*NOTES ABOUT THE USE OF THIS FORM:*

* *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text … but we suggest that you keep the narrative as succinct as possible!*
* *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
* *This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “units” – they may be called something different in your design (like “weeks”, or “sections”) and you are free to change the terminology.*
* *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*
* *Please ensure that you use student-friendly language. So, the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
* *Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit-level outcomes for each unit.*
* *The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*
* *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the process.*

*We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are* ***not*** *free to ignore any of the required information.*

*Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know* ***why*** *they are engaging with the content.*

MODULE LEVEL TEMPLATE

|  |  |
| --- | --- |
| **Details of institution that has developed the module** | |
| Name of University | **The State University of Zanzibar (SUZA)** |
| Name of institutional contact | Dr. Maryam Jaffar Ismail |
| Email address of institutional contact | maryam.ismail@suza.ac.tz |

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| --- | --- |
| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) | |
| Licence type | This course is released under the terms of Creative Commons License:  [Attribution-Noncommercial-ShareAlike](https://creativecommons.org/licenses/by-nc-sa/4.0/) 4.0 |

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| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* | |
| Original author (if applicable) |  |
| Lead author  *Responsible for:* | MR. SAID ALI SAID YUNUS |
| Instructional designer, Developer and Instructor |
| Co-author/co-contributor  *Responsible for:* | MR. ALI ABDULLA ABDULLA |
| Instructional designer, Developer and Online Course Administrator |
| Co-author/co-contributor  *Responsible for:* | Ms. UMAYRA MOHAMED SAID EL NABAHANY |
| Educational Technologist |
| Co-author/co-contributor  *Responsible for:* | MS. RAYA IDRISSA AHMADA |
| Online Course Administrator |
| Co-author/co-contributor  *Responsible for:* | DR. MARYAM JAFFAR ISMAIL |
| Pedagogy and Contents Reviewer |
| Co-author/co-contributor  *Responsible for:* | DR HASSAN RASHID ALI |
| Contents Reviewer |
| Co-author/co-contributor  *Responsible for:* | MR. IDDI ALI IDDI |
| Quality Assurance Officer |

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| **Information regarding format of material to upload onto the OER Africa repository** | |
| Primary resource (Not PDF) | The file to be uploaded is the zipped file from Moodle |
| Will a Moodle common cartridge be uploaded as well? | Yes |

*(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into another university’s Moodle platform.)*

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| **Course details** | | | | |
| Module title: | Educational Resources, Media and Technology I | | | |
| Academic level: | 2nd year Undergraduate, First semester | Number of student study hours: | | 100 |
| Class contact time (hours): | 45 |
| Private/online study hours: | 60 | Number of weeks of study: | 15 | |
| Total student learning hours: | 105 | Number of units of study: | 10 | |

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| Programme(s) which might include this Module: | BSc Education, B A Education and B Ed courses |
| Prerequisite student abilities and knowledge: | Some knowledge in educational courses like foundation of education and educational psychology |
| Prerequisite (or co-requisite) modules: | None |

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| Aim of the module: | To train the students to use teaching and learning resources in (or during) each lesson for effective teaching and learning. |
| Brief description of module: | The course is designed to equip second-year students with the skills in preparing and using teaching and learning resources, media and modern technology in teaching. It guides the students to apply technical approaches by using up-to-date instructional materials during teaching. It also guides the students to use proper available teaching-learning resources according to the school context.  Both local (low cost and no cost) and sophisticated teaching-learning resources will be identified , used and analysed critically on their advantages towards effective teaching and learning in classroom lessons. |

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| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:*   1. Describe the concepts of teaching-learning resources, materials, media, and technology in the educational context. 2. Trace the development of educational media and technology in education. 3. Analyse different learning and communication theories in relation to educational media and technology. 4. Create and use local available materials whenever the sophisticated one are not in place. 5. Select and use appropriate media in teaching based on the criteria for selection and application of media 6. Produce different images and use them for teaching and learning 7. Use modern technologies in teaching such as audio-visuals, films, overhead projectors, TV and radios, and other emerging technologies |
| Indicative content: | Topic 1: Main concepts in Educational Technology  Topic 2: Historical development of educational media and technology in education.  Topic 3: Learning theories in relation to educational Resources, media, and Technology  Topic 4: Effective Communication & Communication Models  Topic 5: Production and Using Resources from Local Available Materials  Topic 6: Techniques of Using Still Camera in the Production of Teaching and Learning Materials  Topic 7: Criteria for Media Selection & Application  Topic 8: Effective use of Projectors & Different Kinds of boards, their strengths, and limitations  Topic 9: Application of Computer & Audio-visual Materials in Education  Topic 10: The Roles of Emerging Technologies in Education |
| Form of final/summative assessment: | In this course, you will be assessed formatively and summatively.   * Formative assessment will carry 60% of the marks and 40% will be for summative. The formative assessment will consist of:  1. Test                                   10% 2. Seminar Presentation 10% 3. Portfolio 5% 4. Reflection Journal 5% 5. Project              20% 6. Online quizzes 5% 7. Group assignment 5%  * Summative assessment will be done through Final University Examination which consists of 40% marks. |
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| **Assessment of module-level learning outcomes** | |
| Module-level learning outcome | Module assessment task |
| 1. Describe the concepts of teaching-learning resources, materials, media, and technology in the educational context. | Online quiz, Reflective Journal, Seminar Presentation |
| 1. Trace the development of educational media and technology in education. | Online quiz |
| 1. Analyse different learning and communication theories in relation to educational media and technology. | Online quiz, Seminar presentation, Group assignment |
| 1. Create and use local available materials whenever the sophisticated ones are not in place. | Project, portfolio |
| 1. Select and use appropriate media in teaching based on the criteria for selection and application of media | Online quiz, seminar presentation |
| 1. Produce different images to use for teaching and learning. | Group assignment, Portfolio, Reflective Journal, Seminar presentation |
| 1. Use modern technologies in teaching such as the audio-visuals, films, overhead projectors, TV and radios, and other emerging technologies. | Online quiz, seminar presentation, Portfolio, Reflective journal |

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| **Significant features or elements of module** |
| Producing different learning materials using local materials, production of different educational medias, using different media for teaching and learning process |

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| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? | Second year undergraduate students specializing in education |
| What **skills** should a *student* have **already** mastered before starting this Module? | Basic skills in computer studies and educational with the basic knowledge and skills on foundation of education and educational psychology |
| What **prior knowledge** of the subject matter should a *student* have? | Learning theories, instructional objectives, communication process, basic computer skills |

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| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter  should *facilitators* have **already** mastered before starting to teach this Module? | Ability to use educational media and technology in teaching and ability to improvise learning and teaching resources. |
| What **skills** do *support staff* need in order to support the delivery of this module? | Ability to use educational media and technology in teaching and learning |

