></tr>
<tr><td>ED 642</td><td>Planning & management of instructional technology projects</td></tr>
<tr><th colspan="2">Compulsory Specialisation Courses</th><th>Credit points</th><td colspan="3" rowspan="6"></td></tr>
<tr><td>ED 618</td><td>Instructional Design</td><td rowspan="5">75</td></tr>
<tr><td>ED 634</td><td>Designing and Producing Educational Software</td></tr>
<tr><td>ED 635</td><td>Multimedia</td></tr>
<tr><td>ED 636</td><td>Internet Applications in Education</td></tr>
<tr><td>ED 640</td><td>Instructional Technology for Students with Special Needs</td></tr>
<tr><td colspan="6">Credit points 30</td></tr>
<tr><td>ED 699</td><td>Dissertation</td><td colspan="4">Writing and successfully defending a Masters' dissertation, which amounts to 6 credit hours (30 Credit points) distributed as follows for registration purposes:
<table>
<tr><th>Course No.</th><th>Credit hours</th></tr>
<tr><td>ED699 A</td><td>6</td></tr>
<tr><td>ED699 B</td><td>3</td></tr>
<tr><td>ED699 C</td><td>0</td></tr>
</table></td></tr>
</table>

Intended learning outcomes at Level 1 are listed below:

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

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

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

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

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules**

where in the programme structure students must make a choice of pathway/route

According to bylaws and instructions:

To be eligible to writing a thesis, a student shall file an application in the concerned Deanship after completing 15 credit hours of the required courses successfully, provided that his/her cumulative average in these courses is not less than (3.00) points

5. Support for students and their learning

Support for students and their learning

Student Support

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

5.1 Tutors:

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

5.2 Personal tutors

One of tutors will also be “Personal Tutor”. Personal tutor is there to help students bridge the gap from their previous educational experience

This will include:

- **Counselling**

  Personal Tutors are expected to undertake educational counselling with their students. Educational counselling is seen as a way of relating and responding to the student so that he/she can deal more effectively with his/her studies.

- **Study Skills**

  Personal Tutors are also expected to support you in developing your study skills, especially in the areas of listening, responding, questioning, challenging as well as action skills.

5.3 Student Affairs Department

The Student Affairs Department is one of the University's most important departments. It acts as a link between students and the departments of the university, and with the local community.

5.4 Office hours that are advertised to students: Tutors teaching credit courses maintain scheduled weekly office hours which are intended to provide a more informal environment for academic support. We encourage our students to take advantage of these sessions to get assistance with their study problems as and when necessary.

Students are interviewed at the Tutor's office to:

- Discuss some not understandable instructional topics and make it clearer.
- Discuss the implementation of TMAs and solve the difficulties they face.
- Raise student motivation towards learning and study.
- Discuss any other things that a student may need from the teacher.

6. Criteria for admission

Criteria for admission
• AOU admission policy requires that a candidate should possess a bachelor's degree, or its equivalent. In principle, students are admitted to selected programmes of studies based largely on their personal choice, but this is governed by the number of students to be admitted to each programme. • Candidates admitted to the programme must normally hold a B.Ed. degree from AOU or another accredited university. Holders of a BA or BSc are required, before joining the programme to study four education courses (60 Credit Points) including: - ED 241 Curriculum and Teaching Strategies, - ED 222 Educational Psychology and - ED 423 Measurements and Evaluation. • Moreover, students must undergo an interview to ensure that they satisfy special requirements for graduate study. For example, English Language, ICT skills, etc.

7. Language of study

Language of study
A mixture of Arabic and English

8. Information about non-OU standard assessment regulations

Information about non-OU standard assessment regulations (including PSRB requirements)
NA

9. Methods for evaluating and improving the quality and standards of teaching and learning.

Methods for evaluating and improving the quality and standards of teaching and learning.
• Peer review sessions are applied in the Master of Education programs through applying the "**Reflective teaching method**". Thus, monthly meetings are scheduled for tutors to help them improve their teaching practices. Such meetings are good opportunity for all tutors to reflect on their teaching and think over their teaching practices by analysing how certain topic(s) was taught and how to improve or even change their practices for better achieve learning outcomes. • Analysis of the results of **student assessment questionnaire** for all courses components. Individual meetings were held with each Tutor to discuss those results to improve his performance. • Dealing positively with the observations of the External Examiners.

10. Changes made to the programme since last (re) validation

Changes made to the programme since last (re) validation
• Updating the Modules LOs to fully reflect the Programme LOs • Adding ED698 and ED699 to the curriculum map • Adding two new modules: a. ED641: Computer Applications in Statistical Analysis b. ED642: Planning & management of instructional technology project • Increasing the emphasis on practical assignments. • Increasing the emphasis on the development of critical thinking skills and application of theory to practice. • Updating learning resources and educational content to cope with technological developments. • Replacing the unit entitled "*Single Subject Design*" with" Qualitative *Research Method*" starting Fall 2021/2022

Annexe 1 - Curriculum map

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

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

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.