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| **Quality assurance matters** | | |
| How will feedback on modules be obtained from students? | Instructor's Evaluation that will be organized in an online platform. The students will be required to respond to the provided questionnaire in assessing the course instructors competence, teaching and learning pedagogy and environment and course content.  There will also be a Quality Assurance meeting with Students Representatives at the mid of every semester for the aim of collecting qualitative opinions regarding teaching and learning of the course. | |
| How will student feedback be used to improve the module? | These feedback will be used in reviewing course content, teaching and learning methodologies and assessment procedures or any other aspect as identified by students.  The approval of any changes or improvement of the course as suggested through student feedback will be initiated by the course instructor and forwarded to the department and then school level before submitted to the Academic and Library Committee for major changes.  Major changes will require SENATE approval: These include change of the course name, credits and assessment weight.   |  | | --- | |  | | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes ☐⤯ No ☐ |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | The concept of Educational ‘Resources’, ‘Media’ and ‘Technology’ | | |
| Aim of the unit: | Introducing the concept of Resources, media and technology in relation to education. | | |
| This topic covers: | * Type of educational resources, media, and technology * The domain of educational technology | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Define the concept of ‘resources’, ‘media’ and ‘technology’ in relation to education. 2. Differentiate between technology in education and technology of education 3. Distinguish between instructional technology and educational technology 4. Design a presentation using MS PowerPoint | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Define the concept of ‘resources’, ‘media’ and ‘technology’ in relation to education. | 1 | E-tivities 1.1 and 1.2 | Online quiz |
| 1. Differentiate between technology in education and technology of education | 1,2 | E-tivities 1.1 and 1.2 | Online quiz |
| 1. Distinguish between instructional technology and educational technology | 1,2,3 | E-tivity 1.1 | Online `quiz |
| 1. Design presentation using PowerPoint Presentation | 1,2,3, 4 | E-tivity 1.1 | Group assignment |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them).*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | | |
| Module-level outcomes addressed: | | | | |
| Unit 1 supports module-level outcomes 1 – 4 | | | | |
| Purpose of the unit/week/section: | | | | |
| Introducing the concept of Resources, media and technology in relation to education. | | | | |
| Over to you: *(a description of the process of the section)* | | | | |
| The introduction of technology in education brings about many advantages in the teaching and learning process. Provision of online access to some module contents such as activities, communication tools and others has stimulated a large number of students as well as teachers to gain an in-depth interaction with module content. This unit will explain to the students the concept of Educational Resources, Media and Technology in terms of their definition as well as their domain. Its main aim is to introduce these concepts in relation to education. | | | | |
| Pre-topic activity: | | Number of hours | | 2 Hours |
| Open the link provided, read Chapter 1, Pages 1-14 from the book titled Educational Technology – “*A Definition on the Commentary*” by Alan Januszeski and Michael Molenda. Make sure you read the chapter before coming to the class and jot down some notes on the basic concepts of Educational Resources, Media and Technology  ***Resources for students***  [**Here is the link to the book**](https://books.google.co.tz/books?id=JO3Yc0UuK74C&lpg=PP2&dq=educational%20technology%20a%20definition%20with%20commentary&pg=PR10#v=onepage&q=educational%20technology%20a%20definition%20with%20commentary&f=false) | | | | |
| Face to face time: *(if applicable)* | | Number of hours | | 2 Hours |
| **Lecture 01** - Concept of Educational Resources, Media and Technology.  Dear students,  In this lecture, we are going to discuss different concepts related to Educational Resources, Media and Technology. These concepts include:   * Educational resources * Educational media * instructional materials * Educational technology * instructional technology * Technology of education * Technology in education   ***Resources for teachers:***  The PowerPoint slides for Lecture 1 are found in the following link:  [**Here is the link to the Lecture 01**](https://drive.google.com/open?id=1RE3KKSEmEAyw884cwFX_kLm6JgfyDvRG) | | | | |
| Online activity: | | Number of hours | | 1 Hours |
| What should students do? | E-tivity 1.1 - Forum Discussion  This week we have an online discussion on the following question:  “*As a student teacher, why do you think educational resources, media and technology are important in teaching and learning*?”   1. Make a new thread and give one reason. 2. Comment on the two answers given by your fellow students and give feedback based on the provided rubrics. 3. Add one more reason for each student?? OR answer ???.   ***Resources for students***  The assessment rubric can be found at: | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1 Hour | |
| S-tivity 1.1 - Practical Session 1  In this session, as a teacher we expect you will be able to use PowerPoint presentation in your teaching and learning process**. In doing so, we are going to do the following.**   * Opening new presentation * Choosing design * Create title page * Add texts in the slides * Add slides   ***Resources for students***  The link below summarizes a guidance on how to do the above-mentioned points.  <https://www.oreilly.com/library/view/powerpoint-2007-the/0596527381/ch01.html> | | | | |
| Where do they do it? | Online | | | |
| By when should they do it? | 1 Week from the date given | | | |
| Online activity | | Number of Hours: 1 Hour | | |
| What should students do? | **E-tivity 1.2 – Quiz 01**  After class, do the test to check that you have understood the main learning points.  Link to the Quiz: <https://drive.google.com/open?id=11f5-3VWcN1A-FY7vioaRZooA9srvam72P1ljZayLfAM> | | | |
| Where do they do it? | Online (On eLearning platform – LMS) | | | |
| By when should they do it? | By the end of the first week of the semester | | | |
| E-moderator/tutor role | | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | | 1 |
| There will be online quiz and group assignment | | | | |
| How does this section link to other sections of the module? | | | | |
| This section is the basic introduction form the upcoming module | | | | |

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| = Total number of hours | 7 Hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all the uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to student |
| Where in this unit are students expected to work collaboratively? | Students are expected to have many interactions including Forum Discussion, Chatting and Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with the Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disabilities. Also, through Centre for Digital Learning – CDL, where special content such as audio and recorded videos will made available |
| How will feedback on units be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. These can be in both Online and face to face. |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve module facilitation as well as designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | Domains of Educational Technology | | |
| Aim of the unit: | To learn the importance and role of technology in education and also to describe the five domains of Educational Technology and how they work in the field of Educational Technology. | | |
| This topic covers: | * Importance and role of technology in education. * The five domain of Educational Technology and how they work in the field of Educational Technology | | |
| Intended learning outcomes: | At the end of this week, you will be able to:   1. Understand and explain the importance of technology in teaching and learning 2. Clarify the role of technology in teaching and learning 3. Describe the five domains of educational technology | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Understand and explain the importance of technology in teaching and learning | 1 | E-tivities 2.1 | Seminar presentation |
| 1. Clarify the role of technology in teaching and learning | 1 | E-tivities 2.1 | Seminar presentation |
| 1. Describe the five domains of educational technology | 1 | E-tivity 2.2 | Seminar Presentation |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | | | | |
| Module-level outcomes addressed: | | | | | | |
| Unit 2 supports module-level outcomes 1 – 4 | | | | | | |
| Purpose of the unit/week/section: | | | | | | |
| Explaining the importance and the role of educational technology, discussing the five domains of educational technology | | | | | | |
| Over to you: *(a description of the process of the section)* | | | | | | |
| This unit will explain to the students the concept of the domain of educational technology. How these domains are related and inter-connected in the process of using educational technology in an educational context. | | | | | | |
| Pre-topic activity: | | | Number of hours | | 2 hours | |
| Dear students,   1. Read article 1 by Lazar, S. (2015). "[THE IMPORTANCE OF EDUCATIONAL TECHNOLOGY IN TEACHING](https://drive.google.com/drive/u/1/folders/1Xx56Dft1coWA8UduKo1BVTuhhl5hUdSq)" and then identify five importance of educational technology in teaching. This will be used for discussion during the lecture. 2. Please read article 1 by Budhwar, K. (2017). "[THE ROLE OF TECHNOLOGY IN EDUCATION](https://www.ijeast.com/papers/55-57,TESMA208,IJEAST.pdf)**"** and then make short notes on the following:  * Comparison between traditional and today's education * Role of technology in education * Advantages of technology in education * Limitations of technology in education  1. Read the article on [Instructional Technology](https://www.valdosta.edu/colleges/education/curriculum-leadership-and-technology/documents/Domains_Document.pdf) and then write brief notes on five phases of Instructional Technology | | | | | | |
| Face to face time: *(if applicable)* | | | Number of hours | | 2 Hours | |
| **Lectures 02 -** [Domain of Educational Technology](https://docs.google.com/presentation/d/1CfC7wg4aginsb1KGs6RxrcbIReqOtfgGI_zMeFb-uC0/edit#slide=id.p)  In this lecture, you will learn the importance and role of technology in education. You will also be able to describe five domains of Educational Technology and how they work in the field of Educational Technology. | | | | | | |
| Online activity: | | | Number of hours | | 1 Hour | |
| What should students do? | **E-tivity 2.1 – Forum Discussion**  *“The use of resources, media and technology is inevitable in our daily teaching activities”* Discuss three uses of resources, media and technology that you are familiar with.  Please visit this week's forum and:   1. Make a new thread where you give your own answer, and 2. Comment on the answers given by three of your fellow students. | | | | | |
| Where do they do it? | Online (Through LMS) | | | | | |
| By when should they do it? | By the end of the second week of the semester | | | | | |
| Online activity: |  | Number of hours | | | | 1 Hour |
| What should students do? | Dear Students,  Write a short reflection based on previous topic on the following areas   * what went well, * what didn’t go well and * areas that need improvement.   Write your answer and share it online. (Use not more than 80 words)  Please feel free to express your views.  Cheers!! | | | | | |
| Where do they do it? | Online (Through LMS) | | | | | |
| By when should they do it? | By the end of the second week of the semester | | | | | |
| Face to face time: *(if applicable)* | | | Number of hours | | | 1 Hour |
| **Activity 2.1 - Seminar Presentation 1**   1. Identify various types of educational technology 2. Explain their merits and limitations 3. With vivid examples, explain if those types of technologies are available and applicable in your context. 4. With vivid examples, evaluate the use of educational resources, media and technology in schools in your country.   ***Resource for students***  <https://drive.google.com/open?id=194wIYdOsJ7iDN2HIQi_kZei3j4H2bDV2> | | | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | | 1 | |
| There will be seminar presentation | | | | | | |
| How does this section link to other sections of the module? | | | | | | |
| This section is the basic introduction form the upcoming module | | | | | | |
| E-moderator/tutor role | | | | | | |
| 1. To motivate the students’ participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | | | | |
| **=Total Number of Hours** | | | | **7 Hours** | | |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all the uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to student |
| Where in this unit are students expected to work collaboratively? | Students are expected to have many interactions including Forum Discussion, Chatting and Text Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with the Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on units be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | Historical development of educational media and technology in education. | | |
| Aim of the unit: | Introduce the historical development of educational media and technology in Zanzibar and Tanzania in general | | |
| This topic covers: | * History of educational media and technology in the world * History of educational media and technology in Zanzibar and Tanzania at large | | |
| Intended learning outcomes: | At the end of this module, you should be able to:   1. Trace the development of educational media and technology in education in the World. 2. Trace the development of educational media and technology in education in Tanzania. | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| * + - 1. Trace the development of educational media and technology in education in the World. | 2 | E-tivities 3.2.1, 3.2.2 | Online quiz |
| * + - 1. Trace the development of educational media and technology in education in Tanzania. | 2 | E-tivities 3.2.1, 3.2.2 | Online quiz |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | | | | |
| Outcomes addressed: | | | | | | |
| Unit 3 supports module-level outcomes 2 | | | | | | |
| Purpose of the unit/week/section: | | | | | | |
| Introduce the historical development of educational media and technology in Zanzibar and Tanzania in general | | | | | | |
| Over to you: *(a description of the process of the section)* | | | | | | |
| In this Module, a detailed explanation on the historical development of Educational Media and Technology explained. This history mainly focuses on Zanzibar and Tanzania as a general. | | | | | | |
| Pre-topic activity: | | | Number of hours | | 2 Hours | |
| Dear student,  Follow the links provided below, read and make notes or summary on the important points, It is important to discuss these points before class with your fellow students. The links are as follows: -   * + - 1. Read the article available at: <https://www.sutori.com/story/a-brief-history-of-educational-technology--MQWLErF5aBwWex7ZgbC19svq>  1. Read the article available at: <https://www.infodev.org/infodev-files/resource/InfodevDocuments_432.pdf> 2. Watch the following YouTube video: <https://www.youtube.com/watch?v=gKDpGf-h-BM> | | | | | | |
| Face to face time: *(if applicable)* | | | Number of hours | | 2 Hours | |
| **Activity 3.1 – Lecture No 3** - Historical development of Educational Media and Technology in Education  In this lecture, you will learn the historical development in the world as well as Tanzania.  Link to the Lecture: <https://docs.google.com/presentation/d/1i3WX7kO92QYDGoCVVAWhbS5POVAa7rM_GMpSFI3sHn4/edit#slide=id.p3> | | | | | | |
| Online activity: | | | Number of hours | | 1 Hour | |
| What should students do? | **E-tivity 3.1 – Forum Discussion**  “Technology has brought many changes in education. Discuss?”  Please visit this week's forum and:   * + - 1. 1. Make a new thread where you give your own answer, and       2. 2. Comment on the answers given by three of your fellow students | | | | | |
| Where do they do it? | Online (Through LMS) | | | | | |
| By when should they do it? | By the end of the first third week of the semester | | | | | |
| Face to face time: *(if applicable)* | | | Number of hours | | | 1 Hour |
| **Activity 3.1 - Practical Session 02**  In this session you will be exposed on how to create a presentation using PowerPoint presentation on the following;   * Add charts, pictures, video, graphs, etc * Add documents, files and websites using hyperlink * Add transitions * Change the order * Play presentation   The on how to create a link is given as: <https://www.instructables.com/id/How-to-Create-a-PowerPoint-Presentation/> | | | | | | |
| Online Activity | | Number of hours | | 1 Hour | | |
| What should students do? | **E-tivity 3.2 – Quiz**  After class, you will do the test to check that you have understood the main learning points. Please follow this link  <http://elearning.suza.ac.tz/mod/quiz/view.php?id=2201> | | | | | |
| Where do they do it? | Online (Through LMS) | | | | | |
| By when should they do it? | By the end of the third week of the semester | | | | | |
| E-moderator/tutor role | | | | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | |  | |
| There will be an online quiz | | | | | | |
| How does this section link to other sections of the module? | | | | | | |
| This section is the basic introduction form the upcoming module | | | | | | |

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| = Total number of hours | 7 Hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all the uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to student |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with the Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disabilities. Also, through Centre for Digital Learning – CDL, where special content such as audio and recorded videos will made available |
| How will feedback on units be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. These can be through Online or face to face. |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | Learning theories in relation to educational Technology | | |
| Aim of the unit: | Introduce to students, different learning theories concerning on Educational, Media and Technology | | |
| This topic covers: | 1. Differences between learning and instruction 2. Learning theories in relation to educational technology | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Define the term "learning" and instruction" 2. Differentiate between learning and instruction 3. Analyse different learning theories in relation to education media and technology. | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Define the term "learning" and instruction" | 3 | E-tivities 4.2.1 | Group assignment |
| 1. Differentiate between learning and instruction | 3 | E-tivities 4.2.1 | Group assignment |
| 1. Analyse different learning theories in relation to education media and technology. | 3 | E-tivities 4.2.1, 4.2.2, 4.2.3 | Seminar Presentation |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | | | | |
| Outcomes addressed: | | | | | | | |
| Unit 4 supports module-level outcomes 3 | | | | | | | |
| Purpose of the unit/week/section: | | | | | | | |
| Introduce to students, different learning theories concerning on Educational, Media and Technology | | | | | | | |
| Over to you: *(a description of the process of the section)* | | | | | | | |
| In this Module, a detailed explanation on the different learning theories will be explained. Three major learning theories namely; behaviourism, cognitive and constructivism will be highlighted on how it can be applied in the field of educational technology. Furthermore, students will be exposed to the recent learning theory which emerged in this era of digital age known as connectivism. | | | | | | | |
| Pre-topic activity: | | | Number of hours | | | 2 Hours | |
| **Dear Student,**  Open link 1 (Link 1- <https://www.slideshare.net/osorio486/chapter-5-learning-theories-related-to-educationa-technology>) and read the PPT on learning theories in educational technology and take some points on the following theories:   * Behaviourism * Cognitivism * Constructivism   Again, open link 2 (<https://drive.google.com/drive/u/1/folders/1_T44p8nMkqkSNhyAOVQeOlUAQTSz2c7c>) and read the PPT on learning theories in educational technology and take some points on the following theory:  Connectivism | | | | | | | |
| Face to face time: *(if applicable)* | | | Number of hours | | | 2 Hours | |
| **Activity 4.1 - Lectures 04 -** Learning theories in relation to educational Technology  In this lecture you will learn the concept of learning and instruction and how they differ in educational context. You will also learn different learning theories and how they relate with educational technology.  Link to the Lecture: <https://docs.google.com/presentation/d/19B-35Hg6FLCATxcLND5oiX8y-fonAH98MQs4f_BemUM/edit#slide=id.p3> | | | | | | | |
| Online activity: | | | Number of hours | | | 1 Hour | |
| What should students do? | | **E-tivity 4.1 – Forum Discussion**  “Educational Technology depends on the successful choice of learning theories. Discuss?” | | | | | |
| Where do they do it? | | Online (Through LMS) | | | | | |
| By when should they do it? | | By the end of the fourth week of the semester | | | | | |
| Face to face time: *(if applicable)* | | | Number of hours | | 1 Hour | | |
| **Activity 4.2 – Seminar Presentation**   1. Why is connectivism considered to be a theory for the digital age? 2. What are the major differences between connectivism and other learning theories?   ***Resources for students***  <https://drive.google.com/open?id=194wIYdOsJ7iDN2HIQi_kZei3j4H2bDV2> | | | | | | | |
| Online activity: | | | | Number of hours | | | 1 Hour |
| What should students do? | **E-tivity 4.2 – Group Assignment**  In a group of 3-5, use four learning theories that you have learnt in this module and give four (4) examples one from each theory on how you are going to design your materials to teach a lesson based on that theory. Then review one of the assigned groups by using the rubrics provided to you.  ***Resources for students*** | | | | | | |
| Where do they do it? | Online (Through LMS) | | | | | | |
| By when should they do it? | By the end of the fourth week of the semester | | | | | | |
| E-moderator/tutor role | | | | | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | | |  | |
| There will be group assignment and seminar presentation | | | | | | | |
| How does this section link to other sections of the module? | | | | | | | |
| This section is the crucial for the designing materials for learners | | | | | | | |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all the uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to student |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on units be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | Effective Communication & Communication Models | | |
| Aim of the unit: | Explain different communication models and its effectiveness in teaching and learning | | |
| This topic covers: | * Application of effective communication and communication models in teaching and learning | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   * Define the concept of communication * Describe the process and models of communication * Identify components and types of communication * Explain the importance of classroom communication | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Define the concept of communication | 3 | E-tivity 5.2.1 | Online quiz |
| 1. Describe the process and models of communication | 3 | E-tivity 5.2.1 | Online quiz |
| 1. Identify components and types of communication | 3 | E-tivity 5.2.1 | Online quiz |
| 1. Explain the importance of classroom communication | 3 | E-tivity 5.2.1, 5.2.2, 5.2.3 | Online quiz |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| Unit 5 supports module-level outcomes 3 | | | |
| Purpose of the unit/week/section: | | | |
| Explain different communication models and its effectiveness in teaching and learning | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this Module, a detailed explanation on communication theories and models will be introduced to students. Also, you will have an opportunity to discuss the role of effective communication in the learning process and what instructors should do so as to ensure effective communication during the instruction. | | | |
| Pre-topic activity: | | Number of hours | 2 Hours |
| Please read article 1 by Unit 2 from page 18-41 on the following:   * Concept of communication * Process of communication * Components of communication * Types of communications * Communication models * Classroom communication   ***Resources for students***  The link for article : <https://drive.google.com/drive/u/1/folders/1MWbKljFTyyEIFZPp4IUD5vB24GFKmrGd> | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 Hours |
| **Activity 5.1: Lectures 5 - Effective Communication and Models**  In this lecture you are going to learn about communication and its model that will enable you to effectively utilize them in your teaching and learning process. Link to the Lecture given below: -  <https://docs.google.com/document/d/1H5PGh1JOpbGLjUJIiZtdN8y8u55CK1ZpKZG9wclvSic/edit?usp=sharing> | | | |
| Online activity: | | Number of hours | 1 Hour |
| What should students do? | **E-tivity 5.1 - Forum Discussion**  “Discuss the possible barriers of communication to classroom situations in this digital age?”  Please visit this week's forum and:   1. Make a new thread where you give your own answer, and 2. Comment on the answers given by three of your fellow students. | | |
| Where do they do it? | Online (Through LMS) | | |
| By when should they do it? | By the end of the fifth week of the semester | | |
| Face to face time: *(if applicable)* | | Number of hours | 1 Hour |
| **Activity 5.2 – Seminar Presentation**  In this session you will be engaged on how to create and upload files and folders in Google Drive.  ***Resources for students***  <https://www.bates.edu/ils/files/2013/09/GettingStartedwithGoogleDrive.pdf> | | | |
| |  |  |  | | --- | --- | --- | | Online activity: | Number of hours | 1 Hour | | | | |
| What should students do? | **E-tivity 5.2 – Quiz**  After class, you should do the test to check that you have understood the main learning points.  <https://docs.google.com/document/d/1H5PGh1JOpbGLjUJIiZtdN8y8u55CK1ZpKZG9wclvSic/edit?usp=sharing> | | |
| Where do they do it? | Online (Through LMS) | | |
| By when should they do it? | By the end of the fifth week of the semester | | |
| E-moderator/tutor role | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours |  |
| There will be online quiz | | | |
| How does this section link to other sections of the module? | | | |
| This section is the crucial for the designing materials for learners | | | |

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| = Total number of hours | 7 Hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all the uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to student |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on units be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | Production and Using Resources from Local Available Material | | |
| Aim of the unit: | Introducing the importance and how the local available materials can be used to create resources for teaching and learning. Also, the unit will explain the resource centre and its effectiveness in educational perspectives | | |
| This topic covers: | * Meaning of improvisation * Types of improvisation * Importance of improvisation * How to create materials using local available materials | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Define the term improvisation 2. Identify types of improvisation 3. Explain the importance of improvisation 4. Produce teaching and learning materials from local available materials. 5. Use local available materials in teaching different subjects | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Define the term improvisation | 4 | E-tivity 6.2.1 | Online quiz |
| 1. Identify types of improvisation | 4 | E-tivity 6.2.1 | Online quiz |
| 1. Explain the importance of improvisation | 4 | E-tivity 6.2.1, 6.2.2, 6.2.3 | Online quiz |
| 1. Produce teaching and learning materials from local available materials. | 4 | E-tivity 6.2.1, 6.2.2, 6.2.3 | Seminar presentation, Portfolio, Project |
| 1. Use local available materials in teaching different subjects | 4 | E-tivity 6.2.1, 6.2.2, 6.2.3 | Seminar presentation, Portfolio, Project |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | | | | |
| Outcomes addressed: | | | | | | | |
| Unit 6 supports module-level outcomes 4 | | | | | | | |
| Purpose of the unit/week/section: | | | | | | | |
| Introducing the importance and how the local available materials can be used to create resources for teaching and learning. Also, the unit will explain the resource centre and its effectiveness in educational perspectives | | | | | | | |
| Over to you: *(a description of the process of the section)* | | | | | | | |
| In this Module, a detailed explanation on the process of improvisation will be discussed. You will be exposed to this concept from its meaning, types and its role in the educational context. Also, you will have an opportunity to plan, design and fabricate instructional resources from the local available materials. | | | | | | | |
| Pre-topic activity: | | | Number of hours | | | 2 Hours | |
| Dear Students  Read the given article entitled “[Teachers’ Conceptions of Improvisation in Teaching: Inherent Human Quality or a Professional Teaching Skill?](https://drive.google.com/open?id=1XaUf74AB4Nv40T9pzmS8w3kDoPfOd9yH) ” by Kjellfrid Mæland & Magne Espeland and make some important notes from it. You will need this during your coming lecture as well as forum discussion for this topic. | | | | | | | |
| Face to face time: *(if applicable)* | | | Number of hours | | | 2 Hours | |
| **Activity 6.1 -** **Lectures 6 - Improvisation of Teaching and Learning**  In this lecture, the concept of improvisation is explained, types of improvisation. Furthermore, significance and the needs of improvisation are also covered.  Cheers and enjoy reading!!  ***Resources for Lecturer***  <https://docs.google.com/document/d/1H5PGh1JOpbGLjUJIiZtdN8y8u55CK1ZpKZG9wclvSic/edit?usp=sharing> | | | | | | | |
| Online activity: | | | Number of hours | | | 1 Hour | |
| What should students do? | **E-tivity 6.1 – Forum Discussion**  After successfully covered Improvisation from the above lecture and the article given, now discuss the following: -   “*Why is the improvisation of teaching and learning materials inevitable in our country?*”  Please visit this week's forum and:   1. Make a new thread where you give your own answer, and 2. Comment on the answers given by three of your fellow students. | | | | | | |
| Where do they do it? | Online (Through LMS) | | | | | | |
| By when should they do it? | By the end of the sixth week of the semester | | | | | | |
|  | | | Number of hours | | 1 Hour | | |
| **Activity 6.2 - Project Proposal Presentation**  Dear Students,  Prepare a project proposal based on your specialization. Please follow the given template and create PPT for presentation.  Good luck.  ***Resources for students***  <https://docs.google.com/document/d/1N71GkGKI6vxX9p2ac6xJhcCY9ybac3mpprwnODQHdVM/edit> | | | | | | | |
| Online activity: | | | | Number of hours | | | 1 Hour |
| What should students do? | | **E-tivity 6.2 - Portfolio 01**  In a group of 3-5 create a folder that will be used as your portfolio in this course. Once you have created your portfolio, create another folder within your portfolio and name it "assignment one" and then upload the following in your folder.   * A syllabus showing your topic or subtopic that you are going to improvise   ***Resources for students***  To create a folder please click this link <https://drive.google.com/drive/u/1/folders/1qrpf38p-vpccYtIqjrufetAPR_Ro9XA3> | | | | | |
| Where do they do it? | | Online (Through LMS) | | | | | |
| By when should they do it? | | By the end of the sixth week of the semester | | | | | |
| E-moderator/tutor role | | | | | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | | |  | |
| There will be a seminar presentation, Portfolio and Project. | | | | | | | |
| How does this section link to other sections of the module? | | | | | | | |
| This unit is the crucial for the designing materials for learners | | | | | | | |

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| = Total number of hours | 7 Hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all the uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to student |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | Resources Centres | | |
| Aim of the unit: | Introducing the concept of Resources Centre and their importance in Educational, Media and Technology | | |
| This topic covers: | * Meaning of resources * Importance of resource centre * Things to consider in establishing resource centre | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Define the concept of Resource centre 2. Explain the importance of resource centre in schools 3. Analyse things that will be considered in introducing resource centre | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Define the concept of Resource centre | 4 | E-tivity 7.2.1, 7.2.2 | Online quiz |
| 1. Explain the importance of resource centre in schools | 4 | E-tivity 7.2.1, 7.2.2 | Online quiz |
| 1. Analyse things that will be considered in introducing resource centre | 4 | E-tivity 7.2.1, 7.2.2 | Online quiz |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | | | | |
| Outcomes addressed: | | | | | | | |
| Unit 7 supports module-level outcomes 4 | | | | | | | |
| Purpose of the unit/week/section: | | | | | | | |
| Introducing the concept of Resources Centre and their importance in Educational, Media and Technology | | | | | | | |
| Over to you: *(a description of the process of the section)* | | | | | | | |
| In this Module, a detailed explanation on the concept of recourse centre and how it works for schools or other educational institutions will be discussed. You will be also exposed to the importance of the resource centre and what things should be considered in establishing a resource centre in any organization. | | | | | | | |
| Pre-topic activity: | | | Number of hours | | 2 Hours | | |
| Dear Students,  Read the article written by J Mertens on the concept of Resource Centre.  ***Resource for students***  <https://drive.google.com/open?id=1UoV2jFZbDhvGfqQX9dLOaWHn7LFQyIKl> | | | | | | | |
| Face to face time: *(if applicable)* | | | Number of hours | | 2 Hours | | |
| **Activity 7.1 – Lecture 7 - RESOURCE CENTRE**  Welcome to this lecture, where you will gain the concept of Resources Centre in educational perspectives, their importance and the key factors for introduction of these Centre.  ***Resources for lecturers***  <https://docs.google.com/presentation/d/0Bw2JAXJEvX4wTFhqM2NOaTB0dzA/edit#slide=id.p1> | | | | | | | |
| Face to face time: (if applicable) | | Number of hours | | | | 1 Hour | |
| **Activity 7.2 - Practical Session 04**  In this session you will be exposed to various examples on preparing local available materials.  Please watch some videos so as to help you in this process. Also, your instructor will provide assistance during this session.  ***Resources for students***   1. <https://www.youtube.com/watch?v=6oMFAMqSlq4> 2. <https://www.youtube.com/watch?v=iXNpndvuNzM> 3. <https://www.youtube.com/watch?v=i_9nsZiBlaA> | | | | | | | |
| Online activity: | | | Number of hours | | 1 Hour | | |
| What should students do? | **E-tivity 7.1 – Quiz**  <http://elearning.suza.ac.tz/mod/quiz/view.php?id=2164> | | | | | | |
| Where do they do it? | Online (Through LMS) | | | | | | |
| By when should they do it? | By the end of the seventh week of the semester | | | | | | |
| Online activity: |  | | | Number of hours | | | 1 Hour |
| What should students do? | E-tivity 7.2 - **Students’ evaluation**  Dear Students,  Kindly evaluate the course from week 1-7 by filling the form. Your evaluation will help us to improve the course. Please feel free to express your views.  Cheers!  <https://forms.gle/NvLytwoJ4ca5GHko8> | | | | | | |
| Where do they do it? | Online (Through LMS) | | | | | | |
| By when should they do it? | By the end of the seventh week of the semester | | | | | | |
| E-moderator/tutor role | | | | | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | |  | | |
| There will be online quiz | | | | | | | |
| How does this section link to other sections of the module? | | | | | | | |
| This unit is crucial for the previous unit. | | | | | | | |

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| = Total number of hours | 7 Hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all the uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to student |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on units be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | Literacy through Photography I (LTP) | | |
| Aim of the unit: | Introducing the concept of LTP and its importance in teaching and learning process | | |
| This topic covers: | * Literacy through Photography | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Define the term LTP 2. Explain the procedure in implementing LTP in the classroom 3. Search different pictures from different sources for teaching and learning process | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Define the term LTP | 6 | E-tivity 8.2.1, 8.2.2 | Group assignment & Portfolio |
| 1. Explain the procedure in implementing LTP in the classroom | 6 | E-tivity 8.2.1, 8.2.2 | Group assignment & Portfolio |
| 1. Search different pictures from different sources for teaching and learning process | 6 | E-tivity 8.2.4 | Group assignment & Portfolio |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | | |
| Outcomes addressed: | | | | | |
| Unit 8 supports module-level outcomes 6 | | | | | |
| Purpose of the unit/week/section: | | | | | |
| Introducing the concept of LTP and its importance in teaching and learning process | | | | | |
| Over to you: *(a description of the process of the section)* | | | | | |
| In this Module, a detailed explanation on the topic on Learning through Pictures (LTP) will be introduced. You will have an opportunity to discuss the procedures on implementing this concept in the instruction and how you can search pictures from different sources so as to use in your lesson. | | | | | |
| Pre-topic activity: | | | Number of hours | | 2 Hours |
| Dear students, please open the links provided below and makes some important notes as you will need them to discuss with your fellows during class as well as during this weekly discussion forum  The links are as follows: -   1. **“**[Using Pictures in Teaching Arts and other Stuff](http://www.mun.ca/educ/faculty/mwatch/vol2/ryan2.html)” By R. Lloyd Ryan 2. **“**[How to create visual work instructions](https://www.gluu.biz/visual-work-instructions/)**”** By [Søren Pommer](https://www.gluu.biz/author/spommer/) | | | | | |
| Face to face time: *(if applicable)* | | | Number of hours | |  |
| **Activity 8.1 - Lectures 08**  Dear Students,  In this lecture, you will be familiarized with the concept of LTP and how to utilize it in the classroom.  <https://docs.google.com/presentation/d/14BYW21ckKoZERQ4l959aXNrKYlcEaoQT/edit#slide=id.p1> | | | | | |
| Online activity: | | | Number of hours | | 1 Hour |
| What should students do? | **E-tivity 8.1 – Forum Discussion**  “A picture is worth a thousand words. Discuss”  Please visit this week's forum and:   1. Make a new thread where you give your own answer, and 2. Comment on the answers given by three of your fellow students. | | | | |
| Where do they do it? | Online (Through LMS) | | | | |
| By when should they do it? | By the end of the eighth week of the semester | | | | |
| Face to face time: (if applicable) | | | Number of hours | 1 Hour | |
| **Activity 8.2 - Practical session**  In this session you will learn how to search different pictures so as to use them in teaching. | | | | | |
| Online activity: | | | Number of hours | | 1 Hour |
| What should students do? | | **E-tivity 8.2 - Group Assignment 02**  In a group of 3-5, search three different pictures related to your specialization and explain how you are going to use it in your lesson. You are supposed to upload your work on e-portfolio by creating another folder with the title of “assignment 02”. | | | |
| Where do they do it? | | Online (Through LMS) | | | |
| By when should they do it? | | By the end of the eighth week of the semester | | | |
| E-moderator/tutor role | | | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | |  |
| There will be a group assignment and portfolio | | | | | |
| How does this section link to other sections of the module? | | | | | |
| This unit is linked to the previous unit. | | | | | |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all the uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to student |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | Teaching and Learning Materials | | |
| Aim of the unit: | Introducing the concept of teaching and learning materials | | |
| This topic covers: | * Definition of Charts, Posters, Real objects, realia and Model * Importance of Charts, Posters, Real objects, realia and Model in teaching and learning * Strengths and Limitation of Charts, Posters, Real objects, realia and Model in teaching and learning | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   * Define the following terms   + Charts   + Posters   + Real Objects   + Realia   + Model * Explain the roles of each in teaching and learning process * Analyse the strengths and limitations of each concept in teaching-learning process | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Define the terms Charts, Posters, Real Objects, Realia, Model | 5 | E-tivity 9.2.1, 9.2.2 | Seminar Presentation |
| 1. Explain the roles of each in teaching and learning process | 5 | E-tivity 9.2.1, 9.2.2 | Seminar Presentation |
| 1. Analyse the strengths and limitations of each concept in teaching-learning process | 5 | E-tivity 9.2.1, 9.2.2 | Seminar Presentation |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | | | | |
| Outcomes addressed: | | | | | | | |
| Unit 9 supports module-level outcomes 5 | | | | | | | |
| Purpose of the unit/week/section: | | | | | | | |
| Introducing the concept of teaching and learning materials | | | | | | | |
| Over to you: *(a description of the process of the section)* | | | | | | | |
| In this Module, a detailed explanation on the topic of teaching and learning materials will be discussed. You will be exposed to different instructional materials such as Charts, Posters, Real Objects, Realia, Models and how it can be selected and used for instruction. Also, you will have an opportunity to discuss the advantages and disadvantages of each category. | | | | | | | |
| Pre-topic activity: | | | | Number of hours | | | 2 Hours |
| Dear students,  Please read the following articles and write notes on the following:   * Charts * Posters * Real Objects * Realia * Models   We will have a discussion on the coming session. The link is given below: <https://drive.google.com/drive/u/1/folders/1WGYEZbfgMOBbDJEEHUEIlZquEjT2d7Lg> | | | | | | | |
| Face to face time: *(if applicable)* | | | | Number of hours | | | 2 Hours |
| **Activity 9.1 - Discussion Session**   1. With examples, explain the roles of the following instructional media in the teaching-learning process 2. Charts 3. Poster 4. Realia 5. Real objects 6. Models   b)   What are the strengths and limitations of each medium in the teaching - learning process? | | | | | | | |
| Online activity: | | | | Number of hours | | | 1 Hour |
| What should students do? | **E-tivity 9.1 - Reflective Journal**  Dear Students,  Please write a short reflection based on the previous topic. Please feel free to express your views.  Cheers!! | | | | | | |
| Where do they do it? | Online (Through LMS) | | | | | | |
| By when should they do it? | By the end of the ninth week of the semester | | | | | | |
|  | | | | Number of hours | 1 Hour | | |
| **Activity 9.2 - Seminar Presentation**   1. With examples, explain the roles of the following instructional media in the teaching-learning process    1. Text    2. Audio    3. Visuals    4. Audio-visuals    5. Multimedia 2. What are the strengths and limitations of each media in the teaching - learning process?   ***Resources for students***  <https://drive.google.com/open?id=194wIYdOsJ7iDN2HIQi_kZei3j4H2bDV2> | | | | | | | |
| Online activity: | | | Number of hours | | | 1 Hour | |
| What should students do? | | **E-tivity 9.2 - Portfolio** 2  Using the same group, create another folder "assignment 2" and upload the work you did from practical session 05. Then review one of the assigned groups by using the rubrics provided to you.  To go to your folder please click this link <https://drive.google.com/drive/u/1/folders/1qrpf38p-vpccYtIqjrufetAPR_Ro9XA3> | | | | | |
| Where do they do it? | | Online (Through LMS) | | | | | |
| By when should they do it? | | By the end of the ninth week of the semester | | | | | |
| E-moderator/tutor role | | | | | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | | | | | |
| How are the learning outcomes in this unit assessed? | | | | Number of hours | | |  |
| There will be a seminar presentation and portfolio | | | | | | | |
| How does this section link to other sections of the module? | | | | | | | |
| This unit is linked to the previous unit. | | | | | | | |

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| = Total number of hours | 7 Hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all the uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to student |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | Criteria for media selection and application | | |
| Aim of the unit: | Introduce criteria for selection and application of media | | |
| This topic covers: | Criteria for selecting instructional media for teaching | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Identify criteria for selecting instructional media for teaching 2. Select appropriate media in teaching | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Identify criteria for selecting instructional media for teaching | 5 | E-tivity 10.2.1, 10.2.2 | Online quiz, seminar presentation |
| 1. Select appropriate media in teaching | 5 | E-tivity 10.2.1, 10.2.2 | Online quiz, seminar presentation |
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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | |
| Outcomes addressed: | | | | |
| Unit 10 supports module-level outcomes 5 | | | | |
| Purpose of the unit/week/section: | | | | |
| Introduce criteria for selection and application of media | | | | |
| Over to you: *(a description of the process of the section)* | | | | |
| In this Module, a detailed explanation on the topic of criteria for selecting instructional materials will be discussed. You will have the opportunity to discuss different criteria to be followed in selecting instructional materials. | | | | |
| Pre-topic activity: | | Number of hours | | 2 Hours |
| Dear Participant,  Please follow the link from URBANDALE Community School District. It provides a good and a well explained concept of different criteria while selecting instructional materials.  <http://www.urbandaleschools.com/policy/article-600-educational-program/627-instructional-materials-selection-inspection-and-reconsideration/>  Also, follow this link “[Strategies for Developing Instructional Materials for the Interpersonal Domain](https://en.wikiversity.org/wiki/Strategies_for_Developing_Instructional_Materials_for_the_Interpersonal_Domain)**”** fromWikiversity**.** Please answer all three (3) questions at the end of the given case study. We will have 30 mins discussion when we meet for face to face classroom | | | | |
| Face to face time: *(if applicable)* | | Number of hours | | 2 Hours |
| **Activity 10.1 - Lectures 09 - Criteria for Selecting Instructional Materials**  In this week's lecture, we will discuss the concept of media selection. It will give you an opportunity to understand which media are relevant for teaching based on your topic. You will also have an understanding of an overall process of selecting the right media for teaching.  Enjoy reading!!  <https://drive.google.com/file/d/0Bw2JAXJEvX4wdW5RRy1KeWMzUnM/view?usp=sharing> | | | | |
| Online activity: | | Number of hours | | 1 Hour |
| What should students do? | **E-tivity 10.1 - Forum Discussion**  “Knowing how to select appropriate media for teaching is so challenging”. Discuss  Please visit this week's forum and:   1. Make a new thread where you give your own answer, and 2. Comment on the answers given by three of your fellow students | | | |
| Where do they do it? | Online (Through LMS) | | | |
| By when should they do it? | By the end of the tenth week of the semester | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1Hour | |
| **Activity 10.2 - Seminar Presentation 04**  Explain the role of a teacher in the following process   1. Selecting an existing instructional material 2. Modifying available instructional materials   ***Resources for students***  <https://drive.google.com/open?id=194wIYdOsJ7iDN2HIQi_kZei3j4H2bDV2> | | | | |
| E-moderator/tutor role | | | | |
| 1. To motivate students’ participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | | 1 hour |
| There will be an online quiz and seminar presentation | | | | |
| How does this section link to other sections of the module? | | | | |
| This unit is linked to the previous unit. | | | | |

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| = Total number of hours | 7 Hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all the uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to student |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | Criteria for media selection and application | | |
| Aim of the unit: | Introduce criteria for selection and application of media | | |
| This topic covers: | Usage of appropriate instructional media for teaching | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Use appropriate media in teaching based on the criteria for selection and application of media. | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Use appropriate media in teaching based on the criteria for selection and application of media | 5 | E-tivity 10.2.1, 10.2.2 | Online quiz, seminar presentation |
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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | |
| Outcomes addressed: | | | | |
| Unit 11 supports module-level outcomes 5 | | | | |
| Purpose of the unit/week/section: | | | | |
| Introduce uses of appropriate instructional media in teaching and learning process | | | | |
| Over to you: *(a description of the process of the section)* | | | | |
| In this Module, a detailed explanation on the topic of criteria for selecting instructional materials will be discussed. You will have the opportunity to discuss different criteria to be followed in selecting instructional materials. Also, you will use those instructional materials which are selected based on those criteria. | | | | |
| Pre-topic activity: | | Number of hours | | 2 Hours |
| Dear Participant,  Please follow the link from URBANDALE Community School District. It provides a good and well explained concept of different criteria while selecting instructional materials.  <http://www.urbandaleschools.com/policy/article-600-educational-program/627-instructional-materials-selection-inspection-and-reconsideration/>  Also, follow this link “[Strategies for Developing Instructional Materials for the Interpersonal Domain](https://en.wikiversity.org/wiki/Strategies_for_Developing_Instructional_Materials_for_the_Interpersonal_Domain)**”** fromWikiversity**.** Please answer all three (3) questions at the end of the given case study. We will have 30 mins discussion when we meet for face to face classroom | | | | |
| Face to face time: *(if applicable)* | | Number of hours | | 2 Hours |
| **Activity 11.1 - Lectures 10 – Uses of Instructional Materials**  In this week's lecture, we will discuss the concept of uses of instructional media in teaching. It will give you an opportunity to understand the uses of instructional materials for teaching.  Enjoy reading!!  <https://drive.google.com/file/d/0Bw2JAXJEvX4wdW5RRy1KeWMzUnM/view?usp=sharing> | | | | |
| Online activity: | | Number of hours | | 1 Hour |
| What should students do? | **E-tivity 11.1 - Forum Discussion**  “The effective use of instructional media in teaching and learning is still challenging for many teachers”. Discuss  Please visit this week's forum and:   1. Make a new thread where you give your own answer, and 2. Comment on the answers given by three of your fellow students | | | |
| Where do they do it? | Online (Through LMS) | | | |
| By when should they do it? | By the end of the eleventh week of the semester | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1 Hour | |
| **Activity 11.2 - Seminar Presentation 05**  Explain the role of a teacher in the following process   * 1. Creating instructional materials   2. Evaluating instructional materials   ***Resources for students***  <https://drive.google.com/open?id=194wIYdOsJ7iDN2HIQi_kZei3j4H2bDV2> | | | | |
| E-moderator/tutor role | | | | |
| 1. To motivate students’ participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | | 1 hour |
| There will be an online quiz and seminar presentation | | | | |
| How does this section link to other sections of the module? | | | | |
| This unit is linked to the previous unit. | | | | |

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| = Total number of hours | 7 Hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all the uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to student |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on units be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designing of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | Effective use of Projectors & Different Kinds of boards, their strengths, and limitations | | |
| Aim of the unit: | Introduce the effective use of projectors and other kind of boards | | |
| This topic covers: | * Chalkboard * Marker (white) board * Flipchart board * Smartboard (interactive whiteboard) * OHP, LCD Projector. | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Identify different boards and projectors used in teaching and learning process 2. Discuss strengths and limitations of boards and projectors used in teaching and learning process 3. Uses of different kind of boards for teaching and learning processes. | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Identify different boards and projectors used in teaching and learning process | 7 | E-tivity 12.2.1, 12.2.2 | Online quiz and seminar presentation |
| 1. Discuss strengths and limitations of boards and projectors used in teaching and learning process | 7 | E-tivity 12.2.1, 12.2.2 | Online quiz and seminar presentation |
| 1. Uses of different kinds of board for teaching and learning process. | 7 | E-tivity 12.2.1, 12.2.2 | Online quiz and seminar presentation |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| Unit 12 supports module-level outcomes 7 | | | |
| Purpose of the unit/week/section: | | | |
| Introduce the effective use of projectors and other kinds of boards | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this Module, a detailed explanation on the topic of effective use of boards and projectors in teaching will be discussed. You will be introduced to various boards and projectors used in teaching and learning. Also, you will get a chance to discuss their advantages and disadvantages. | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Dear students,  Please read this article on the benefits of using a multimedia projector in the classroom. It provides a good and a well explained concept of how a projector can be used for instruction.  <https://drive.google.com/drive/folders/1NmB4-tbfiz3l4JVunJnjyQKJHFG7M8cH> | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 |
| **Activity 12.1 - Lectures 11 - Effective use of Projectors & Different Kinds of boards**  In this week's lecture, we will discuss the effectiveness of using different kinds of projectors and boards. This will give you an opportunity to understand their strengths and limitations and how to utilize them in the process of teaching.  Enjoy reading!!  <https://drive.google.com/file/d/10E9Vo8fZtW6cRst2QqFC7ksXJhBI8YN6/view?usp=sharing> | | | |
| Online activity: | | Number of hours | 1 hour |
| What should students do? | **Online forum**  Some teachers have stated that: “We can't teach effectively without boards?”Discuss  Please visit this week's forum and:  1) Make a new thread where you give your own answer, and  2) Comment on the answers given by three of your fellow students | | |
| Where do they do it? | Online (Through LMS) | | |
| By when should they do it? | By the end of the tenth week of the semester | | |
| E-moderator/tutor role | | | |
| 1. To motivate students’ participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1 hour |
| **Seminar Presentation 05**  In groups of 3-5, identify three strengths, and three limitations of the following boards and projectors:   * Chalkboard * Marker (white) board * Flipchart board * Smartboard (interactive whiteboard) * OHP, LCD Projector.   ***Resources for students***  <https://drive.google.com/open?id=194wIYdOsJ7iDN2HIQi_kZei3j4H2bDV2> | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour |
| There will be an online quiz and seminar presentation | | | |
| How does this section link to other sections of the module? | | | |
| This unit is linked to the previous unit. | | | |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all the uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to student |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | Application of Computers in Education | | |
| Aim of the unit: | Exposing students on how computers and audio-visual materials can be applied in Education | | |
| This topic covers: | I computers and audio-visual applications in education | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Discuss the importance of computers in education 2. Apply different techniques of using computers for teaching and learning | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Discuss the importance of computers in education | 7 | E-tivity 13.2.1, 13.2.2 | Online quiz and seminar presentation |
| 1. Apply different techniques of using computers for teaching and learning | 7 | E-tivity 13.2.1, 13.2.2 | Online quiz and seminar presentation |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| Unit 13 supports module-level outcomes 7 | | | |
| Purpose of the unit/week/section: | | | |
| Exposing students on how computer and audio-visual materials can be applied in Education | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this Module, a detailed explanation on the topic of Application of computer in education will be discussed. In this section you will get an opportunity to discuss the importance of computers in education and how they can be applied in various contexts in education. | | | |
| Pre-topic activity: | | Number of hours | 2 hours |
| Dear students,  Please read the two articles from the slide show and jot down important points for discussion in the class.  <https://www.slideshare.net/allana33193/uses-of-computers-in-education>  <https://www.slideshare.net/mastermind10538/importance-of-computer-in-education> | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| **Face to face Discussion**  In groups of 5-8, discuss the following and then present to the whole class.  A) Based on your practice explain the importance of computers in education  B) As a prospect teacher, discuss three computer applications that you will use in your teaching career. | | | |
| Online activity: | | Number of hours | 1 hour |
| **Forum Discussion**  “The use of computers in education is inevitable”. Discuss?  Please visit this week's forum and:  1) Make a new thread where you give your own answer, and  2) Comment on the answers given by three of your fellow students.  Go to the forum | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1 hour |
| **Seminar Presentation 06**  A) Explain the roles of the following gadgets in education.   * Computer * Smart phones * Ipad * Tablets   B) What are the strengths and limitations of using those ICT tools in teaching and learning?  ***Resource for students***  <https://drive.google.com/open?id=194wIYdOsJ7iDN2HIQi_kZei3j4H2bDV2> | | | |
| Online activity: | |  | 1 hour |
| What should students do? | **Portfolio** 3  Using the same group, create another folder "assignment 3" and upload the work you did from practical session 06. Then review one of the assigned groups by using the rubrics provided to you. | | |
| Where do they do it? | Online (Through LMS) | | |
| By when should they do it? | By the end of thirteenth week | | |
| E-moderator/tutor role | | | |
| 1. To motivate students’ participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours |  |
| There will be an online quiz and seminar presentations | | | |
| How does this section link to other sections of the module? | | | |
| This unit is linked to the previous unit. | | | |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to students |
| Where in this unit are students expected to work collaboratively? | Students are expected to have many interactions including Forum Discussions, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | Strengths and limitations of using a computer in teaching and learning | | |
| Aim of the unit: | Discussing the strengths and limitations of using a computer in teaching and learning | | |
| This topic covers: | Strengths and limitations of using computer in teaching and learning | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. *Discuss the strengths and limitations of using computers in education.* | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. *Discuss the strengths and limitations of using computers in education.* | 7 | E-tivity 14.2.1, 14.2.2 | Online quiz and seminar presentation |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| Unit 14 supports module-level outcomes 7 | | | |
| Purpose of the unit/week/section: | | | |
| Strengths and limitations of using computers in teaching and learning | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this Module, a detailed explanation on the topic of computer application in terms of strengths and weaknesses of using computers in education will be covered. | | | |
| Pre-topic activity: | | Number of hours | 2 hours |
| Dear students,  Please read the two articles on the advantages and disadvantages of computers in education.  <https://drive.google.com/drive/folders/1MycomwD39J0Fs_rRw21ZSKAJGSJA5QKJ> | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| **Face to face Discussion**  In groups of 5-8, discuss the following and then present to the whole class.  A) Based on your practice of teaching? Explain three advantages and disadvantages of using computer in teaching and learning  B) As a prospect teacher, discuss how you will utilize computers effectively for teaching and learning. | | | |
| Online activity: | | Number of hours | 1 hour |
| What should students do? | **Reflective Journal**  Dear Students,  Please write a short reflection based on the previous topic. Please feel free to express your views. | | |
| Where do they do it? | Online (Through LMS) | | |
| By when should they do it? | By the end of fifteenth week | | |
| E-moderator/tutor role | | | |
| 1. To motivate students’ participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour |
| There will be an online quiz and seminar presentation | | | |
| How does this section link to other sections of the module? | | | |
| The topic in this unit is linked to previous content | | | |

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| = Total number of hours |  |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Januszewski, A & Molenda, M. (2008). *Educational Technology: A Definition with Commentary*. Tylor & Francis Group. New York, USA. 2. Kemp, J.E & Smellie, D.C. (1994). *Planning, Producing, and Using Instructional Technologies. (7th Ed*). HarperCollins College Publishers, New York. 3. Lever-Duffy, J. & McDonald, J. B. (2009). *Teaching and Learning with Technology.* Pearson Education, Inc. New Jersey, USA. 4. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2006). *Educational Technology for Teaching and Learning*. Pearson Education, Inc. New Jersey, USA. 5. Smaldino, SH. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning.* Pearson Education, Inc. New Jersey, USA |
| How are students enabled to access the resources? | All students will be enrolled in the LMS, this will enable them to access all the uploaded contents to the respective course. Other resources such as OERs and free articles and links will be made available to student |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on units be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve module facilitation as well as designing of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Unit name or title: | The Roles of Social Media and some Web 2.0 tools in Education | | |
| Aim of the unit: | Introducing student teachers on the uses of social media for teaching and learning | | |
| This topic covers: | * Wikis * Blogs * Social media such as Facebook, Twitter, WhatsApp, etc. * YouTube | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Identify types of social media used in education 2. Explain benefits and challenges of using social media in education 3. uses of different social media for teaching and learning | | |

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| Overview of student activity: | Attending class, attempting online quizzes, participating in forums |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Identify types of social media used in education | 7 | E-tivity 15.2.1, 15.2.2, 15.2.3 | Online quiz and seminar presentation |
| 1. Explain benefits and challenges of using social media in education | 7 | E-tivity 15.2.1, 15.2.2, 15.2.3 | Online quiz and seminar presentation |
| 1. Uses of different social media for teaching and learning | 7 | E-tivity 15.2.1, 15.2.2, 15.2.3 | Online quiz and seminar presentation |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | | | | |
| Outcomes addressed: | | | | | | | |
| Unit 15 supports module-level outcomes 7 | | | | | | | |
| Purpose of the unit/week/section: | | | | | | | |
| The purpose of this unit is to equip student teachers to utilize different social media in teaching and learning | | | | | | | |
| Over to you: *(a description of the process of the section)* | | | | | | | |
| In this Module, a detailed explanation on the topic of the role of social media in education. You will learn different social media that are integrated in education. Those social media are like Wikis, Blogs, Facebook, Twitter and WhatsApp. You will have the opportunity to discuss its advantages and disadvantages. | | | | | | | |
| Pre-topic activity: | | | | Number of hours | | | 2 Hours |
| Please read the article 1 and 2 on Social Media and then make some notes on the following:   * Meaning of social media * Types of social media * Benefits of social media in education * Challenges of using social media in education   + - 1. <https://drive.google.com/drive/u/1/folders/113GYa7I1CR6G1IH7z6ZyhjKs53DLU8s6>       2. <https://drive.google.com/open?id=1_38hmeGWRwTCjKF7kG_tNa39_lalnOIA> | | | | | | | |
| Face to face time: *(if applicable)* | | | | Number of hours | | | 2 Hours |
| **Activity 15.1 -** **Lecture 15 - Social Media: Educational Technology Perspectives**  <https://drive.google.com/drive/u/1/folders/1M7vpaIcWuMG7oHg64eTvcWEJxIc_GygI> | | | | | | | |
| Online activity: | | | | Number of hours | | | 1 Hour |
| What should students do? | | **E-tivity 15.1 – Forum Discussion**  “Discuss the pros and cons of social media in education?”  Please visit this week's forum and:   1. Make a new thread where you give your own answer, and 2. Comment on the answers given by three of your fellow students. | | | | | |
| Where do they do it? | | Online (Through LMS) | | | | | |
| By when should they do it? | | By the end of fifteenth week | | | | | |
| Face to face time: *(if applicable)* | | | | Number of hours | | 1 Hour | |
| **Activity 15.2 - Seminar Presentation 07**   1. Explain the roles of the following social media in teaching and learning 2. What are the strengths and limitations of using those technologies in the teaching and learning process? 3. Wikis 4. Blogs 5. facebook 6. Twitter 7. WhatsApp   ***Resources for students***  <https://drive.google.com/open?id=194wIYdOsJ7iDN2HIQi_kZei3j4H2bDV2> | | | | | | | |
| Online activity: | | | Number of hours | | 1 Hour | | |
| What should students do? | **E-tivity 15.2 - Quiz**  After class, you should do the test to check that you have understood the main learning points.  <https://drive.google.com/open?id=19RPKaW6LYFIhGH3XfdO-pwyk1FalBL295vQ82_yxMJw> | | | | | | |
| Where do they do it? | Online (Through LMS) | | | | | | |
| By when should they do it? | By the end of fifteenth week | | | | | | |
| E-moderator/tutor role | | | | | | | |
| 1. To motivate students’ participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | | | | | |
| How are the learning outcomes in this unit assessed? | | | | Number of hours | | |  |
| There will be an online quiz and seminar presentation | | | | | | | |
| How does this section link to other sections of the module? | | | | | | | |
| The topic in this unit is linked to previous content | | | | | | | |

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END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE